# Substantial Curriculum Change Form
## (Present only one proposed curriculum change per form)
### *(Complete only the section(s) applicable.)*

**Part I**

| (Check one) | Department Name | Government |
|---|---|---|
| ☐ New Course (Parts II, IV) | College | CLASS |
| ☐ Course Revision (Parts II, IV) | ∗Course Prefix & Number | |
| ☐ Hybrid Course ("S," "W") | ∗Course Title (full title±) | |
| x New Minor (Part III) | ∗Program Title | Pre-Law Minor |
| ☐ Program Suspension (Part III) | | |
| ☐ Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | |
| | ∗ Provide only the information relevant to the proposal. | ± If Title is longer than 30 characters see Part IV to provide abbreviation |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 4.10.19 | Council on Academic Affairs | 5/16/19 |
| College Curriculum Committee | **4.22.18** | Faculty Senate** | PENDING |
| General Education Committee* | NA | Board of Regents** | PENDING |
| Teacher Education Committee* | NA | EFFECTIVE ACADEMIC TERM*** | |
| Graduate Council* | NA | | |

   *If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

Create new minor in Pre-Law

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)

Fall 2020

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)


**B. The justification for this action:**

At present, 85 admitted students are listed as "Pre-Law" and will be immediately advised at orientation into other majors and minors. This number is consistent with past years, showing that there is clearly a demand for a Pre-Law program that we are not directly meeting with our major or minor offerings. While EKU currently offers a Legal Studies minor, it is "an interdisciplinary, liberal arts study of the law…. [W]hile an excellent major for students considering law school and legal careers, [the Legal Studies Minor] is not intended for pre-law or paralegal training." Similarly, EKU offers a Paralegal Science major and Paralegal Studies minor, but these programs are primarily designed to train support staff in the legal field.

The Pre-Law minor, in contrast, would be directly focused on students considering law school, organizing our existing course offerings into a coherent plan that introduces them to the study of law, requires them to take courses that give them a strong foundation in legal terminology and concepts, trains them in legal writing and research, and allows them to select electives within the minor that relate directly to what they will learn in law school and practice on the job as attorneys.


**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** None. No new courses are proposed and department chairs have indicated that additional students could be accommodated in existing sections of all of the minor's course options.

**Operating Expenses Impact:**

**Equipment/Physical Facility Needs:**

**Library Resources:** Adequate

**Part III**. **Recording Data for Revised or Suspended Program**

| |
|---|
| 1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. |
| 2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension. |

Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

**<u>Pre-Law minor</u>**

<u>The Pre-Law Minor is an interdisciplinary program specifically designed for students considering law school and a career as an attorney after graduation. It is designed to supplement a student's chosen major(s) by providing a strong foundation in basic legal concepts as well as legal research and writing. The minor incorporates course work from several disciplines related to law to develop students' advocacy and interpersonal skills and introduce them to legal concepts in specific areas of legal practice.</u>

<u>While law schools do not require any particular undergraduate course of study before applying, the Pre-Law Minor encourages and enables students to make a more informed decision on whether they wish to attend law school and pursue a career as an attorney. A student may minor in Pre-Law by successfully completing LAS 210 (3 hours), LAS 220 (3 hours), and an additional 12 hours from other courses listed below in CMS, POL, CRJ, PLS, and COR. A student may apply no more than 9 hours from any one prefix to the minor. A maximum of 6 hours of POL 466 (Mock Trial) may be applied to the minor.</u>

**<u>Required Courses ……………………………………………………………………………….6 hours</u>**
<u>LAS 210; LAS 220</u>

**<u>Select an additional 12 hours from courses below, with a maximum of 9 hours from any one prefix:</u>**
<u>CMS 205/205W; CMS 325; CMS 420; CMS 450</u>
<u>CRJ 313; CRJ 314; CRJ 323</u>
<u>GBU 204</u>
<u>LAS 300</u>
<u>PLS 216; PLS 316; PLS 416</u>
<u>POL 360; POL 460; POL 463; POL 464; POL 466 (maximum 6 hours); POL 495 (Special Topics: Trial Advocacy and Procedure)</u>
<u>Total Program REquirements.............................................................................................18 hours</u>
<u>Course substitutions may be approved by the Chair of the Department of Government.</u>

**New Minor, Concentration, or Department Certificate**
**Proposal Approval Form**

When proposing a new minor, concentration, or department certificate, the following factors should be considered:
- Minors and certificates often add time to degree.
- Minors can increase the number of credit hours that students have at graduation.
- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, and department certificates can significantly add to faculty workloads.
- Minors, concentrations, and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. **Before a new minor, concentration, or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.**

# Proposal:  Pre-Law Minor
## CLASS
*April 2019*

## From the Proposing Program
1. How will the new minor, concentration, or department certificate attract new students to EKU? On what is this based? What is the marketing plan?

The Pre-Law Minor will provide a focal point for marketing to prospective students interested in law school after graduation. Currently students who list "pre-law" as their planned major in application materials must be advised upon arriving that no such major or minor exists, which sometimes leaves them confused and frustrated as they try to pick a new major upon their first interaction with an EKU advisor at or before orientation.

As it currently stands, NKU may have a competitive advantage over EKU in recruiting pre-law students because of its Pre-Law Minor:

https://inside.nku.edu/artsci/departments/pscjol/programs/prelaw.html

While EKU's actual course and program offerings for pre-law students compare favorably with NKU's, simply having a Pre-Law minor with an established curriculum is a distinction that NKU's recruiters can cite when contrasting our schools' strengths and weaknesses for prospective students.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.)  Provide evidence.

At present, 85 admitted students are listed in DegreeWorks as "Pre-Law" and will be immediately advised at orientation into other majors and minors. This number is consistent with past years, showing that there is clearly a demand for a Pre-Law program that we are not directly meeting with our major or minor offerings. While EKU currently offers a Legal Studies minor, it is "an interdisciplinary, liberal arts study of the law. .. [w]hile an excellent major for students considering law school and legal careers, it is not intended for pre-law or paralegal training." Similarly, EKU offers a Paralegal Science major and Paralegal Studies minor, but these programs are specifically designed to train support staff in the legal field, not students planning to attend law school.

The Pre-Law minor, in contrast, would be directly focused on students considering law school, organizing our existing course offerings into a coherent plan that introduces them to the study of law, requires them to take courses that give them a strong foundation in legal terminology and concepts, trains them in legal writing and research, and allows them to select electives within the minor that provide further education on topics that relate directly to what they will learn in law school and practice on the job as attorneys.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The Pre-Law minor would consist entirely of existing course offerings. The six hours of coursework specifically required in the minor, LAS 210 (Introduction to Law) and LAS 220 (Legal Research & Writing I), are taught by EKU Paralegal Program faculty with Juris Doctorate degrees who have attended law school and practiced law. Students then select 12 hours from other existing courses in CMS, POL, CRJ, PLS, and COR, where they will be trained by qualified faculty well-versed in those disciplines.

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

The costs of implementing a Pre-Law minor are minimal. All courses listed in the minor are currently being taught, so no additional faculty will be required unless the minor becomes so popular that those courses become oversubscribed. LAS 210 and LAS 220 have multiple sections, including online sections that are scalable (using the online facilitator model) at a lower cost than adding an in-person section of the same course.

From an advising standpoint, pre-law students already have a designated advisor, so this would not increase the advising load and will make pre-law advising easier, as currently students are individually advised to seek out the courses that constitute the proposed minor. The structure of an established pre-law minor will ensure that students in the minor take LAS 210 and 220 early enough in their college careers to make an informed decision on whether to take the LSAT and apply for admission to law school.

### From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

The minor should not require any new resources in terms of faculty or advising, with the exception of possibly expanding sections of LAS 210 and 220 if the minor is wildly successful in attracting students who are not already taking those courses.

B. Reallocation of resources. Explain.

The Pre-Law Advisor will be responsible for advising students in the Pre-Law minor. This should require very little reallocation of resources, as many of these students are currently being advised as pre-law students.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

_____     4/08/2019
Dean's Signature                                      Date

# Substantial Curriculum Change Form
## (Present only one proposed curriculum change per form)
### *(Complete only the section(s) applicable.)*

**Part I**

| (Check one) | Department Name | Interdisciplinary Studies / Languages, Cultures, & Humanities |
|---|---|---|
| ___ New Course (Parts II, IV) | College | CLASS |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ___ Hybrid Course ("S," "W") | *Course Title (full title±) | |
| ___ New Minor (Part III) | *Program Title | African/African-American Studies |
| ___ Program Suspension (Part III) | | CERTIFICATE |
| X   Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | |
| | * Provide only the information relevant to the proposal. | ± If Title is longer than 30 characters see Part IV to provide abbreviation |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 4/5/19 | Council on Academic Affairs | 5/16/19 |
| College Curriculum Committee | 4.22.19 | Faculty Senate** | PENDING |
| General Education Committee* | NA | Board of Regents** | PENDING |
| Teacher Education Committee* | NA | EFFECTIVE ACADEMIC TERM*** | Fall 2020 |
| Graduate Council* | NA | | |

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

(1) To change the name of EKU African/African-American Studies to EKU African and African American Studies; (2) To remove courses no longer offered; (3) To substitute AFA 400 for SOC 400.

**B. 2. Proposed Effective Academic Term:** (Example: Fall 2016)

Fall 2020

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

**B. The justification for this action:**

(1) Style manuals (APA, Chicago, MLA) do not hyphenate African American, and of 65 similar programs around the world, 25 use "African American" in their title, and none uses a slash. As a result, "African and African American Studies" will reflect disciplinary standards; (2) Catalog cleanup; (3) AFA 400 was approved by CAA 3.21.19.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** None

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs:** None

**Library Resources:** None

**Part III**. **Recording Data for Revised or Suspended Program**

| | |
|---|---|
| 1. | For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. |
| 2. | For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension. |

Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

**Certificate in ~~African/ African-American~~ <u>African and African American</u> Studies**

A student may complete a certificate in ~~African/AfricanAmerican~~ <u>African and African American</u> Studies by taking 12 hours as indicated below.

Core requirements................................................................6 hours

AFA 201 or 201W, 202 or 202W.

Electives..............................................................................6 hours

Six hours from the following courses: AFA 200, ~~225,~~ 304, 305, 330, 345, ~~346,~~ 347, 349, 356, 360, 361, 367, ~~372S, 378,~~ 385, 386, 388, <u>400,</u> 435, 495; 510; CDF 424~~; SOC 400~~.

Total Curriculum Requirements.....................................12 hours

# Substantial Curriculum Change Form
## (Present only one proposed curriculum change per form)
### *(Complete only the section(s) applicable.)*

**Part I**

| (Check one) | Department Name | Interdisciplinary Studies / Languages, Cultures, & Humanities |
|---|---|---|
| ___ New Course (Parts II, IV) | College | CLASS |
| ___ Course Revision (Parts II, IV) | ∗Course Prefix & Number | |
| ___ Hybrid Course ("S," "W") | ∗Course Title (full title±) | |
| ___ New Minor (Part III) | ∗Program Title | African/African-American Studies |
| ___ Program Suspension (Part III) | | MINOR |
| X Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | |
| | ∗ Provide only the information relevant to the proposal. | ± If Title is longer than 30 characters see Part IV to provide abbreviation |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 4/5/19 | Council on Academic Affairs | 5/16/19 |
| College Curriculum Committee | 4.22.19 | Faculty Senate** | PENDING |
| General Education Committee* | NA | Board of Regents** | PENDING |
| Teacher Education Committee* | NA | EFFECTIVE ACADEMIC TERM*** | Fall 2020 |
| Graduate Council* | NA | | |

  *If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

  (1) To change the name of EKU African/African-American Studies to EKU African and African American Studies; (2) To remove courses no longer offered; (3) To substitute AFA 400 for SOC 400.

**B. 2. Proposed Effective Academic Term:** (Example: Fall 2016)

  Fall 2020

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

**B. The justification for this action:**

  (1) Style manuals (APA, Chicago, MLA) do not hyphenate African American, and of 65 similar programs around the world, 25 use "African American" in their title, and none uses a slash. As a result, "African and African American Studies" will reflect disciplinary standards; (2) Catalog cleanup; (3) AFA 400 was approved by CAA 3.21.19.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** None

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs:** None

**Library Resources:** None

**Part III**. **Recording Data for Revised or Suspended Program**

| | |
|---|---|
| 1. | For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. |
| 2. | For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension. |

Revised* Program Text
(*Use ~~strikethrough~~ for deletions and underlines for additions.)

**Minor in ~~African/African-American~~ African and African American Studies**

Dr. Lisa Day, Director
~~Keith 143~~ McCreary 221
(859) 622-7235

~~African/African-American~~ African and African American Studies is an interdisciplinary program that explores the histories, societies, and cultures of Africans and people of African descent throughout the Diaspora. Courses are offered from a broad range of disciplines, including the arts and humanities, social sciences, law enforcement, education, and health sciences. The program awards an undergraduate minor and a certificate in ~~African/African-American~~ African and African American Studies. A student may complete a minor in ~~African/African-American~~ African and African American Studies by taking 18 hours as indicated below.

Core Requirements..............................................................6 hours
AFA 201 or 201W, 202 or 202W.
Electives ...........................................................................12 hours
Twelve hours from the following courses: AFA 200, ~~225,~~ 304, 305, 330, 345, ~~346,~~ 347, 349, 356, 360, 361, 367, ~~372S, 378,~~ 385, 386, 388, 400, 435, 495; 510; CDF 424~~; SOC 400~~.
Total Curriculum Requirements....................................18 hours

# Substantial Curriculum Change Form
**(Present only one proposed curriculum change per form)**
*(Complete only the section(s) applicable.)*

**Part I**

| (Check one) | Department Name | Psychology |
|---|---|---|
| _____ New Course (Parts II, IV) | College | CLASS |
| _____ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| _____ Hybrid Course ("S," "W") | *Course Title (full title±) | |
| _____ New Minor (Part III) | *Program Title | M.S. General Psychology |
| _____ Program Suspension (Part III) | | Certificate: Applied Behavior Analysis |
| | | (change from short-term to long-term certificate) |
| X _____ Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | |
| _____ NEW CERTIFICATE | * Provide only the information relevant to the proposal. | ± If Title is longer than 30 characters see Part IV to provide abbreviation |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 4.15.19 | Council on Academic Affairs | 5/16/19 |
| College Curriculum Committee | 4.22.19 | Faculty Senate** | PENDING |
| General Education Committee* | NA | Board of Regents** | PENDING |
| Teacher Education Committee* | NA | EFFECTIVE ACADEMIC TERM*** | Fall 2020 |
| Graduate Council* | 4.16.19 | | |

  *If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

---

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

Change Departmental-level certificate to University-level.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)

Fall 2020

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

**B. The justification for this action:**

(1) We learned from the Financial Aid Office that graduate students cannot get financial aid for a departmental-level certificate, but they might be able to for a University-level certificate.   We propose changing to a University Certificate for this reason.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**  None.  Certificate was approved for fall 2019, and will be offered via eCampus.

**Operating Expenses Impact:**

**Equipment/Physical Facility Needs:**

**Library Resources:**

**Part III**. **Recording Data for Revised or Suspended Program**

| | |
|---|---|
| 1. | For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. |
| 2. | For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension. |

Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

# MASTER OF SCIENCE (M.S.)
## General Psychology
*CIP Code: 42.0101*

***Note about catalog:*** *This certificate was approved by CAA 3.21.19, as a departmental-level certificate. The current proposal is <u>only</u> to change the certificate to University level.*

## <u>UNIVERSITY</u> CERTIFICATE

- The **ABA Certificate** is designed for students who already have an appropriate Master's or Doctoral degree, and who want to work toward eligibility to sit for the BCBA Certification Exam.
- To obtain a BCBA Certification students must (1) hold a Master's or Doctoral degree in Psychology, Education, or Behavior Analysis; (2) have completed Board approved ABA coursework; (3) have completed the required and documented supervised practical experience; and (4) pass an examination administered by the Behavioral Analyst Certification Board.
- The ABA Certificate provides the required approved ABA coursework.
- Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at *www.bacb.com*

**ABA Certificate** (Online Only)**………………………………..……..…………………..18 hours**
    PSY 817 (Must be taken before other ABA courses), 813, 833, 855, 895.......15 hours
    Capstone Requirement: PSY 866……………….………….............................….3 hours
    **Total Requirements for ABA Certificate only …………………………………………………………18 hours**

# Substantial Curriculum Change Form
## (Present only one proposed curriculum change per form)
### *(Complete only the section(s) applicable.)*

**Part I**

| (Check one) | Department Name | Department of Curriculum & Instruction |
|---|---|---|
| New Course (Parts II, IV) | College | Education |
| Course Revision (Parts II, IV) | *Course Prefix & Number | |
| Hybrid Course ("S," "W") | *Course Title (full title±) | |
| New Minor (Part III) | *Program Title | Master of Arts in Education (M.A.Ed.) School Media Librarian (p.65) |
| Program Suspension (Part III) | | |
| X   Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | |
| | * Provide only the information relevant to the proposal. | ± If Title is longer than 30 characters see Part IV to provide abbreviation |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 2/7/19 | Council on Academic Affairs | 5/16/19 |
| College Curriculum Committee | 3/19/19 | Faculty Senate** | PENDING |
| General Education Committee* | N/A | Board of Regents** | PENDING |
| Teacher Education Committee* | 4/2/19 | EFFECTIVE ACADEMIC TERM*** | Fall 2020 |
| Graduate Council* | 4/19/19 | | |

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

Adjust the program name to be consistent across all certification routes. Update terminology and entrance requirements to reflect current expectations for the program.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)

Fall 2020

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

N/A

**B. The justification for this action:**

There are several "routes" that candidates may take to pursue certification in school library services. In the catalog, the program is labeled "School Media Librarian" in one place and "Library Science" in others. Changing all of them to "School Librarian" provides consistency and clarity. In addition, the note about the Professional Education Admissions Committee is incorrect. That committee evaluates initial license candidates, not advanced license candidates. Other admissions information is updated, based upon the latest requirements from EPSB/OELE and is consistent with other documentation that is shared with candidates regarding their program requirements.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** None

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs: None**

**Library Resources:** None

**Part II. Recording Data for New, Revised, or Dropped Course**
     (For a **new required course,** complete a separate request for the appropriate program revisions.)

| |
|---|
| 1. For a new course, provide the catalog text. |
| 2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions. |
| 3. For a dropped course, provide the current catalog text. |

<table>
<tr><td align="center">New or Revised* Catalog Text<br>(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</td></tr>
<tr><td><br><br><br></td></tr>
</table>

**Part III. Recording Data for Revised or Suspended Program**

| |
|---|
| 1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. |
| 2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension. |

<table>
<tr><td align="center">Revised* Program Text<br>(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)</td></tr>
<tr><td><br></td></tr>
</table>

---

### MASTER OF ARTS IN EDUCATION (M.A.Ed.)
#### School ~~Media~~ Librarian
*CIP Code: 13.1334*
(Programs Available Online)

I. **GENERAL INFORMATION** The Master of Arts in Education School ~~Media~~ Librarian program prepares professionals for work in P-12 schools as School ~~Media~~ Librarians.

**II. ADMISSION REQUIREMENTS**

• <u>Admission to the Graduate School</u>
• <u>A bachelor's or master's degree with a cumulative grade point average of 2.75 on a 4.0 scale or a grade point average of 3.0 in the last 30 hours of credit completed, including undergraduate and graduate coursework</u>
• <u>A Verbal score of 150, a Quantitative score of 143 and an Analytical Writing score of 4.0 on the GRE; or a score of 375 on the Miller Analogies Test (MAT). Applicants with a cumulative GPA of 3.0 or higher or a 3.25 in the last 60 semester hours are exempt from the Entrance Examinations.</u>
• <u>Statement of Eligibility or Professional Certificate with EPSB</u>
• <u>Reference inventory on Candidate Dispositions (which candidates receives from a colleague or administrator who has worked directly with the candidate): In the areas of Communication, Collaboration, Critical Thinking, and Creativity, the candidate must receive a rating of 3 or higher to be eligible for admission to advanced programs.</u>
• <u>Professional Code of Ethics, Character Fitness Declaration, and Professional Dispositions</u>
    o <u>Candidates must review the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020 and sign a COE Professional Code of Ethics for Kentucky Declaration form.</u>
    o <u>Candidates must review the character and fitness questionnaire contained in Section III of the CA-1 incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.</u>
    o <u>Candidates must demonstrate understanding of professional dispositions expected of Professional educators.</u>

~~• Additional Certification: o Provisional Teaching Certificate in IECE, P-5, 5-9, or 8-12 for classroom teachers is required prior to enrollment.~~
~~Admission to the Graduate School:~~
~~• A bachelor's or master's degree with a cumulative grade point average of 2.75 on a 4.0 scale; or a grade point average of 3.0 on a 4.0 scale on the last 30 hours of credit completed, including undergraduate and graduate coursework.~~

~~• (i) Verbal Reasoning 150; b.(ii) Quantitative Reasoning 143; and (iii) Analytical Writing - 4.0.~~
~~○ May be exempt from exam if cumulative undergraduate GPA is 3.0 or higher; OR undergraduate GPA of 3.25 or higher in last 60 hours.~~

~~Admission to the Program:~~
~~• Additional Certification: ○ Provisional -Teaching Certificate in IECE, P-5, 5-9, or 8-12 for classroom teachers is required prior to enrollment.~~

NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.

*Candidates must be admitted to professional education upon completion of six credit hours in library science coursework. A background check must be completed prior to enrolling in LIB 840.*

• **Candidates Seeking Option 6 Alternative Route:**
　○ Successfully complete the Praxis Core Academic Skills for Educators (CASE): Reading (156), Writing (162), Mathematics (150) exams OR Graduate Record Exam: Verbal Reasoning (150), Quantitative Reasoning (143), and Analytical Writing (4.0). Scores are good for five (5) years from the test date.
○ In addition to meeting the above admission criteria, Option 6 candidates must provide a letter from their district indicating that they have been hired or will be hired pending processing of the TCTP. A mentoring plan will be developed once the candidate has been admitted and receipt of employment letter. Mentoring plan requires 10 hours of direct observation from a University Mentor and participation from the candidate's district through a district assigned mentor who will complete 5 hours of direct observation and support. Mentoring Plan is verified by candidate, University Mentor and District Mentor.

　III.　PROGRAM  REQUIREMENTS
　**School ~~Media~~ Librarian (P-12) Core..................18 hours**
　LIB 800, 801; LIB 802, 805; LIB 821, *EPY 869.
　***Candidates selecting a teacher leader endorsement option will replace EPY 869 with ETL 805.**

 **Program Specific Coursework – Concentrations:**
**Additional Certification Concentration – (Online).. 15 hours**
ELE 871 or EMG 806; ETL 803, LIB 831, 841, and 870.
Endorsement Concentration – (Some are Online) ................. ............................................................................. 15-18 hours
LIB 870, Endorsement.
Candidates may select an approved EPSB licensure endorsement to fulfill the endorsement concentration.  Refer to the Endorsement list at the beginning section for the College of Education. Access endorsement course requirements at the respective department website.
**Exit Requirement ..................................................................0 hours**
**Portfolio Review: GRD 878y**
**Total Program Hours................................................. 33-36 hours**

　IV.　EXIT REQUIREMENTS
　**The following are the exit requirements for School ~~Media~~ Librarian:**
　○ Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
　○ ~~Signature~~ Key Assessments: Candidates will have opportunities to demonstrate professional growth through ~~signature~~ key assessments covering major program components.  Successful completion of all key assessments and evaluation in the College's digital portfolio database is required.
　○ GRD 878y – Oral presentation of Capstone Research project and approval by graduate faculty advisor in ETL 806.
　○ Pass the required Praxis exam.
　○ Portfolio review.
　○ ~~A professional portfolio review and presentation (GRD 878y).~~
　○ ~~Initial Certification Concentration: Successful completion of The Professional Semester for the initial certification concentration.~~
　○ Option 6 Route: Submission of completed, verified Mentoring Plan.

# Substantial Curriculum Change Form
## (Present only one proposed curriculum change per form)
### *(Complete only the section(s) applicable.)*

**Part I**

| (Check one) | Department Name | Curriculum and Instruction |
|---|---|---|
| ☐ New Course (Parts II, IV) | College | Education |
| ☐ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ☐ Hybrid Course ("S," "W") | *Course Title (full title±) | |
| ☐ New Minor (Part III) | *Program Title | Master of Arts in Teaching |
| ☐ Program Suspension (Part III) | | |
| X Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | |
| | * Provide only the information relevant to the proposal. | ± If Title is longer than 30 characters see Part IV to provide abbreviation |

| Proposal Approved by: | Date | | | Date |
|---|---|---|---|---|
| Departmental Committee | 03/07/19 | Council on Academic Affairs | | 5/16/19 |
| College Curriculum Committee | 3/19/19 | Faculty Senate** | | PENDING |
| General Education Committee* | N/A | Board of Regents** | | PENDING |
| Teacher Education Committee* | 4/2/19 | EFFECTIVE ACADEMIC TERM*** | | Fall 2020 |
| Graduate Council* | 4.19.19 | | | |

  *If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

Replace EGC 847 MAT Seminar (3) with ETL 805 Research for Teacher Leaders (3) as the research methodology course in the MAT degree.

*Previous curriculum was passed by CAA in October 2018 to adjust EGC 847 from 1 cr. to 3 cr. effective Fall 2019 so this would be an even switch of credit hours. Information currently not visible in catalog copy.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)

Fall 2020

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

n/a

**B. The justification for this action:**

Both MAT and MAED degree candidates complete a two course series to fulfill the Capstone Research requirements of the degree. The program has determined that moving the MAT degree candidates into the newly redesigned ETL 805 course and eliminating EGC 847 increases effectiveness by ensuring candidates are instructed by full time faculty rather than adjunct instructors. This ensure that Capstone Research for both degrees has the same rigor. Both degree majors already take ETL 806 Capstone Research together and it has been very effective.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** This change will decrease the number of adjunct faculty by one instructor.

**Operating Expenses Impact:** This change will decrease budget requirements with the elimination of EGC 847 from the schedule when enrollment is rolled into ETL 805.

**Equipment/Physical Facility Needs:** n/a

**Library Resources:** n/a

**Part II. Recording Data for New, Revised, or Dropped Course**
(For a **new required course,** complete a separate request for the appropriate program revisions.)

| |
|---|
| 1. For a new course, provide the catalog text. |
| 2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions. |
| 3. For a dropped course, provide the current catalog text. |

<div align="center">New or Revised* Catalog Text</div>
<div align="center">(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.  Also include Crs. Prefix, No., and description, limited to 35 words.)</div>

**Part III. Recording Data for Revised or Suspended Program**

| |
|---|
| 1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. |
| 2. For a suspended program, provide the current program requirements as shown in catalog.  List any concentrations and/or minors affected by the program's suspension. |

<div align="center">Revised* Program Text</div>
<div align="center">(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)</div>

==*Edits are based on CAA approved changes from October 2018 minutes that changed EGC 847 from 1 cr. to 3 cr.==

ALTERNATIVE ROUTES TO INITIAL CERTIFICATION
MASTER OF ARTS IN TEACHING (M.A.T.)
in Teacher Education
CIP Code: 13.1206

**III. PROGRAM REQUIREMENTS**
**Professional Education Core...........................................~~22~~  <u>24</u> hours**
CED 810(.5), 820 (.5), 830 (1), 840 (1), and 897; EGC
820; EGC 830 (or SED 707 for IECE majors only); and
~~EGC 847(1);~~ EMS 810, EMS 874, <u>ETL 805,</u> and SED 800.

# Substantial Curriculum Change Form
## (Present only one proposed curriculum change per form)
### (Complete only the section(s) applicable.)

**Part I**

| (Check one) | Department Name | Department of Curriculum & Instruction |
| --- | --- | --- |
| _____ New Course (Parts II, IV) | College | Education |
| _____ Course Revision (Parts II, IV) | ∗Course Prefix & Number | |
| _____ Hybrid Course ("S," "W") | ∗Course Title (full title±) | |
| _____ New Minor (Part III) | ∗Program Title | Rank I NON-DEGREE PROGRAMS (p. 69) |
| _____ Program Suspension (Part III) | | |
| X   Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | |
| | * Provide only the information relevant to the proposal. | ± If Title is longer than 30 characters see Part IV to provide abbreviation |

| Proposal Approved by: | Date | | Date |
| --- | --- | --- | --- |
| Departmental Committee | 2/7/19 | Council on Academic Affairs | 5/16/19 |
| College Curriculum Committee | 3/19/19 | Faculty Senate** | PENDING |
| General Education Committee* | N/A | Board of Regents** | PENDING |
| Teacher Education Committee* | 4/2/19 | EFFECTIVE ACADEMIC TERM*** | Fall 2020 |
| Graduate Council* | 4/19/19 | | |

   *If Applicable (Type NA if not applicable.)
  **Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

---

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

Adjust the School Media Librarian program name to be consistent across all certification routes. Clarify admission requirements.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)

Fall 2020

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

N/A

**B. The justification for this action:**

There are several "routes" that candidates may take to pursue certification in school library services. In the catalog, the program is labeled "School Media Librarian" in one place and "Library Science" in others. Changing all of them to "School Librarian" provides consistency and clarity. Also, admissions and exit information is updated, based upon the latest requirements from EPSB/OELE. These updates are also consistent with other documentation (e.g., curriculum contracts) that is shared with candidates regarding their program requirements.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**  None

**Operating Expenses Impact:**  None

**Equipment/Physical Facility Needs: None**

**Library Resources:**  None

**Part II.  Recording Data for New, Revised, or Dropped Course**
(For a **new required course,** complete a separate request for the appropriate program revisions.)

| | |
|---|---|
| 1. | For a new course, provide the catalog text. |
| 2. | For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions. |
| 3. | For a dropped course, provide the current catalog text. |

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.  Also include Crs. Prefix, No., and description, limited to 35 words.)

**Part III.  Recording Data for Revised or Suspended Program**

| | |
|---|---|
| 1. | For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. |
| 2. | For a suspended program, provide the current program requirements as shown in catalog.  List any concentrations and/or minors affected by the program's suspension. |

Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

# RANK I NON-DEGREE PROGRAMS

## Rank I Classification, the Sixth Year Program

**I. GENERAL INFORMATION**
General policies governing the sixth year program leading to Rank I classification appear in the general section of the College of Education.

**II. ADMISSION REQUIREMENTS**
~~Candidates must have a Master's degree or Rank II certification through a regionally accredited institution.~~
<u>• Admission to the Graduate School</u>
<u>• A bachelor's or master's degree with a cumulative grade point average of 3.0 on a 4.0 scale or a grade point in the last 60 hours of credit completed, including undergraduate and graduate coursework</u>
<u>• A Verbal score of 150, a Quantitative score of 143 and an Analytical Writing score of 4.0 on the GRE. Applicants with a cumulative GPA of 3.0 or higher or a 3.25 in the last 60 semester hours are exempt from the Entrance Examinations.</u>
<u>• Statement of Eligibility or Professional Certificate with EPSB</u>
<u>• Candidates must have a Master's degree or Rank II certification through a regionally accredited institution.</u>
<u>• Reference inventory on Candidate Dispositions (which candidates receives from a colleague or administrator who has worked directly with the candidate): In the areas of Communication, Collaboration, Critical Thinking, and Creativity, the candidate must receive a rating of 3 or higher to be eligible for admission to advanced programs.</u>
<u>• Professional Code of Ethics, Character Fitness Declaration, and Professional Dispositions</u>
<u>      o Candidates must review the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020 and sign a COE Professional Code of Ethics for Kentucky Declaration form.</u>
<u>      o Candidates must review the character and fitness questionnaire contained in Section III of the CA-1 incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.</u>
<u>      o Candidates must demonstrate understanding of professional dispositions expected of Professional educators.</u>

**III.    PROGRAM  REQUIREMENTS**
**Curriculum for Sixth Year Rank I Program Elementary and Middle Grade Education Professional  Education ................................. 6 hours**
**Courses in Certified Teaching Area .......................... 12-15 hours**
     Elementary (P-5) ...................................12 hours
     Middle Grade (5-9) ..............................15 hours
**Electives ....................................................................... 9-12 hours**
     Elementary (P-5) ..................................12 hours
     Middle Grade (5-9)  ...............................9 hours
     Selected with prior approval of the advisor.

**Minimum Program Total.................................................. 30 hours**

**Curriculum for Sixth Year Rank I Program Secondary Education and P-12 Professional Education ..................................................... 6 hours**
**Courses in Certified Teaching Area............................... 12 hours**
**Electives ..........................................................................12 hours**
Selected with prior approval of the advisor.
**Minimum Program Total.................................................. 30 hours**

**Curriculum for Sixth Year Rank I Program ~~Library Science~~ School Librarian**
**Professional Education ...................................................... 6 hours**
(As approved for Rank I Programs) Candidates who have
not previously completed a graduate ~~reading~~ methods course must take ~~.....................................~~ELE 871~~,~~ or EMG 806~~, or ESE 884~~.
**Library Science Courses\*...................................... .........25 hours**
   LIB 800, 801, 802, 805, 821, 831, 863, and 870.
**Total Program Hours............................................. .........31 hours**

**IV. EXIT REQUIREMENTS**
~~Rank I programs require an exit interview and portfolio review.~~
• Complete all required coursework within the time allotted.
• Earn a GPA of 3.0 on a 4.0 scale with no grade lower than a C.
• Successfully complete a Professional Growth Plan, Program Portfolio and Exit Interview.
• Pass Praxis exam, if required.

# Substantial Curriculum Change Form
## (Present only one proposed curriculum change per form)
### *(Complete only the section(s) applicable.)*

**Part I**

| (Check one) | Department Name | Curriculum and Instruction |
|---|---|---|
| ☐ New Course (Parts II, IV) | College | College of Education |
| ☐ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ☐ Hybrid Course ("S," "W") | *Course Title (full title±) | |
| ☐ New Minor (Part III) | *Program Title | Special Education/Teaching |
| ☐ Program Suspension (Part III) | | |
| ✓ Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | |
| | * Provide only the information relevant to the proposal. | ± If Title is longer than 30 characters see Part IV to provide abbreviation |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 4/4/19 | Council on Academic Affairs | 9/19/19 |
| College Curriculum Committee | 8/19/19 | Faculty Senate** | Pending |
| General Education Committee* | N/A | Board of Regents** | Pending |
| Teacher Education Committee* | 9/03/19 | EFFECTIVE ACADEMIC TERM*** | |
| Graduate Council* | N/A | | |

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

Update the ELA courses to reflect the correct course number for EME 452 and include cross-listed option of TEC 314. An editorial update to information about the PRAXIS requirement is also included.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)

Fall 2020

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

**B. The justification for this action:**

EME 552 was replaced with EME 452. Cross-listed courses should be added to restrict number of petitions that are submitted.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** N/A

**Operating Expenses Impact:** N/A

**Equipment/Physical Facility Needs:** N/A

**Library Resources:** N/A

## Part II. Recording Data for New, Revised, or Dropped Course
### (For a **new required course,** complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

## Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

**BACHELOR OF SCIENCE (B.S.)**
**SPECIAL EDUCATION/TEACHING**
**CIP CODE: 13.1001**

**UNIVERSITY GRADUATION REQUIREMENTS**
- General Education................................................36 hours
  - Student Success Seminar (EDO 100; waived for transfers with 30+ hrs.) ................................................................1 hour
  - Writing Intensive Course (Hrs. incorporated into Major/ Supporting/Gen Ed/Free Electives category)
  - Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)
  - ACCT – Special Education Teaching majors will fulfill ACCT with CED 499. (Credit hours may be incorporated into Major or Supporting requirements)

**Total Hours University Graduation Requirements......37 hours**

**MAJOR REQUIREMENTS**
*Students must see their advisor early in the program.*
**LBD Core Courses** ..................................................15 hours
SED 260, 356, 375, 445, and 305.
**Professional Education Requirements** ...................35 hours
EDC 300, EDF 203, 204(2); EDF 219; SED 104($^G$Element 6),
SED 270*, 350*, 390*, EMS 300W; and 11 credit hours of
Clinical Experiences: CED 100(0), 200(0), 300(0.5), 400(0.5),
450(1), 499(9).
*SED 270 = EDF 204; SED 350 = EDF 413; SED 390 = EMS
490.
**Concentrations:** (select one)
   **LBD-Elementary Core Courses** ......................27 hours
ELE 101 or 102, 201, 420(1), 421(2), 422(2), 423(2), 424(2);
ELE 475, EME 301 or MAE 302, EME 313; LIB 301.
   **Elementary Supporting Course Requirements….18 hours**
**Social Science**: ($^G$Element 5A and 5B): HIS 102 or HON 312W; POL 101
**English**: ($^G$Element 3B):ENG 210 or 210W, 211 or 211W, 212 or 212W, HON 306W or 308W; ENG 303; EME ~~552~~ <u>452</u> or ENG 410.
**Sciences/Engineering**: BIO 102 ($^G$Element 4), GLY 102 ($^G$Element 4), CHE 104 or PHY 104, and EDC 314 <u>or TEC 314</u>
**Mathematics**: MAT 112 ($^G$Element 2), MAE 201, and MAE 202.
**LBD-Middle Grade Education (5-9)** ..............9 hours EMG 445 or 445W; 447; and three hours from EMG 491, 492, 493, or 494
(associated with area of emphasis).

**Supporting Course Requirements:**
   **Middle Grade Supporting and Area of Emphasis Requirements: (5-9)**

**Supporting Courses** .............................9 hours MAE 201, 202, and EME 301 or MAE 302.

**Area of Emphasis** .................................18-22 hours

*Candidates seeking middle grade (5-9) certification must select one area of emphasis from the following list and complete the specified courses: English and Communications, Mathematics, Science, Social Studies. (See options list under Middle Grade Education (5-9) for a list of courses and block statements. Some emphasis courses are also General Education courses and therefore will count in both areas, reducing total hours to degree.)*

**EXIT REQUIREMENT.....................................................0 hours**

**PRAXIS exaMination**

Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education requirements. Refer to DegreeWorks for exam details. The PRAXIS exam must be taken prior to student teaching.

**TOTAL HOURS TO COMPLETE DEGREE......126-132 hours**

**PRAXIS DISCLAIMER**: Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of ~~Professional Learning and Assessment at (502) 564-5778~~ Educator Preparation, Assessment, and Internship at 502-564-5789.

## SED Education
## Program's Curriculum Objective Map

1- introduce learning goals
(update or initial reflection)
2- Reinforced learning goals
3 - Mastered learning goals
4- Assessed learning goals
(assignments, etc.)

| Course | Title | SLO 1 - Candidates will demonstrate disciplinary-specific content knowledge. | SLO 2 - Candidate will demonstrate professional capabilities. | SLO 3 - Candidate will demonstrate proficiency in teaching, as measured by clinical experiences. | SLO 4 - Candidate will demonstrate assessment proficiencies | SLO 5 - Candidate will demonstrate an ability to diagnose and prescribe for personalized student learning. | SLO 6 - Candidate will demonstrate application of content knowledge and pedagogical skills through instructional practice. | SLO 7 - Candidate will demonstrate proficiency with disciplinary literacy through theoretical knowledge and instructional applications. |
|---|---|---|---|---|---|---|---|---|
| **Elementary Core Classes** | | | | | | | | |
| ELE 101 | Creative Thinking Through Performance Arts | ✓ | ✓ | | | | | |
| ELE 102 | Creative Thinking Through Visual Arts | ✓ | ✓ | | | | | |
| ELE 201 | Practical Living | ✓ | ✓ | | | | | |
| EME 301 or MAE 302 | Teaching Mathematics, III | ✓ | ✓ | | | | ✓ | |
| EME 313 | Interdisciplinary Social Studies Teaching | ✓ | ✓ | | | | ✓ | |
| LIB 301 or LIB 301S | Children's Literature | ✓ | ✓ | | | | | |
| ELE 420 | Elementary Methods: Creative Arts Lab | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| ELE 421 | Elementary Methods: Mathematics | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| ELE 422 | Elementary Methods: Science | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| ELE 423 | Elementary Methods: Social Science | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| ELE 424 | Elementary Methods: English/Language Arts | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| ELE 475 | Diagnosing and Remediating Reading Difficultues | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| **SED Core Classes** | | | | | | | | |
| SED 260 | Language and Speech Disorders of Exceptional Children | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| SED 270 | Technology/Strategies for MSD | | ✓ | | | ✓ | | |
| SED 305 | Behavior Disorders | ✓ | ✓ | | ✓ | ✓ | | |
| SED 356 | Methods and Materials for LBD | | ✓ | ✓ | ✓ | ✓ | | |
| SED 375 | Practicum in Special Education | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| SED 445 | IEP Transition and Professional Roles in Special Education | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| **Professional Education Requirements** | | | | | | | | |
| EDF 203 | Educational Foundations | | ✓ | | | | | |
| EDF 219 | Human Development and Learning | | ✓ | | | | | |
| SED 350 | Introduction to Special Education Assessment | | ✓ | | ✓ | ✓ | | |
| EMS 300W | Curriculum and Instructional Design | | ✓ | | ✓ | ✓ | | |
| EDC 300 | Differentiated Instruction | | ✓ | | ✓ | ✓ | | |
| SED 390 | Applied Behavior Analysis | | ✓ | | ✓ | ✓ | | |
| CMS 100 | Introduction to Human Communication | | ✓ | | | | | |
| SED 104 | Special Education Introduction | | ✓ | | | | | |
| **Clinical Requirements** | | | | | | | | |
| CED 100 | Introduction to the Education Profession | | ✓ | ✓ | | | | |
| CED 200 | Understanding the Learner | | ✓ | ✓ | | | | |
| CED 300 | Curriculum and Instructional Design | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| CED 400 | Diagnosis and Prescription | | ✓ | ✓ | ✓ | ✓ | | |
| CED 450 | Practicing Teaching | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| CED 499 | The Professional Semester | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| **Supporting Course Requirements** | | | | | | | | |
| HIS 102 | American Civilization to 1877 | ✓ | | | | | | |
| POL 101 | Political Science | ✓ | | | | | | |
| ENG 210, 211, or 212 | Appreciation of Literature | ✓ | | | | | | |
| ENG 303 | Advanced Composition for Teachers | ✓ | | | | | | |
| EME 452 | Language and Grammar for Teachers | ✓ | | | | | | |
| BIO 102 | Biology for Teachers | ✓ | | | | | | |
| GLY 102 | Geology for Teachers | ✓ | | | | | | |
| CHE 104/PHY 104 | Chemistry/Physics for Teaching | ✓ | | | | | | |
| EDC/TEC 314 | Engineering for K-8 Teachers | ✓ | | | | | | |
| MAT 112 | College Algebra | ✓ | | | | | | |
| MAE 201 | Mathematics for Teachers, I | ✓ | | | | | | |
| MAE 202 | Mathematics for Teachers, II | ✓ | | | | | | |