

CHANGE UNDERGRADUATE DEGREE PROGRAM

PLEASE NOTE: To ensure that a series of changes to an existing degree program does not essentially create a new program, the Southern Association for the Accreditation of Colleges and Schools (SACS) requires submission of its Substantive Change Checklist for every program change. Prior to college-level review, you must fill out and submit the [SACS Substantive Change Checklist](#) to the Office of Institutional Effectiveness. Contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for assistance.

Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review and then a 10-day posting online, during which senators review on their own and have an option to register an objection if they so desire. If no objection is raised to the Senate Council Office within ten days of the posting the proposal, then the program change is approved. The Senate Council Office will report approvals to the Provost, Registrar and other appropriate entities, including the contact person.

For every proposed change, you MUST also include the existing requirement.

SUMMARY OF CHANGES

Check all that apply.

<input checked="" type="checkbox"/> Courses	<input type="checkbox"/> Program name	<input type="checkbox"/> Total required credit hours	<input type="checkbox"/> Student learning outcomes
<input type="checkbox"/> Criteria for admissions/progression/termination		<input type="checkbox"/> Certificate assessment	<input checked="" type="checkbox"/> Other

1. General Information

1a	Date of contact with Institutional Effectiveness (IE) ¹ :	September 9, 2016		
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.			
1b	College ² :	College of Education	Department ² :	STEM Education
1c	CIP code ³ :	13.1399	Today's Date:	9/9/16
1d	Current major name: (Biology, Design, etc.)	STEM Education and <content area> (Mathematics, Computer Science, Chemistry, Physics, and / or Earth Science)	Proposed major name:	STEM Education and <content area> (Mathematics, Computer Science, Chemistry, Physics, Earth Science, and/or Biology)
1e	Current Degree (BA, BFA, etc.):	Bachelor of Science	Proposed degree:	Same
1f	Will there be any changes regarding a track(s) for the program?			Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1g	Accrediting agency, if applicable:	Council for the Accreditation of Educator Preparation		

¹ Prior to college-level review, you must fill out and submit the SACS Substantive Change Checklist to the Office of Institutional Effectiveness. You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² It is not possible to change the home academic unit of a degree program via this form. To change the home unit, visit <http://www.uky.edu/faculty/senate> and search for forms related to academic organizational structure.

³ The CIP code is provided by Institutional Effectiveness. If a different CIP code is necessary, the program may undergo a review similar to the new program approval process.

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1h	Date of most recent periodic program review for this degree:	Fall 2016
1i	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval. OR <input type="checkbox"/> Specific Date ⁴ : <i>Fall 20</i>
1j	Contact person name:	Dr. Brett Criswell Dr. Margaret Mohr-Schroeder
	Phone / Email:	brett.criswell@uky.edu / 859-257-8974 mmohr2@g.uky.edu/257-3073

2. Overview of Changes

2a Describe the rationale for the changes, including results from the most recent program review if applicable. (450 word limit)

Currently there is not a pathway to get teacher certification in biology at the undergraduate level. We are wanting to add this option to expand our current undergraduate STEM PLUS program and to provide students an additional pathway to becoming a biology teacher. Dr. Brett Criswell, author of this document, engaged in multiple meetings with the Director of Undergraduate Studies (first, Dr. Ruth Beattie, then Dr. Jennifer Osterhage) to ensure that all content knowledge appropriate for someone to teach biology in the high school would be attainable through the biology coursework.

The single change to the BS in STEM Education was necessitate by a regulation passed by the Education Professional Standards Board (EPSB) designated at 16 KAR 5:060 (<http://www.lrc.state.ky.us/kar/016/005/060.htm>). This regulation mandated that candidates enrolled in middle and secondary programs such as the STEM Education, “shall demonstrate knowledge and skills in teaching adolescent literacy across the disciplines.” The response of the College of Education to this regulation was to mandate that all programs not already having a literacy course that would address the regulation would include EDC 533 - Literacy Across the Disciplines in their programmatic requirements. Since the STEM Education program did not already have such a course, it was necessary to make this inclusion. In order to make this inclusion in a program already containing the maximum credit hours (due to the required double major), then EDC 533 had to be substituted for another course. The course that was chosen to be substituted out was EPE 301 - Education in American Culture. This decision was based on the fact that the other education course included 3 core STEM Education classes (SEM 421, 422, and 423), the STEM Education course associated with student teaching (SEM 435), a course on adolescent development (EDP 202) and a course on classroom management (EDS 516). The program faculty, graduates of the program, and the STEM Education department did not feel the removal of this course would have a negative impact on program experiences.

In order to meet the GCCR requirement for the STEM Education major, we are proposing that students can choose between the GCCR option for the disciplinary major or the College of Education GCCR course, EPE 301. We feel that this meets the spirit of the GCCR requirement of demonstrating information literacy within their discipline and as appropriate for their future career as a science teacher.

2b	Use the fields below, as applicable, to identify the areas in which changes will be made.		
		Current	<i>Proposed</i>
i.	Credit Hours of Premajor Courses:		21
ii.	Credit Hours of Preprofessional Courses:		11
iii.	Credit Hours of Major Core Course Requirements		21
iv.	Minimum Credit Hours of Guided Electives:		22 - 24
v.	Minimum Credit Hours of Free Electives:		3
vi.	Credit Hours for Track 1 (name): Biology	120	
vii.	Credit Hours for Track 2 (name): Computer Science	120	
viii.	Credit Hours for Track 3 (name): Chemistry	120	

⁴ No program change(s) will be effective until all approvals are received.

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ix.	Credit Hours for Track 4 (name): Earth Science	120	
x.	Credit Hours for Track 5 (name): Physics	120	
xi.	Credit Hours for Required Minor:		
xii.	Total Credit Hours Required by Level:	100-level:	30
		200-level:	13
		300-level:	46
		400-level:	28
		500-level:	3

	TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:	<u> </u>	<u>120</u>
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xv.	If the total hours required for graduation have changed, explain below. (150 word limit)		
	N/A		

2c	Will the requested change(s) result in the use of courses from another educational unit?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," describe generally the courses and how they will used.		
	These are the courses required to attain a major in biology (BA).		
	If "Yes," two pieces of supporting documentation are required.		
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director ⁵ of each unit from which individual courses will be used.		
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of each affected unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		

2d	Will the proposed change(s) affect an associated minor?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," the department must also submit a change form to change the minor.		

3. Course Sharing

3a.	Will the requested changes result in the use of courses from another unit?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," describe generally the courses and how they will used.		
	These are the courses required to attain a major in biology (BA).		
	If "Yes," two pieces of supporting documentation are required.		
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director ⁶ from which individual courses will be used.		
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		

⁵ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.
⁶ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

3. UK Core Courses

3a	Are there any proposed changes to the UK Core requirements for the program? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 4a.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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If "Yes," note the specific changes in the grid below.

UK Core Area	Current Course	Current Credits	Proposed Course	Proposed Credits
I. Intellectual Inquiry				
Arts and Creativity				
Humanities				
Social Sciences				
Natural/Physical/Mathematical				
II. Composition and Communication				
Composition and Communication I	CIS/WRD 110	3	<i>CIS/WRD 110</i>	3
Composition and Communication II	CIS/WRD 111	3	<i>CIS/WRD 111</i>	3
III. Quantitative Reasoning				
Quantitative Foundations				
Statistical Inferential Reasoning				
IV. Citizenship (one course in each area)				
Community, Culture & Citizenship in USA				
Global Dynamics				
Total UK Core Hours		=====		=====

3b	Provide the Bulletin language about UK Core.
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4. Graduation Composition and Communication Requirement

4a	Will the Graduation Composition and Communication requirement be changed? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 5a.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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If "Yes," note the specific changes below, including changes to credit hours.

If the course(s) used are from outside the home unit, one piece of supporting documentation is required.

Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director⁷ from which individual courses will be used.

	Current	Proposed
i.	<input checked="" type="checkbox"/> Single course in home unit: EPE 301	<input type="checkbox"/> <i>Single course in home unit:</i>
ii.	<input type="checkbox"/> Multiple courses in home unit.	<input type="checkbox"/> <i>Multiple courses in home unit.</i>
iii.	<input type="checkbox"/> Single course outside home unit.	<input type="checkbox"/> <i>Single course outside home unit.</i>
iv.	<input type="checkbox"/> Multiple courses outside home unit.	<input type="checkbox"/> <i>Multiple courses outside home unit.</i>
v.	<input type="checkbox"/> Course(s) inside & outside home unit.	<input checked="" type="checkbox"/> <i>Course(s) inside & outside home unit. EPE 301 or approved GCCR for content major.</i>

⁷ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

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4b	Provide the Bulletin language about GCCR below.

5. Other Course Changes

5a	Will the college-level requirements change? (If “Yes,” indicate and note the specific changes in the grid below. If “No,” indicate and proceed to question 5c.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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Current		Proposed	
<input type="checkbox"/>	Standard college requirement	<input type="checkbox"/>	Standard college requirement
<input type="checkbox"/>	Specific course	<input type="checkbox"/>	Specific course

Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁸
						Select one....
						Select one....
						Select one....

5b	Will the existing language in the Bulletin about college-level requirements change?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If “Yes,” provide the new language below.			

5c	Will the pre-major or pre-professional course requirements change? (If “Yes,” indicate and note the specific changes in the grid below. If “No,” indicate and proceed to question 5e.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Current		Proposed				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁹
EPE 301	3	Education in American Culture	EDC 533	3	Teaching Adolescent Literacy Across the Disciplines	No Change
						Select one....
						Select one....
						Select one....
						Select one....

5d	Provide the Bulletin language about pre-major or pre-professional courses below.

5e	Will the major’s core course requirements change? (If “Yes,” indicate and note the specific changes in the grid below. If “No,” indicate and proceed to question 5g.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If “Yes,” note the specific changes in the grid below.			

Current		Proposed				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ¹⁰

⁸ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

⁹ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

¹⁰ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

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Nmbr	Hrs		Nmbr	Hrs		
					Please see attached Biology Curriculum Contract. All courses already exist and are not being changed.	No Change
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5f Provide the Bulletin language for major core course requirements.

5g Will the guided electives change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5i.) Yes No

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ¹¹
					Please see attached Biology Curriculum Contract. All courses already exist and are not being changed.	No Change
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5h Provide the Bulletin language for guided electives.

¹¹ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

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5i	Will the free electives change? (If “Yes,” indicate and note the specific changes in the space below. If “No,” indicate and proceed to question 5j.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

5j	Does the proposed change affect any track(s)? (If “Yes,” note the specific changes using the grid below. If “No,” proceed to question 6.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If more than one track is affected, click HERE for a template. Append a PDF for each affected track to the end of this form.			

Track Name: Biology		<input checked="" type="checkbox"/> New Track	<input type="checkbox"/> Changed Track	<input type="checkbox"/> Deleted Track		
Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ¹²
					Please see attached Biology Curriculum Contract. All courses already exist and are not being changed.	No Change
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5k	Provide the Bulletin language for the track.
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6. Semester by Semester Program

List below the typical semester-by-semester program for the major. If multiple tracks are available, click [HERE](#) for a template for additional tracks and append a PDF of each track’s courses to the end of this form.

YEAR 1 – FALL: (e.g. “BIO 103; 3 credits”)	See attached projected schedule for the Biology program	YEAR 1 – SPRING:	
YEAR 2 - FALL :		YEAR 2 – SPRING:	
YEAR 3 - FALL:		YEAR 3 - SPRING:	
YEAR 4 - FALL:		YEAR 4 - SPRING:	

7. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

¹² Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

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In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
7a	(Within College)		
	STEM Education	9/11/2015	Jennifer Wilhelm / 859-257-4235 / jennifer.wilhelm@uky.edu
	Courses & Curricula	10/21/2016	Justin K. Nichols/257-4748/justin.nichols2@uky.edu
	College of Education	11/18/2016	Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu
			/ /
7b	(Collaborating and/or Affected Units)		
	Biology	5/24/2015	Jennifer Osterhage / 859-257-9322 / jennifer.osterhage@uky.edu
			/ /
			/ /
			/ /
			/ /
7c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council	2/7/17	Joanie Ett-Mims

2b Tracks continued

Credit hours for Track 6 (name): Mathematics
Change)

Current – 120 hours Proposed (No

Education Program Provider
Department of Science, Technology, Engineering, & Mathematics Education
Curriculum Contract

Bachelor of Science in STEM Education and Bachelor of Arts in <select content area>
KY Initial Rank III Certification (grades 8-12) – Mathematics, Biology, Chemistry, Physics,
or Earth Science and Optional Computer Science Endorsement

Please TYPE

Name				Student ID	
UK Email					
Address					
	Street	City	State	Zip	
Phone					
	Link Blue ID	Semester of Admission to Program			

By signing this form, I verify that I have received a copy of it and understand the requirements for my degree program and resulting eligibility for certification.

Student Signature _____ Date _____

UKCore Requirements: (32 hours)

May overlap with content major requirements. May not overlap with Content Support courses.

Course	Title	Term	Grade	Credits
<i>Intellectual Inquiry</i>				
	The Nature of Inquiry in the Natural, Physical, & Mathematics Sciences			3
PSY 100	The Nature of Inquiry in the Social Sciences			4
	The Nature of Inquiry in the Humanities			3
	The Nature of Inquiry in the Arts & Creativity			3
<i>Communications</i>				
	Writing I			3
	Communication			3
<i>Quantitative Reasoning</i>				
MA 113 or MA 137	Mathematical, Logical and Statistical Foundations			4
STA 296	Statistical Reasoning			3
<i>Citizenship</i>				
	U.S. Citizenship			3
	Global Citizenship			3

Graduation Composition and Communication Requirement

EPE 301 or the disciplinary GCCR can be used here

Course Used		Hours	
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Foreign Language Proficiency

<input type="checkbox"/> Two Semesters of College Coursework		
<input type="checkbox"/> Two Years of Foreign Language in High School		
<input type="checkbox"/> Testing		

Required STEM Education Core: (29 hours)

Course	Title	Term	Grade	Credits
SEM 110*^	Introduction to STEM Education			2
EDP 202* ^	Human Development and Learning			3
EDS 516*	Principles of Behavior Management and Instruction			3
SEM 421*	STEM Methods I			3
SEM 422*	STEM Methods II			3
SEM 423*	Assessment in STEM Education (concurrent with SEM 435)			2
SEM 435*	STEM Student Teaching in the Secondary School			10
EDC 533	Teaching Adolescent Literacy across the Disciplines			3

* Requires field experience hours

^SEM 110 and EPE 301 or EDP 202 required for TEP Application

Specialization STEM Content Coursework. This will serve as your secondary major.

* Eligible to meet a Gen Ed Requirement

All content courses require a "C" or better and at least a 2.75 GPA

Biology Major

(66 hours)

Course	Title	Term	Grade	Credits
<i>Pre-major Requirements</i>				
MA 137 or 113 ⁺ ^	Calculus I with Life Sciences Applications or Calculus I			4
CHE 105 ⁺ ^	General College Chemistry I			4
CHE 111 ⁺ ^	Laboratory to Accompany General Chemistry I			1
CHE 107^	General College Chemistry II			3
CHE 113^	Laboratory to Accompany General Chemistry II			2
BIO 148^	Introductory Biology I			3
BIO 152^	Principles of Biology II			3
BIO 155^	Laboratory for Introductory Biology I			1
<i>Major Requirements</i>				
BIO 303	Introduction to Evolution			4
BIO 304	Principles of Genetics			4
BIO 315	Introduction to Cell Biology			4
BIO 325	Ecology			4
BIO 350 or 430G	Animal Physiology or Plant Physiology			4
BIO 425 or 499	Biology Seminar or Biology Research Seminar			1
<i>Additional Major Requirements</i>				
PHY 151 or PHY 211	Introduction to Physics or General Physics			3 or 5
CHE 230 or CHE 236	Organic Chemistry I or Survey of Organic Chemistry			3

CHE 231	Organic Chemistry Lab I			1
<i>Biology Electives (15 hours minimum) – Fifteen hours to be chosen from 300+ level BIO courses. A maximum of 6 credits of BIO 395 may be used as electives in this section. These could include BIO 300 (General Entomology), BIO 302 (Introduction to Neuroscience), BIO 308 (General Microbiology), BIO 351 (Plant Kingdom), BIO 375 (Behavioral Ecology and Sociobiology) with other options.</i>				

^Required for TEP Application

Free Electives – 3 hours

Select 3 hours of your choice. You may not double count these courses with your major content course requirements or UK Core requirements or your STEM content support courses. All courses should be approved by advisor prior to taking.

Course	Title	Term	Grade	Credits

STEM Content Support Courses – take up to 120 hours required for graduation

Select from each area of interest - you must choose at least 3 hours from Engineering unless you are a computer science major. You may not double count these courses with your major content course requirements or UK Core requirements. This list is not inclusive. All courses should be approved by advisor prior to taking. SEM 575 is required for mathematics and computer science majors. It is highly encouraged for other majors.

Course	Title	Term	Grade	Credits
<i>Mathematics/Statistics</i>				
FIN 350	Personal Investing and Financial Planning			3
STA 281	Probability and Statistics Using Interactive Computer Techniques			3
STA 292	Descriptive Statistics			3
MA 501/502	Seminar in Selected Topics			3
OR/STA 524	Probability			3
EDC/EDP/EPE 522	Educational Tests and Measurements			3
SEM 575	See Blue Mathematics Clinic (Required for Math Certification)			3
<i>Engineering</i>				
ME 599	Special Topics			3
EGR 101	Introduction to Engineering			4
EGR 199				3
EGR 199				3
<i>Technology</i>				
CS 115	Introduction to Computer Programming			3
TEL 201	Communication Technologies and Society			3
INF 401G	Informatics Fundamentals			3
EDC 543	Digital Game Based Learning and Instruction			3
EDC 544	Use and Integration of Instructional Media			3
CS 215	Introduction to Program Design, Abstraction, and Problem Solving			3
CS 221	First course in computer science for engineers			2
CS 316	Web Programming			3
<i>Science</i>				
CHE 105	General College Chemistry I			4
CHE 111	General College Chemistry Lab I			1
BIO 150	Principles of Biology I			3
BIO 151	Principles of Biology Laboratory I			2
PHY 231/241	General University Physics			4
PHY 241	General University Physics Laboratory			1
GLY 220	Principles of Physical Geology			4

Total Credit Hours

Minimum 120 credit hours required for graduation and Rank III certification

Basic Skills Testing (Successful testing required on one of the following exams)

PRAXIS Core Academic Skills Test	Reading (156) _____	Math (150) _____	Writing (162) _____	Date of Test _____
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Required GPAs (minimum 2.75 in each area)

Note: A minimum grade of "C" is required for all STEM Education Core and Content Major courses. In addition, a minimum GPA of 2.75 is required overall, as well as in the STEM education core, Content Major Courses, and STEM Content Support Courses.

Pre-TEP Content Major	
Pre-TEP Overall	
STEM Education Core	
STEM Content Support Courses	
Content Major	
Overall	

Continuous Assessment Checklist

Checkpoint	Date
Admission to TEP	
Satisfactory Mid-point Review	
Admission to Student Teaching	
Satisfactory Exit TPA/Review	

Required PRAXIS II Testing

Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.kyepsb.net for current test requirements and current cut scores. You may also contact an EPSB certification specialist at 502.564.4606 or toll free at 888.598.7667. To receive a UK recommendation that you are eligible for a state educator certificate, you must have taken the Kentucky EPSB required examinations and met the Kentucky EPSB cut score requirements.

Required for all students	
Principles of Learning and Teaching: Grades 7-12 (Code 5624; 160 min)	_____ ; Date of test: _____
Choose Content Area Test	
Chemistry: Content Knowledge (Code 5245; 147 min)	_____ ; Date of test: _____
Earth and Space Sciences: Content Knowledge (Code 5571; 147 min)	_____ ; Date of test: _____
Mathematics: Content Knowledge (Code 5161; 160 min)	_____ ; Date of test: _____
Physics: Content Knowledge (Code 5265; 133 min)	_____ ; Date of test: _____
Biology: Content Knowledge (Code 5235; 146 min)	_____ ; Date of test: _____

Certification Checklist:

Application filed with 166 TEB (with \$30.00 check for 166 TEB processing fee)

Appropriate Praxis II and PLT exams completed and passed

By signing this form, I verify the above information is accurate. I verify that all aspects of this program have been reviewed and are understood.

Student Signature

Date

To be filled out by the advisor:

By signing this form, I agree this student has completed all coursework requirements needed to obtain a Bachelor of Science in Education.

Advisor Signature

Date

To be filled out by the Program Chair:

By signing this form, I agree:

- 1) This student has met EPSB and CAEP standards for teacher certification.
- 2) This student should be recommended for certification.

Program Faculty Chair Signature

Date

SACS Substantive Change Checklist

Alexander-Snow, Mia <mia.alexander-snow@uky.edu>

Fri, Sep 9, 2016 at 10:30 AM

To: "Schroeder, Margaret" <m.mohr@uky.edu>

Cc: "Criswell, Brett" <brett.criswell@uky.edu>, "Sandidge, Rosetta" <rosetta.sandidge@uky.edu>

Hi Margaret:

Thank you for the form. Given that you will be closing the Secondary Science and Secondary Mathematics Education programs that do not lead to teacher certification additional information is needed. If I can have the additional information by Friday, September 16 that would be great! (If not, please send me an email letting me know when I can expect to be in receipt of the requested information) .

Please complete and submit the following attachments to Mia Alexander-Snow (mia.aexander-snow@uky.edu <mailto:mia.aexander-snow@uky.edu>):

- Teach-out Agreements for the Secondary Science and Secondary Mathematics Education Programs
- Senate program change form for the proposed Biology secondary major option

Let me know if you have questions or need assistance .

Best,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Office of Institutional Effectiveness
UKFCU Building, 1080 Export Street, Suite 180
Phone: [859-257-2873](tel:859-257-2873)
Fax: [859-323-3999](tel:859-323-3999)

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From: Schroeder, Margaret [<mailto:m.mohr@uky.edu>]

Sent: Friday, September 09, 2016 9:32 AM

To: Alexander-Snow, Mia

Cc: Criswell, Brett; Sandidge, Rosetta

Subject: SACS Substantive Change Checklist

Hi Mia-

We are adding the Biology secondary major option to our BS STEM Education Program this month. We have attached the checklist. Please let us know how we should proceed.

Best-
Margaret

Margaret J. Mohr-Schroeder, PhD <<https://education.uky.edu/stem/faculty-and-staff/about-mohr-schroeder/>> | Associate

Professor of STEM Education | COE Faculty Council Vice Chair<<http://sites.education.uky.edu/facultycouncil/>> | SAPC University Senate Committee Chair <http://www.uky.edu/Faculty/Senate/committees_councils/standing_committees/academic_programs.htm> | University Senator/Senate Council Member<<http://www.uky.edu/Faculty/Senate/>> | Secondary Mathematics Program Co-Chair<<https://2b.education.uky.edu/stem/new/undergraduate-programs/>> | | Department of STEM Education<http://goog_321265639/> | University of Kentucky<<http://www.uky.edu/>> | www.margaretmohrschroeder.com<<http://www.margaretmohrschroeder.com>>

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3 attachments



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Memorandum of Agreement
Department of Educational Policy Studies & Evaluation and Partnering Programs
on the Graduation Composition and Communication Requirement (GCCR)
University of Kentucky
Effective Fall 2016 through May 31, 2018

Background: The University Senate transformed the former university graduation-writing requirement (GWR) into a degree graduation composition and communication requirement (GCCR) that is appropriate for the academic program a given major represents. The GCCR will be anchored by writing appropriate to the discipline. It will also include at least one other modality of communication—oral or visual. The Senate has established the principles and requirements of the GCCR. Faculty in partnering programs have voted to fulfill the requirement through successful completion (“C” or better) on core components of one class: EPE 301 “Education and American Culture”. EPE301 is offered by the Department of Educational Policy Studies & Evaluation in the College of Education. The partnering programs have named EPE301 in their approved GCCR degree program plans.

EPE 301 Course Description: A multidisciplinary course exploring the context of teaching and learning in American society both within and outside the classroom, and enhancing critical examination of contending views, past and present, regarding the nature and role of educational institutions in society.

EPE301 has historically served as an upper division writing-intensive course and is well suited to meet GCCR program learning objectives for education and related majors. EPE301 also serves to meet the UK Core “Community, Culture, and Citizenship” requirement. Finally, EPE 301 satisfies a College of Education undergraduate certification requirement for field experience. As such, EPE301 is designed to support student achievement of the following learning outcomes:

UK Core Learning Outcome 4: Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

GCCR Course Student Learning Outcome for majors in Education and related fields: Students will demonstrate the ability to identify and critically examine one or more contending views of education in America from a cultural, historical, philosophical or sociological/social justice perspective, then communicate what they have learned through written and oral work.

Agreement:

1. EPE will offer multiple sections of EPE 301 (no more than 30 students per section) during the fall and spring terms and also a couple sections during summer school so that students from partnering programs can fulfill the GCCR.
2. EPE and partnering programs will coordinate scheduling of EPE 301 to minimize scheduling conflicts with other required courses.
3. Partnering programs will maintain communication with EPE to inform their major students during advising periods and through course bulletin listings how GCCR requirement can be met.
4. The course will have the following specific requirements: written assignment (s) of at least 4,500 words in English (the equivalent of 15 pages of double-spaced, type written text), student oral presentations of at least 10 minutes in English, and evidence of draft-feedback-revision process on the required GCCR written and oral assignments(s).
5. EPE will provide a syllabus that (a) shows how EPE 301 meets the Senate criteria for GCCR and (b) provides students from partnering programs with the opportunity to conduct discipline specific Field Experiences. All sections of EPE301 will include these core features.
6. EPE will maintain communication with contact persons in partnering programs and/or the Directors of Undergraduate Studies to share rubrics used in scoring assignments. Grades on the grading rubrics provide evidence of student performance specifically on the GCCR components of the course for use in degree program assessment reporting.
7. Partnering programs are responsible for submitting assessment results based on the above data regarding degree program student learning outcome(s) for their students according to their GCCR assessment plan and the assessment review cycle established by the UK Office of Assessment.
8. Each student from a partnering program is responsible for keeping a record of submitted assignments (as artifacts) in their portfolio via OTIS.
9. Faculty designated by the EPE department chair and by chairs of partnering programs will consult annually about the partnering program GCCR assessment results, the course assignments, and scoring rubrics, and to recommend improvements/changes to the course and/or assignments to ensure consistency with the needs of various program graduates. The results will be reported to faculty in partnering programs and EPE (as an agenda item for the Program Faculty Chairs meeting).

Renewal: This initial agreement will be for 2 years with the possibility of renewal. In the year prior to expiration of the agreement, program faculty from each program will review and consider this agreement renewal. If agreed to by both parties, the renewal will be approved 6 months prior to contract expiration. Renewals will not be for less than a 3 year term.

Termination: In the event either program would like to terminate this agreement, the department initiating termination will give the other party a 1 year written notice of intent to terminate this agreement. Additionally, if the University Senate fails to approve the GCCR, eliminates the requirement once formally approved or significantly changes the requirement, then this agreement will become null and void.

Margaret Mohr-Schroeder

Name of designated faculty

Margaret Mohr-Schroeder

Signature

BS in STEM Education

Partnering program name

December 6, 2016

Date

KILUBAL. NKULU

Name of designated EPE faculty

Kiluba Nkulu

Signature

12-06-2016

Date

Ett, Joanie M

From: Yost, Scott A
Sent: Tuesday, March 21, 2017 2:09 PM
To: Schroeder, Margaret
Cc: Ett, Joanie M
Subject: RE: MOA Information for STEM Education

Margaret,

I am getting close to clearing out the loose ends. I have sent the proposal back to UC and it should move to SC from there. It was put forward that student can satisfy the GCCR with either the EPE301 course or the BIO specific GCCR course(s). But STEM Ed-biology students cannot use WRD204 to satisfy the GCCR without an MOU between your program and WRD directly (even though it is a roundabout way through Biology)

Make sense?

Scott

From: Schroeder, Margaret [mailto:m.mohr@uky.edu]
Sent: Monday, March 06, 2017 8:34 PM
To: Yost, Scott A <scott.yost@uky.edu>
Subject: Re: MOA Information for STEM Education

Hi Scott-

I was wondering if we were ok to move forward given that WRD won't be an option? Our program is anxious to get this change passed on to the senate :)

Best-
Margaret

[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [COE Faculty Council Vice Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [Secondary Mathematics Undergraduate Program Chair](#) | | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com | [Schedule a Meeting with Me](#)

On Mon, Feb 27, 2017 at 8:28 PM, Schroeder, Margaret <m.mohr@uky.edu> wrote:

Hi-

OK, I spoke with our advisor and we won't have any students taking the WRD option. They will have to take the BIO GCCR courses or the EPE 301. WRD would add time on to their degree and that just isn't an option :/

All of our students thus far have taken EPE 301 and we don't anticipate that changing much. The content departments just wanted some flexibility in case the students did want to take some of their major coursework/GCCR. Does that make sense?

Thanks for your help with this!

Best-
Margaret

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On Mon, Feb 27, 2017 at 5:25 PM, Yost, Scott A <scott.yost@uky.edu> wrote:

Margaret,

Thanks for contacting me and trying to keep ahead of these things. I think there was some confusion. Yes there is a need for an MOA, but it was a bit more specific. Namely, Biology has various tracks to fulfill their GCCR, one of which is taking the WRD204 class. The other tracks are integrated into biology courses. What the GCCR committee is suggesting is that if you want to have STEM Ed students fulfill the GCCR in the technical program (i.e., biology) then you should have a direct MOA with WRD if students are allowed to take that track. If you want to restrict the students to take either EPE301 or the biology GCCR based on their courses, then no MOA is needed. But it still may be good to have one to cover these details. Does this make sense? Feel free to call me.

Attached are a few MOU you could use as a starting point, if needed. But I am sure you have seen the EPE301 MOA

Scott

From: Schroeder, Margaret [mailto:m.mohr@uky.edu]

Sent: Monday, February 27, 2017 10:59 AM

To: Yost, Scott A <scott.yost@uky.edu>
Cc: Flanagan, Sara M <sara.flanagan@uky.edu>
Subject: MOA Information for STEM Education

Hi Scott-

Sara relayed the information about the GCCR review of the STEM Education program and said we needed to have an MOA with Biology in case the students use their courses for their GCCR.

Is there somewhere I can get the information on the requirement/contents of the MOA please? I have searched the uky sites and have come up empty-handed. I would like to get this done asap since this holding up our entire program change.

Thanks for your guidance on this!

Best-

Margaret

[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [COE Faculty Council Vice Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [Secondary Mathematics Undergraduate Program Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com | [Schedule a Meeting with Me](#)

STEM Education Department

September 11th 2015 Minutes

Attendees: Jennifer Wilhelm, Brett Criswell, Lisa Krause, Cindy Jong, Jonathan Thomas, Rebecca Krall, Molly Fisher, and Margaret Schroeder

Minute Taker: Nora Whitehead

Location and Time: 122 TEB: 9:30 A.M.

1. Laurie Henry and Kevin Flora (retention and enrollment)
 - Fall 2014 enrollment
 - 81.7% (257)
 - Fall 2015 enrollment
 - 84.5% (309)
 - this year has the highest enrollment
 - Provost wants to increase enrollment 1% each year
 - first time, full-time freshman
 - STEM has nine students
 - want to retain eight students
 - students that are not ready for calculus I are already behind
 - hard to retain those students
 - responsible for students that claim STEM Ed as a major
 - students will not give us the exact reason for leaving
 - we need to build a relationship with students
 - each faculty member will reach out to one student
 - students will be able to ask questions
 - Kevin will send out an updated sheet with Freshman students data
 - Kevin Flora-3 ideas
 - analysis of students leaving within the university
 - what's going on
 - where are the students coming from
 - why are they coming in
 - early alert dashboard
 - needs to be looked at once a week
 - focus on students with these alerts
 - advisors send faculty members emails about student alerts
 - faculty members need more information on student alerts
 - 166 has all internal systems

-students are getting mixed

information from 166 and APEX

-email Kevin with any issues pertaining to students, enrollment, retention, etc.

2. Approval of August 20th minutes

-Margaret made a motion to approve the minutes

-Cindy seconded the motion

-all approved

3. Leftover items from August meeting: Program deletions and adding bio to STEM plus

-need to make a motion to suspend the secondary education program: math and science

-currently one student in the program

-the student will have 5 years to complete the program if the program is suspended

-Margaret made a motion to suspend the mathematics secondary education program and the science secondary education program

-Jennifer seconded the motion

-all approved

-bios

-biology was approved by biology department

-forms will be released next week

4. NCATE Report

-standards

-did well on 2,4,5, and 6

-problems with 1 and 3

5. Rank I and Rank II issues

-severe problems

-Dean and Rosetta want to get rid of Rank I and Rank II

-thoughts about Rank I going away

-we haven't been keeping a good track record (assignments and data)

-teachers want to go through Rank I

-stepping stone to Ph.D.

-Rosetta suggests

-delete Rank I right now and then resubmit

-we currently have 2 students getting their Rank I

-Candice and Floyd

-would be allowed to finish

-Rosetta will talk more about it in the program chair meeting

-everyone is on board to delete and bring back Rank I

-we'll be able to conglomerate hours together so students

will be able to get their Rank I

-Rank II

-new things need to be added

-we do not want to get rid of it

- need to collect data every year
- need to be aware of changes

6. REU update

- clean out the account
- we'll be able to pay for travel for students to go to conferences
- \$1,000/student
- Shelby and Mollie
- SSMA

7. Undergraduate Research Certificate (Arts & Sciences)

- in social science research
- committee
- Alice Turkington, Mark Whitaker, Sung-Hee Kim, and Tony Love
- minimum of 12 credit hours
- would we be interested in participating, or would we want to do our own
- interested in participating if our courses were included
- an email will be sent out with our courses listed

8. Committee Reports

- google doc.
- research committee
- Jon

9. Summer Schedule

- Margaret
- robotics
- Summer I
- EGR 599, EDU 300, and SEM 770 online

-Margaret made motion to adjourn

-Jennifer seconded motion

-all approve motion

Adjourned at 10:33 A.M.

Biology Faculty Meeting

Friday, April 24, 2015

3:00pm

THM 116

- Approval of Faculty Meeting Minutes; 2/27 - Approved
- Faculty Search
 - We have hired 2 lectures: Claire O'Quinn and Erin Richard who will take care of introductory Biology and non-majors Micro course.
 - We made formal offer to Julie Pendergast who is here today, just a few modifications necessary for her after her meeting with Hal Stills
 - We have been in discussions with Michelle Afkhami and Chris Searcy regarding their wish lists and we've been in discussions with the Dean regarding resources. A vote in favor of pursuing Dr. Searcy as a tenure-track faculty. In favor: 17, Opposed: 2, Abstentions: 3
- STEM Plus Program (see attachments) – A number of years ago the College of Education approved the STEM department, and out of that department came a new Science Education proposal, called STEM Plus. STEM Plus required an undergraduate degree in STEM education along with appropriate content knowledge in Biology, Chemistry, Physics and Math. This would allow them to be fully certified to teach these subject areas in high schools. A proposal for STEM Plus in Biology was brought but rejected due to the fact that it was extremely light on Biology. We recommended a double major: one in STEM and a BA in Biology. Dr. Beattie has been working with the College of Education preparing a proposal for a BA in Biology with a topical focus in STEM Education. They would be required to take all 4 upper level BIO courses. Is it good for Biology? A max of 5 students a year would be in the program and they are required to meet all of our BA requirements. Approved in favor with modifications (proposal currently lists BS requirements, but will be changed to BA). In favor: 24, Opposed: 0, Abstentions: 0
- Removing Cell as prerequisite for BIO 350 and 430G – will allow for more flexibility and will reduce bottleneck from taking Senior year. In favor: 23, Opposed: 0, Abstentions: 0
- BIO 148/152/155 (see attachment) – material just being rearranged.
- GAC – David Westneat
 - Recruiting is essentially over. We had 83 applicants and gave offers to 18. 12 of those (66%) accepted for the fall. We are still talking to one applicant for a Master's.
 - Plan B Master's program received 0 applicants. Window will stay open through mid-Aug.
 - Ribble top-offs – Ribble budget has been reconfigured and a new proposed budget has come out. Going forward, a faculty member will need to pay the difference from their grant or the student will need to take a half TA (versus whole TA), and fellowship recipients will actually make more as a half TA.

- Publication requirement (see attachment) - Discussion around whether the publication should be in press, at minimum or accepted with revisions. What is the underlying goal? Publication experience? Dissertation of sufficient quality?
- Future faculty searches, if time allows

**COLLEGE OF EDUCATION
COURSES AND CURRICULA COMMITTEE MEETINGS**

October 21, 2016 10:00-11:30am, 151 Taylor Education Bldg

Committee Members

- C&I, Margaret Rintamaa
- EDL, Tricia Browne-Ferrigno
- EdSRC, Bob McKenzie
- EDP, Jon Campbell (Sycarah Fisher representing Jon Campbell)
- EPE, Jane Jensen
- KHP, Justin Nichols (Chair)
- STEM, Brett Criswell
- Ex Officio, Rosetta Sandidge
- Staff, Martha Geoghegan
- Staff, Gary Schroeder

Also in attendance, Martha Rogers from Rehabilitation Counseling to discuss RC550, RC552, and RC554.

Minutes from the Friday, September 23, 2016 Courses and Curricula Committee meeting were approved.

**FROM EDUCATIONAL, SCHOOL, AND COUNSELING PSYCHOLOGY AND
EDUCATION POLICY STUDIES AND EVALUATION**

New Course Proposal – EDP 600 Lifespan of Human Development and Behavior

1. Questions and Discussion
 - a. This course was reviewed at the last meeting and tabled. (see minutes of the Sept. 23, 2016 meeting)
 - b. There was a discussion of how the course was being displayed in Curriculog. The red x indicated that this committee had rejected the course at the last meeting
 - c. The name of the course has been changed, because the committee had indicated that the course with the original name already exists in another department/program.
 - d. The title is now correct in curriculog, Martha Geoghegan says that she will make the necessary change on the College of Education website
 - e. The grading scale is now correct
 - f. All of the approvals from affected departments have been secured
2. Suggested Edits:
 - a. none
3. Motion to Approve
 - a. Moved: Jane Jensen
 - b. Seconded: Margaret Rintamaa

4. Amendments:
 - a. none
5. Action: Approved

FROM EARLY CHILDHOOD, SPECIAL EDUCATION, AND REHABILITATION COUNSELING

New Course Proposal – RC 550 Ethics in Rehabilitation and Mental Health Counseling

1. Questions and Discussion
 - a. Tricia Browne-Ferrigno asked whether the syllabus includes both the undergraduate and graduate grading scale.... Yes it does
 - b. Justin Nichols mentioned that the SLOs are listed, but they are not aligned with assignments in a 2 x 2 table.
 - c. Tricia indicated that the SLOs should be put into a table with items related to how they are going to be accomplished.
 - d. Jane Jensen indicated that such a table has not been approved as a requirement in the university syllabus by the University Senate, even though having such a table is a good idea. It was stated that the use of the SLO/assessments table is being promoted by the university assessment office. Jane indicated that she was at the university senate meeting where requiring this table in the university approved syllabus template was not approved
 - e. There was a general discussion of whether the CoE should pass a rule requiring that the SLO table be included in all CoE syllabi.
 - f. Justin Nichols also indicated that he has been involved in a number of conversations where there is agreement from a variety of committees that the SLO table (as well as the SLO list) should be on the syllabus
2. Suggested Edits:
 - a. none
3. Motion to Approve
 - a. Moved: Bob McKenzie
 - b. Seconded: Tricia Bowne-Ferrigno
4. Amendments:
 - a. none
5. Action: Approved

New Course Proposal – RC 552 Rehabilitation Technology in Education and Employment

1. Questions and Discussion
 - a. The same issue discussed in the previous course was recognized as being operative for this course as well.
 - b. Brett Criswell questioned the grading scales that were listed on the syllabus.... He wondered whether there are specific rules related to grading scales and schemes that need to be included on all syllabi. Jane indicated that there are not hard and fast rules for grading scales and schemes.
2. Suggested Edits:
 - a. none

3. Motions
 - a. Moved... Tricia Browne-Ferrigno
 - b. Seconded... Bob McKenzie
4. Amendments:
 - a. none
5. Action: Approved

New Course Proposal – RC 554 Rural Rehabilitation

1. Questions and Discussion
 - a. Tricia Browne-Ferrigno requested to see the syllabus on the screen
 - b. Jane Jensen was curious about the American Indian Vocational Rehabilitation Program. Martha Rogers said that CORE doesn't have a specific rule to include this in an accredited program, but it is something that the department thinks is a good idea
2. Suggested Edits:
 - a. none
3. Motion to Approve:
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded: Bob McKenzie
4. Amendments:
 - a. none
5. Action: Approved

Minor course Change Proposal – EDS 612 Advanced Practicum: Special Education

1. Questions and Discussion
 - a. Bob raised the question about whether the Curriculog form for minor course changes has a place to request making the course repeatable
 - b. Allan Allday, the author, did check the box for the course being repeatable... but, he was concerned that there is not a place to show that the actual course change being requested is repeatability.
 - c. Jane Jensen mentioned that in Curriculog there isn't a place to provide a course change rationale, so that if you read the form, as a reader it may not be clear what is intended with the proposed change.
 - d. It was suggested that perhaps the author should be asked to write a memo indicating what the changes are, that can then be attached to the proposal.
 - e. Jane identified several things that ought to be discussed in this kind of memo; items that the faculty in the senate would like to know, even though they aren't on the course change form.
2. Suggested Edits:
 - a. The author (Allan Allday) should do a short memo indicating that the intent of the course change is for the course to be repeatable. This should be done before the proposal is sent on to the Senate.
 - b. The author is also asked to provide Martha Geoghegan with a current electronic copy of the syllabus that can also be attached to the proposal.
 - c. Justin Nichols mentioned that the form should include a meeting pattern because the course is a three hour course.

- d. Justin also mentioned that there are no pre-requisites listed on the form. Probably it would be good to note that there are no pre-requisites for this course.... Even though it is not required.
 - e. Justin mentioned that the impact report identifies this course as a prerequisite for other courses. As the committee looked at the form it agreed that there is no impact that needs to be dealt with for this course change.
3. Motion to Approve
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded: Margaret Rintamaa
 4. Amendments:
 - a. none
 5. Action: Approved

New Course Proposal – EDS 599 Preparing Students for Interdisciplinary Teaming Education Abroad: India

1. Questions and Discussion
 - a. Bob McKenzie said that the author (Amy Spriggs) has been taking students to India for at least three years, but using a special problems course
 - b. The idea to this proposal is to have an actual course that will be used to support this study abroad activity
 - c. Margaret Rintamaa said that the “study abroad” form will be submitted later, after this course is approved.
 - d. Jane indicated that the two steps would be better..... First get the course approved without specifying that the course is a study abroad course in India. After the course is approved, then there can be a request to the Study Abroad Office to approve the course for use in a specific study abroad experience.
2. Suggested Edits:
 - a. The form will need to be edited to clarify that the course will be more generic and not specifically for being taught in a study abroad experience in India.
 - b. The form should be edited to make the course more useable in a variety of settings
3. Motion to Approve
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded..... Jane Jensen
4. Amendments:
 - a. Course is to be sent back to the author to make the changes to the proposal which will make the course more generic. (as suggested in the comments made during the meeting)
 - b. Also it is suggested that the author do a “Study Abroad” form at the same time
5. Action: Proposal Sent Back to Department

DISCUSSION

There was a discussion (via speakerphone) with Margaret Schroeder about whether the college is now requiring a matrix table for SLOs and assessment activities on all syllabi. Margaret said

that there wouldn't need to be a specific matrix on each syllabus at this time. However, each syllabus does need to identify the SLOs and also how they would be assessed.

From STEM Education:

Program Change Proposal – Delete Undergraduate Secondary Math Education

1. Questions and Discussion
 - a. The committee reviewed the change form at the meeting to consider the intent of this proposal
 - b. Margaret Rintamaa asked whether this change would mean that all MIC students will be coming to the program with a major in their content area(s)? Yes they will.
2. Suggested Edits:
 - a. none
3. Motion to Approve
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded: Jane Jensen
4. Amendments:
 - a. none
5. Action: Approved

Program Change Proposal – Delete Undergraduate Secondary Science Education

1. Questions and Discussion
 - a. none
2. Suggested Edits:
 - a. none
3. Motion to Approve
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded: Jane Jensen
4. Amendments:
 - a. none
5. Action: Approved

Program Change Proposal – Undergraduate STEM PLUS

1. Questions and Discussion
 - a. The committee reviewed the rationale statements on the proposal form in Curriculog.
 - b. Margaret Rintamaa asked whether now all of the STEM Plus Program options will no longer be taking EPE301. (not necessarily) Students in STEM Plus will have a couple of options for completing the GCCR requirement. EPE301 is used primarily for students to complete the GCCR.
 - c. She wondered whether this would also have an impact on the numbers for EPE301.
 - d. Margaret Schroeder (via speakerphone) indicated that there might be a decline in students taking EPE301, because probably it will only the math option students

who wouldn't have a GCCR course in their programs... and would need to do EPE 301.

- e. Jane Jensen indicated that the STEM Plus faculty will need to prepare a new GCCR plan to replace the current one.
 - f. All of the text related to adding the Biology option to stem plus was reviewed. Martha Geoghegan indicated that there would need to be some clarifying in the form to make sure that the interactions with the Biology department are clear and understandable by the senate committee.
2. Suggested Edits:
 - a. The department is requested to prepare a GCCR plan to accompany this proposal
 3. Motion to Approve
 - a. Moved: Margaret Rintamaa
 - b. Seconded: Brett Criswell
 4. Amendments:
 - a. None
 5. Action: Approved

ADJOURNMENT: 11:10

Minutes approved by Courses and Curricula Committee 11/18/2016

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COURSES AND CURRICULA COMMITTEE MEETINGS**

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 - e. The grading scale is now correct
 - f. All of the approvals from affected departments have been secured
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3. Motion to Approve
 - a. Moved: Jane Jensen
 - b. Seconded: Margaret Rintamaa

4. Amendments:
 - a. none
5. Action: Approved

FROM EARLY CHILDHOOD, SPECIAL EDUCATION, AND REHABILITATION COUNSELING

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1. Questions and Discussion
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 - b. Justin Nichols mentioned that the SLOs are listed, but they are not aligned with assignments in a 2 x 2 table.
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2. Suggested Edits:
 - a. none
3. Motion to Approve
 - a. Moved: Bob McKenzie
 - b. Seconded: Tricia Bowne-Ferrigno
4. Amendments:
 - a. none
5. Action: Approved

New Course Proposal – RC 552 Rehabilitation Technology in Education and Employment

1. Questions and Discussion
 - a. The same issue discussed in the previous course was recognized as being operative for this course as well.
 - b. Brett Criswell questioned the grading scales that were listed on the syllabus.... He wondered whether there are specific rules related to grading scales and schemes that need to be included on all syllabi. Jane indicated that there are not hard and fast rules for grading scales and schemes.
2. Suggested Edits:
 - a. none

3. Motions
 - a. Moved... Tricia Browne-Ferrigno
 - b. Seconded... Bob McKenzie
4. Amendments:
 - a. none
5. Action: Approved

New Course Proposal – RC 554 Rural Rehabilitation

1. Questions and Discussion
 - a. Tricia Browne-Ferrigno requested to see the syllabus on the screen
 - b. Jane Jensen was curious about the American Indian Vocational Rehabilitation Program. Martha Rogers said that CORE doesn't have a specific rule to include this in an accredited program, but it is something that the department thinks is a good idea
2. Suggested Edits:
 - a. none
3. Motion to Approve:
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded: Bob McKenzie
4. Amendments:
 - a. none
5. Action: Approved

Minor course Change Proposal – EDS 612 Advanced Practicum: Special Education

1. Questions and Discussion
 - a. Bob raised the question about whether the Curriculog form for minor course changes has a place to request making the course repeatable
 - b. Allan Allday, the author, did check the box for the course being repeatable... but, he was concerned that there is not a place to show that the actual course change being requested is repeatability.
 - c. Jane Jensen mentioned that in Curriculog there isn't a place to provide a course change rationale, so that if you read the form, as a reader it may not be clear what is intended with the proposed change.
 - d. It was suggested that perhaps the author should be asked to write a memo indicating what the changes are, that can then be attached to the proposal.
 - e. Jane identified several things that ought to be discussed in this kind of memo; items that the faculty in the senate would like to know, even though they aren't on the course change form.
2. Suggested Edits:
 - a. The author (Allan Allday) should do a short memo indicating that the intent of the course change is for the course to be repeatable. This should be done before the proposal is sent on to the Senate.
 - b. The author is also asked to provide Martha Geoghegan with a current electronic copy of the syllabus that can also be attached to the proposal.
 - c. Justin Nichols mentioned that the form should include a meeting pattern because the course is a three hour course.

- d. Justin also mentioned that there are no pre-requisites listed on the form. Probably it would be good to note that there are no pre-requisites for this course.... Even though it is not required.
 - e. Justin mentioned that the impact report identifies this course as a prerequisite for other courses. As the committee looked at the form it agreed that there is no impact that needs to be dealt with for this course change.
3. Motion to Approve
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded: Margaret Rintamaa
 4. Amendments:
 - a. none
 5. Action: Approved

New Course Proposal – EDS 599 Preparing Students for Interdisciplinary Teaming Education Abroad: India

1. Questions and Discussion
 - a. Bob McKenzie said that the author (Amy Spriggs) has been taking students to India for at least three years, but using a special problems course
 - b. The idea to this proposal is to have an actual course that will be used to support this study abroad activity
 - c. Margaret Rintamaa said that the “study abroad” form will be submitted later, after this course is approved.
 - d. Jane indicated that the two steps would be better..... First get the course approved without specifying that the course is a study abroad course in India. After the course is approved, then there can be a request to the Study Abroad Office to approve the course for use in a specific study abroad experience.
2. Suggested Edits:
 - a. The form will need to be edited to clarify that the course will be more generic and not specifically for being taught in a study abroad experience in India.
 - b. The form should be edited to make the course more useable in a variety of settings
3. Motion to Approve
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded..... Jane Jensen
4. Amendments:
 - a. Course is to be sent back to the author to make the changes to the proposal which will make the course more generic. (as suggested in the comments made during the meeting)
 - b. Also it is suggested that the author do a “Study Abroad” form at the same time
5. Action: Proposal Sent Back to Department

DISCUSSION

There was a discussion (via speakerphone) with Margaret Schroeder about whether the college is now requiring a matrix table for SLOs and assessment activities on all syllabi. Margaret said

that there wouldn't need to be a specific matrix on each syllabus at this time. However, each syllabus does need to identify the SLOs and also how they would be assessed.

From STEM Education:

Program Change Proposal – Delete Undergraduate Secondary Math Education

1. Questions and Discussion
 - a. The committee reviewed the change form at the meeting to consider the intent of this proposal
 - b. Margaret Rintamaa asked whether this change would mean that all MIC students will be coming to the program with a major in their content area(s)? Yes they will.
2. Suggested Edits:
 - a. none
3. Motion to Approve
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded: Jane Jensen
4. Amendments:
 - a. none
5. Action: Approved

Program Change Proposal – Delete Undergraduate Secondary Science Education

1. Questions and Discussion
 - a. none
2. Suggested Edits:
 - a. none
3. Motion to Approve
 - a. Moved: Tricia Browne-Ferrigno
 - b. Seconded: Jane Jensen
4. Amendments:
 - a. none
5. Action: Approved

Program Change Proposal – Undergraduate STEM PLUS

1. Questions and Discussion
 - a. The committee reviewed the rationale statements on the proposal form in Curriculog.
 - b. Margaret Rintamaa asked whether now all of the STEM Plus Program options will no longer be taking EPE301. (not necessarily) Students in STEM Plus will have a couple of options for completing the GCCR requirement. EPE301 is used primarily for students to complete the GCCR.
 - c. She wondered whether this would also have an impact on the numbers for EPE301.
 - d. Margaret Schroeder (via speakerphone) indicated that there might be a decline in students taking EPE301, because probably it will only the math option students

who wouldn't have a GCCR course in their programs... and would need to do EPE 301.

- e. Jane Jensen indicated that the STEM Plus faculty will need to prepare a new GCCR plan to replace the current one.
 - f. All of the text related to adding the Biology option to stem plus was reviewed. Martha Geoghegan indicated that there would need to be some clarifying in the form to make sure that the interactions with the Biology department are clear and understandable by the senate committee.
- 2. Suggested Edits:
 - a. The department is requested to prepare a GCCR plan to accompany this proposal
 - 3. Motion to Approve
 - a. Moved: Margaret Rintamaa
 - b. Seconded: Brett Criswell
 - 4. Amendments:
 - a. None
 - 5. Action: Approved

ADJOURNMENT: 11:10

Minutes approved by Courses and Curricula Committee 11/18/2016