

The SAASC convened on Thursday, April 4, 2019 to consider a proposal from the College of Education, to change the name of the BAEDU and Early Elementary Education program and other changes to the program.

Attendance: Susan Effgen, Azhar Swanson, Kevin Donohue, Tom Troland, Rebekah Epps, Brad Kerns, Herman Farrell (Chair)

Procedure:

Rebekah Epps acted as facilitator of the proposal.

Discussion:

Epps noted that this involved a name change of the program from “Early Elementary Education” to “Elementary Education” because the old name suggests a focus on primary-age children when the program involves the entire scope of Elementary Education. It was noted that there was an error in the form: Item 5e should be a “No” instead of “Yes” – there is no change to the major course requirements in this proposal.

And the proposal involves a change to the grade standards – requiring that students maintain “a minimum of 2.75 (GPA) average throughout the teacher education program” and “the program faculty has voted to approve a letter of “C” or better in content course that are foundational to teaching elementary school.”

Vote:

A motion was made and seconded that the SAASC approve the proposal.

The vote in favor was unanimous.

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

**1. General Information**

1a	Date of contact with Institutional Effectiveness (IE) <sup>1</sup> :	10/23/2018 and 12/7/2018		
	<input type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.			
1b	College <sup>2</sup> :	Education	Department <sup>2</sup> :	Curriculum and Instruction
1c	CIP code <sup>3</sup> :	13.1202	Today's Date:	3/23/2018
1d	Current major name: (Biology, Design, etc.)	Early Elementary Education	Proposed major name:	Elementary Education
1e	Current Degree (BA, BFA, etc.):	BAEDU	Proposed degree:	NA
1f	Will there be any changes regarding a track(s) for the program?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1g	Accrediting agency, if applicable:	Kentucky - Education Professional Standards Board (EPSB); National: Council for the Accreditation for Teacher Preparation (NCATE, recently renamed Council for Accreditation of Educator Preparation, CAEP)		
1h	Date of most recent periodic program review for this degree:	Council of Postsecondary Education review, 2017; NCATE & EPSB accreditation review, Fall		

<sup>1</sup> 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](mailto:institutionaleffectiveness@uky.edu)).

<sup>2</sup> 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.

<sup>3</sup> 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.

		2015
1i	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.    OR <input type="checkbox"/> Specific Date <sup>4</sup> : <i>Fall 20</i>
1j	Contact person name:	Kim White                      Phone / Email: 7-7852 / kim.white@uky.edu

**2. Overview of Changes**

2a	Describe the rationale for the changes, including results from the most recent program review if applicable. (450 word limit)	
	<p>The Elementary Education programs prepares teacher candidates to become certified in grades Kindergarten through Fifth. The original name of Early Elementary is an inaccurate description of our program. Potential students believe they are going to receive experiences with only primary-age children, not the full range of elementary students. We would like to official name to reflect the actual certification scope of Elementary Education.</p> <p>Currently the Kentucky Education Professional Standards Board (EPSB) stipulates that all teacher education programs require a minimum of 2.75 overall GPA for incoming teacher education applicants. While some programs set higher standards than this minimum, the Elementary Teacher Education Program maintains this 2.75 GPA admissions requirement, and also requires a similar GPA requirement in order for elementary teacher candidates to student teach. The GPA requirement is not implemented across the program, only for program admission and to meet the student teaching requirements. This allows students to earn a letter grade of C in more than one program required course during their work in their program. In order to maintain high standards, the program faculty have voted to require a minimum of 2.75 average throughout the teacher education program. This change would maintain the same high standards across the program and would help identify early on potential issues teacher candidates may have before they are eligible to student teach.</p> <p>In addition, the program Faculty has voted to approve a letter of “C” or better in content courses that are foundational to teaching elementary school. This stipulation would include content courses that serve as prerequisite courses for the methods courses within the Teacher Education Program (i.e., EDC 329, EDC 339, EDC 236, SEM 328, SEM 337). This requirement will reinforce high program standards while supporting our candidates’ development of content knowledge they will be expected to teach at the elementary level. Recent changes in K-12 content standards in English/Language Arts, mathematics, science, and social studies require greater application of knowledge through problem solving and critical thinking in the elementary grades. Our candidates will benefit from the required of a grade of C or better in preparation to teaching the updated curriculum.</p>	
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:	
ii.	Credit Hours of Preprofessional Courses:	
iii.	Credit Hours of Major Core Course Requirements	
iv.	Minimum Credit Hours of Guided Electives:	
v.	Minimum Credit Hours of Free Electives:	
vi.	Credit Hours for Track 1 (name):	
vii.	Credit Hours for Track 2 (name):	

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

**CHANGE UNDERGRADUATE DEGREE PROGRAM**

viii.	Credit Hours for Track 3 (name):		
ix.	Credit Hours for Track 4 (name):		
x.	Credit Hours for Track 5 (name):		
xi.	Credit Hours for Required Minor:		
xii.	Total Credit Hours Required by Level:	100-level:	
		200-level:	
		300-level:	
		400-level:	
		500-level:	

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

2c	Will the requested change(s) result in the use of courses from another educational unit?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe generally the courses and how they will used.		
	The requested changes will not change current enrollments of elementary education majors in any courses required as pre-requisites or program required coursework.		
	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 <sup>5</sup> 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.		
	The suggested changes will result in modifying the wording in the Undergraduate Bulletin, but not a change in current enrollment practices of elementary education majors.		
	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 <sup>6</sup> 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		

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

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

unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

**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  No

If “Yes,” note the specific changes in the grid below.

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

3b Provide the Bulletin language about UK Core.

**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  No

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/director<sup>7</sup> from which individual courses will be used.

	Current	Proposed
i.	<input type="checkbox"/> Single course in home unit:	<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 type="checkbox"/> <i>Course(s) inside &amp; outside home unit.</i>

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

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"/>
<i>Current</i>			<i>Proposed</i>				
<input type="checkbox"/> Standard college requirement			<input type="checkbox"/> <i>Standard college requirement</i>				
<input type="checkbox"/> Specific course			<input type="checkbox"/> <i>Specific course</i>				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status <sup>8</sup>	
						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 type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>Current</i>			<i>Proposed</i>				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status <sup>9</sup>	
						Select one....	
						Select one....	
						Select one....	
						Select one....	
						Select one....	

5d	Provide the Bulletin language about pre-major or pre-professional courses below.					
In the 2018-2019 Undergraduate Bulletin on page 230 under the heading of Program Related Studies: Students must earn a C or better in all of the following courses and/or program approved substitutions.						

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.							
<i>Current</i>			<i>Proposed</i>				

<sup>8</sup> 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”).

<sup>9</sup> 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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Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status <sup>10</sup>
				3		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....
						Select one....
						Select one....

5f Provide the Bulletin language for major core course requirements.  
 In the 2018-19 Undergraduate Bulletin on page 230 under the heading of Professional Education Requirements: Students must earn a C or better in all of the following courses and/or program approved substitutions.

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 <sup>11</sup>
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5h Provide the Bulletin language for guided electives.

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  No

<sup>10</sup> Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.  
<sup>11</sup> Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

**CHANGE UNDERGRADUATE DEGREE PROGRAM**

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 type="checkbox"/>	No <input checked="" 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:			<input 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 <sup>12</sup>
						Select one....
						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.

<b>YEAR 1 – FALL:</b> (e.g. “BIO 103; 3 credits”)		<b>YEAR 1 – SPRING:</b>	
<b>YEAR 2 - FALL :</b>		<b>YEAR 2 – SPRING:</b>	
<b>YEAR 3 - FALL:</b>		<b>YEAR 3 - SPRING:</b>	
<b>YEAR 4 - FALL:</b>		<b>YEAR 4 - SPRING:</b>	

**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).

*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)		
	Elementary Program Faculty	2/23/2018	Cindy Jong / 257-9748 / Cindy.jong@uky.edu
	Curriculum & Instruction	3/23/2018	Jared Stallones / 257-3230 / Jared.stallones@uky.edu
			/ /

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



**CHANGE UNDERGRADUATE DEGREE PROGRAM**

<i>form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i>			
	<b>Reviewing Group Name</b>	<b>Date Approved</b>	<b>Contact Person Name/Phone/Email</b>
7a	(Within College)		
	Curriculum & Instruction	9/07/18	Jared Stallones/257-5848/jared.stallones@uky.edu
	COE Courses and Curricula	10/04/18	Jane Jensen/257-1929/jane.jensen@uky.edu
	College of Education	11/01/18	Melody Noland/323-7482/mnola01@email.uky.edu
			/ /
7b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /
7c	(Senate Academic Council)		<b>Date Approved</b>
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		1/15/19
			Joanie Ett-Mims

## Elementary Education Program Faculty Meeting Minutes

September 14, 2018 @12:00-2:00, TEB 201

**Present:** Kim White, Joni Meade, Jeanette Groth, Pam Seales, Regina Dawson, Becky Krall, Mary Shake, Jonathan Thomas, Cindy Jong, Sharon Brennan, and Laura Darolia (via Zoom)

- Announcements
  - Background check
  - Reminder about UK IDs on all students and faculty
  - TEP interview schedule with names to be released on Saturday
  - 54 candidates, all slots should be filled
    - Kim will share final schedule next week.
    - IF you can't make a slot, please find a sub and let Kim know.
    - Joni proposed we add late afternoon slots to accommodate students' course schedules.
  
- Discussion
  - EDC 323 Classroom Management course title change to *Culturally Responsive Classroom Management* to meet CAEP
    - Do we use something more broad like *Creating an Inclusive Classroom Environment*?
    - PF seem to agree that it makes sense to change the title (and course description) to reflect additional substantive changes being made to the course.
    - For next meeting we will review proposed course description change and make a decision then.
  - Dispositions assessments, both self and faculty
    - Self-assessment would be filled out via OTIS
    - Faculty assessment to document dispositional concerns of students (perhaps a spreadsheet on Sharepoint- Cindy can create prototype). Becky will look into programs to create a database.
  - KTIP lesson format
    - Sharon said she doesn't see KTIP returning any time soon.
    - DOE is still using KTPS, but no updates w/lesson plan format.
    - Joni has been talking w/Jerry to update KTPS evaluations.
    - SPED students? They can keep completing 2 KTIP lesson forms (and no practicum form).
  
- Action Items
  - Set orientation dates and choose facilitators Oct. 18<sup>th</sup> (Pam & Regina) and 19<sup>th</sup> (Jon, Cindy, and Joni); Oct. 25<sup>th</sup> (Mary & Kim) and 26<sup>th</sup> (Becky and Joni?)
    - Once we hear back from advisors, we will schedule dates and people.

- Thursday at 3:30 (Regina and Mary) and Friday at 1:00 (Joni and Becky) for 1 hour, but should last 45 min.) Joni is reserving rooms. Kim will prepare curriculum contracts and sign-in sheets (indicating when they will begin pre-practicum)
  - Program catalog changes for C or better rule
    - Kim is submitting name change to Elementary Education (removing Early)
    - We'll be making a request to change information in the bulletin for our program w/related studies and program required courses. We will revise the statement to make it clear that a C or better is required.
    - We should look at Booking Rules for SEM – Becky will investigate process to change (and social studies). \*\*
    - **Becky Krall made motion to add “C or better “and “2.75 GPA” requirements to the two locations of the university bulletin for all program related studies and professional education requirements. Mary Shake seconded the motion. Program faculty unanimously voted to pass the motion.**
- Goals for 18-19
  - CAEP compliance
  - Aligning assessments across 3 semesters in program
  - Discuss culminating project for students teachers (e.g. action research or inquiry project, possibly connected to leadership project)
  - Improving cultural competency across program
  - High leverage practices
  - Partnerships- create a clear procedure (establish MOUs?); think strategically how all students will have a site-based experience and what language we'll use (e.g. not “cohort”) to not make some students feel excluded
- Adjourn Meeting at 1:48: Regina made motion and Mary seconded.

Elementary Education Program Faculty Retreat  
Spring 2018 Agenda  
May 10, 2018 @9:00-2:00, Klein Room

9:00-9:30 Opening Discussion during Breakfast (Cindy)

- **What do we want our candidates to know and be able to do?**
- Goals: strengthen partnerships, recruit students with diverse backgrounds, strengthen prep to teach ELLs and use CRT
- How are we integrating expected [dispositions](#) into the program?
- **How can we improve? What action do we need to take?**

Dispositions:

- Reflections and self-evaluations integrated into pre-prac
- Practicum? Which will be integrated into specific courses?
- Self-evaluation integrated into student teaching
- Explicit connections to KTPS!!
- Pre-prac (class management and literacy) can set the stage w/foundational knowledge
- Evaluation: Shared document for each student that stays with them throughout
- Teaching/Course integration: Map out where various dispositions are taught (which assignments?)
- Next steps: Joni & Kim will meet to combine evaluation forms; Cindy will work on mapping out assignments/tasks that integrate dispositions
- [https://docs.google.com/spreadsheets/d/1f8ZuMrRfh1L6q2xtJACBwTI6s\\_fuPOK9zCatnYwkl4Q/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1f8ZuMrRfh1L6q2xtJACBwTI6s_fuPOK9zCatnYwkl4Q/edit?usp=sharing)

9:30-10:00 Updates (Kim)

- Curriculum Contract Updates; Select Courses; Assign sub-committee
- Proposed idea: connection prerequisite courses w/C or better to TEP content courses. Becky will assist w/science content course requirements AND send NCATE version. Mary will help Kim on sub-committee to mark up bulletin and senate rules. \*make change of program to Elementary Education (instead of “early elem”)

**\*\*\* Elementary Program Faculty voted unanimously on 9/4/18 to change the program name of Early Elementary Education to Elementary Education.**

[http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/education\\_3.pdf](http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/education_3.pdf)

Regina will create a draft w/revisions of the TEP graphic for the handbook

- [High-leverage Practices](#)

Kim showed data of pre-prac students' responses about which were observed. These practices can use more attention. 3, 4, 11, 12, 13, 16, 18, & 19 How will courses provide more experiences w/these HLPs?

- KTIP Lessons?

Agreement on common lesson plan formats: KTIP for preprac; KTIP and practicum form (except for SPED majors who complete 2 KTIPs)

10:00-10:30 Policies and Procedures for Program Consistency (Mary)

- Attendance and late assignment policies and penalties: change 1% to 2% of total points possible \*include actual points as well so it's crystal clear; keep 2 tardies = 1 absence
- Include statement: "Incomplete or poorly written assignments may be returned for revision at the instructor's discretion." Then feel free to add in specifics for your own course.
- \*Cindy will send updated language to everyone.
- Participation points: How are they used in courses?
- Replace with dispositions evaluations
- Grading, feedback, and OTIS: What is expected and reasonable/manageable?
- \*Reminder to stay on top of timely feedback to students.
- KTPS Integration (Fall 2018; July 1 EPSB release of benchmarks)

· Action plans: when are they appropriate? \*student alert data (Kim)  
<https://www.uky.edu/studentacademicsupport/primary-student-college-summary>  
 Becky: Template w/common language to make writing action plans more efficient (and consistent). We should include dispositional language as well.  
 Reasons: dispositions, weak academics?, teaching performance? \*case by case  
 Purposes: support students, have documentation to make decisions, poor performance and late assignments should reflect on low grades but it could be

10:30-11:00 TEP Application and Admissions Process (Laura & Regina)

- What are grounds for denial? dispositions, ethics, GPA/academics, weak interview (\*grounds for a re-interview, as long as other areas are strong), weak portfolio, lack of experience/connections
- What do we expect? reframe our question to whether the student has at least 3 strong areas in regards to being a future teacher
  - Provide list of organizations and places where students can have more experiences.

11:00-11:30 School Partnerships (Jon & Jeanette)

- Pre-Prac & Practicum: What models do we want to use and why?
  - How can we strengthen site-based experiences?
- Add info about experiences at partnership schools in handbook

11:30-12:00 STEM Undergraduate Certificate (Becky)

- [Overview](#)
- Questions and feedback as we begin lunch

12:00-12:30 Lunch & continue (above) conversations!

12:30-1:30 Explicit Course Connections (Joni & Cindy)

- Practicum: Units & topics EDC 339 will have students create units that integrate social studies content or other themes (not science, since students develop science units in SEM 328)
  - What dispositions are tied to various courses? How?
  - Other tasks?
- Info: SLOs and Lin's visit

1:30-2:00 Wrap up discussions and next steps!



**University of Kentucky**  
**College of Education**  
Department of Curriculum and Instruction

## **MEMORANDUM**

To: Dr. Kim White

From: Jared Stallones, Ph.D.  
Department Chair

A handwritten signature in black ink that reads "Jared Stallones". The signature is written in a cursive style.

Date: September 14, 2018

Subject: Program Designation

This is to confirm that on September 7, 2018 the voting faculty of the Department of Curriculum and Instruction voted unanimously to endorse all necessary edits to University documents to change program designation from “Early Elementary Education” to “Elementary Education.

**MEMORANDUM**

**TO:** COE Committee on Courses and Curriculum

**FROM:** Jared R. Stallones, Ph.D. [JRS](#)  
Chair, Department of Curriculum and Instruction

**RE:** Change to UK Bulletin Text

**DATE:** October 15, 2018

In our Department meeting on October 12, 2018, the following motion passed unanimously.

Motion: Curriculum and Instruction supports the Elementary Education program change to include the phrase "Students must earn a C or better in all of the following courses and/or program approved substitutions" under the headings of Program Related Studies and Professional Education Requirements in the Undergraduate Bulletin.

**From:** noreply@qualtrics-survey.com <noreply@qualtrics-survey.com>  
**Sent:** Friday, December 7, 2018 3:56 PM  
**To:** White-Zeigler, Kimberly  
**Subject:** Substantive Change Decision

Dear Kim White,

Thank you for your email regarding the proposed program change(s) to **Early Elementary Education, Bachelor's (13.202)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

Description of Proposed Change(s):

· The Elementary Education programs prepares teacher candidates to become certified in grades Kindergarten through Fifth. The original name of Early Elementary is an inaccurate description of our program. Potential students believe they are going to receive experiences with only primary-age children, not the full range of elementary students. We would like to official name to reflect the actual certification scope of Elementary Education.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting our office.

Office of Strategic Planning & Institutional Effectiveness

University of Kentucky

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