

6-7-2010

## Council on Academic Affairs Minutes, Jun 17, 2010

Eastern Kentucky University

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**COUNCIL ON ACADEMIC AFFAIRS MINUTES**  
**June 17, 2010**

**NOTE:** The June CAA meeting was conducted by email ballot.

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Approval of the Minutes – May 20, 2010

The minutes were approved as distributed.

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***CURRICULUM ITEMS***

***Education***

Curriculum and Instruction

**Program Revision**

Approved Master of Arts in Teaching – *revise General Information, course requirements, Program requirements, Catalog language*

Fall 2011

Special Education

**Hybrid Courses**

Approved SED 518/718 Special Education in Early Childhood

Fall 2011

**Program Revision**

Withdrawn Master of Arts in Education, Special Education – *revise Program requirements to align with Kentucky Teacher Leader Endorsement*

Per the College of Education's request, the proposal was withdrawn, pending possible additional revisions based on state requirements.

Teacher Education Services

**Program Revision**

Approved Student Teaching Section – *revise program requirements, add Field Experience required hours*

Fall 2011

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# COUNCIL ON ACADEMIC AFFAIRS AGENDA

June 17, 2010

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1. Call to Order
  2. Approval of the Minutes – May 20, 2010
- 

## *Curriculum Items*

### **Education**

#### Curriculum & Instruction

#### **Program Revision**

Master of Arts in Teaching – *revise General Information, course requirements, Program requirements, Catalog language*

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#### Special Education

#### **Hybrid Courses**

SED 518/718 Special Education in Early Childhood

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#### **Program Revision**

Master of Arts in Education, Special Education – *revise Program requirements to align with Kentucky Teacher Leader Endorsement*

17

#### Teacher Education Services

#### **Program Revision**

Student Teaching Section – *revise program requirements, add Field Experience required hours*

20

## *Discussion Item*

1. EKU Online Model

Office of the Provost

## *Information Items*

1. Memo: Effective Dates, *Catalog* Inclusion of Program Revisions and New Programs
2. Board of Regents Update - The following CAA items were approved by the Board of Regents at the June 7, 2010, meeting:

Office of the Registrar

### **NEW DOCTORAL PROGRAM**

#### **Health Sciences**

1. Doctor of Nursing Practice DNP

(Continued on page 2)

(Board of Regents Approved Items – Continued from page 1)

## **NEW PROGRAMS**

### **Business and Technology**

1. Minor in Personal Finance

### **Health Sciences**

1. Masters of Public Health/ Environmental Health Science (MPH-EHS) Graduate Certificate in Industrial Hygiene

### **Justice and Safety**

1. Fire Protection Administration B.S.
2. Fire, Protection, and Safety Engineering B.S.
3. Fire, Arson, and Explosion Investigation B.S.
4. Occupational Safety B.S.
5. Certificate in Emergency Management
6. Certificate in Homeland Security
7. Minor in Emergency Management

## **NEW ENDORSEMENT**

### **Education**

1. Teacher Leader Endorsement

## **PROGRAMS LOWERING HOURS REQUIRED TO GRADUATE**

### **Arts and Sciences**

1. Globalization and International Affairs B.A.
2. Minor in Humanities

### **Business and Technology**

1. Accounting B.B.A.
2. Finance B.B.A.
3. Insurance B.B.A.
4. Insurance B.S.
5. Management B.B.A.
6. Aviation B.S. Area Major

## **PROGRAM SUSPENSION**

### **Justice and Safety**

1. Fire and Safety Engineering Technology B.S.

## **PROGRAM REVISIONS**

### **Arts and Sciences**

1. Social Work Minor
2. Wildlife Management B.S.
3. Chemistry B.A.
4. Chemistry B.S.
5. English B.A.
6. History B.A. (Non-teaching)
7. Music B.M.
8. Clinical Psychology M.S.
9. Associate Degree in General Studies (A.G.S.), Psychology Concentration

(Continued on page 3)

(Continued from page 2)

## **PROGRAM REVISIONS**

### **Business and Technology**

1. Computer Information Systems B.B.A.
2. Minor in Computer Information Systems
3. Broadcasting/Electronic Media B.A.
4. Communication Studies B.A.
5. Communication Studies Minor
6. General Business B.B.A.
7. Minor in Entrepreneurship
8. Industrial Technology M.S.

### **Education**

1. Master of Arts in Education MAEd - Instructional Leadership
2. Master of Arts in Education MAEd – Library Science
3. Rank I – Library Science

### **Health Sciences**

1. Nursing BSN
2. Post-Master of Science in Nursing Certificate
3. Post-Master of Science in Nursing Certificate, General Information
4. Masters of Science in Nursing Program
5. Masters of Science in Nursing Program, Progression Plan
6. General Dietetics B.S.
7. Health Education –Wellness Option

### **Justice and Safety**

1. Homeland Security B.S.
2. Minor in Homeland Security
3. Certificate in Intelligence Studies
4. Minor in Fire and Safety Engineering Technology

### **University Programs**

1. Minor in International Studies



**EASTERN KENTUCKY UNIVERSITY**

*Serving Kentuckians Since 1906*

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**MEMORANDUM**

**TO:** Rick McGee  
**FROM:** Dr. Sherwood Thompson  
Assistant Dean  
**DATE:**  
**SUBJECT:** COE CAA Items

Please consider the following agenda items for the College of Education at the next Council on Academic Affairs Committee meeting on June 17, 2010:

<b>Dept: Curriculum &amp; Instruction</b>		<b>Chair: Dr. Dorie Combs</b>
<b>Program Revision</b>	<b>MAT Catalog Change</b>	<b>Page 1</b>

<b>Dept: Special Education</b>		<b>Chair: Dr. Justin Cooper</b>
<b>Hybrid Course</b>	<b>SED 518-718S</b>	<b>Page 5</b>
<b>Program Revision</b>	<b>Special Education</b>	<b>Page 17</b>

<b>Dept: Teacher Education Services</b>		<b>Director: Dr. Norman Powell</b>
<b>Program Revision</b>	<b>Diversity</b>	<b>Page 20</b>



Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution.

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Master of Arts in Teaching (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee _____ Graduate Council* _____ <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee 3/2/10 Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 6/17/10 General Education Committee* N/A Faculty Senate** 9/20/10 Teacher Education Committee* 3/23/10 Board of Regents** 1/26/11 Council on Postsecondary Edu.*** N/A		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Change catalog text for Master of Arts in Teaching Program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2011</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b> Catalog language editorial changes and language to address prior program changes. (Originally, the MAT Secondary program required one specific 800 level methods course. The undergraduate methods courses were revised to 500/700 in order to accommodate the MAT students in the existing methods classes. This is a more economical and efficient approach to utilize faculty, space and time.)</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact: NONE</b></p> <p><b>Operating Expenses Impact: NONE</b></p> <p><b>Equipment/Physical Facility Needs: NONE</b></p>	

**Library Resources: NONE**

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised\* Catalog Text

(\*Use ~~strikeout~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

### **Part III. Recording Data for Revised Program**

#### **ALTERNATIVE ROUTES TO INITIAL CERTIFICATION MASTER OF ARTS IN TEACHING Middle Grades, Secondary Education (P-12, 5-12, 8-12)**

#### **~~Programs, and Interdisciplinary Early Childhood Education Options~~**

##### **I. GENERAL INFORMATION**

~~This program is designed to provide candidates who have already completed a major in a teaching field opportunity to complete teaching certification requirements while completing a master's degree. Teaching areas for which this program is available include: agriculture (5-12), art (P-12), biological science (8-12), business and marketing\*(5-12), chemistry (8-12), earth science (8-12), English (8-12), family and consumer sciences (5-12), health (P-12), mathematics (8-12), music\* (P-12), physical education (P-12), physics (8-12), social science (8-12), Spanish (P-12), technology education (5-12), and theatre (P-12).~~

~~\*Candidates seeking admission in these areas will have to provide evidence of having completed specific undergraduate courses prior to admission.~~

##### **Middle Grades 5-9 Option**

~~This option is designed to allow candidates who have already completed an appropriate major (determined by transcript review) to complete teaching certification requirements while completing a master's degree. Candidates will choose two emphasis areas from the following:~~

- ~~-Language Arts~~
- ~~-Mathematics~~
- ~~-Science~~
- ~~-Social Studies~~

##### **I. GENERAL INFORMATION**

Through this program, candidates who have already earned an undergraduate degree (without teacher certification) may complete teaching certification requirements while completing a master's degree.

## **II. CERTIFICATIONS**

### **A. Interdisciplinary Early Childhood Education**

This program, offered through the Department of Special Education, entitles certified individuals to teach children ages birth to five with and without disabilities.

### **B. Middle Grades 5-9**

The Middle Grades (5-9) certification program is designed to allow candidates who have already completed an appropriate undergraduate major (determined by transcript review) to complete middle grades teaching certification requirements while completing a master's degree.

Candidates who select Middle Grades 5-9 will choose two concentrations (subjects in which teacher certification will be earned) from the following:

- Language Arts
- Mathematics
- Science
- Social Studies



### **C. Secondary Education 8-12; 5-12; P-12**

The Secondary Education 8-12; 5-12; P-12 certification program is designed to allow candidates who have already completed an appropriate undergraduate major (determined by transcript review) to complete teaching certification requirements while completing a master's degree. Candidates will choose one concentration (subject in which teacher certification will be earned) from the following:

- Agriculture (grades 5-12)
- Art (Primary – 12)
- Biological science (8-12)
- Business and marketing\* (grades 5-12)
- Chemistry (8-12)
- Earth science (8-12)
- English (8-12)
- Family and consumer sciences (grades 5-12)
- Health (Primary – 12)
- Mathematics (8-12)
- Music\* (Primary – 12)
- Physical education
- Physics (8-12)
- Social science (8-12)
- Spanish (Primary – 12)
- Technology education (grades 5-12)
- Theatre (P-12)

\*Candidates seeking admission in these areas will have to provide evidence of having completed specific undergraduate courses prior to admission.

### **H. III. ADMISSION REQUIREMENTS**

Candidates seeking admission to the program must:

1. Submit an application to the Graduate School indicating a bachelor's degree including all transcripts from accredited colleges attended except Eastern Kentucky University.
  2. Provide evidence of the following prior to being accepted into the program:
    - a. Master's degree OR 3.0 overall undergraduate GPA OR 3.0 in the last 60 hours of course work.
    - b. Acceptable Graduate School Admission exams by one of the following:
      - GRE 350 verbal and 350 quantitative\*
- \*Applicants who completed the GRE prior to October 1, 2002 must meet the following:  
1100 total score may use the following formula to meet the GPA and GRE requirements:  
Minimum 2.75 GPA and minimum 1000 GRE to apply the formula  $GPA \times GRE = \text{minimum } 3300$ .
- Miller's Analogy Exam 388.
- c. Major (or equivalent) in the field in which certification is being sought (only for secondary candidates; others are reviewed for appropriate course content).
  - d. Passing PRAXIS II scores in the desired certification area with the exception of music.
  - e. A professional resume.
  - f. An autobiography documenting relevant life/work/educational experience.
  - g. Three letters of reference.
  - h. Complete two written disposition assignments given by the department.
  - i. Complete an interview with the Master of Arts in Teaching admission committee.

### **H. IV. PROGRAM REQUIREMENTS**

**Program Planning** — During the first term of enrollment, the candidate must develop and submit to the Office of Graduate Education and Research a planned program. In addition to the required professional preparation courses, ~~candidates will take 12 hours of graduate course work in their field of certification.~~

~~Faculty from the candidate's major field~~ candidates will take 12 hours of graduate course work in their concentration area(s) Faculty will evaluate his/her undergraduate transcripts and take into consideration life/work experiences, and performance on the PRAXIS II in recommending content courses to be taken in the program. Candidates in business and marketing may need to complete a semester of prerequisite undergraduate courses.

**Transfer Credit** — The candidate must complete the professional education courses at Eastern Kentucky University. Acceptance of transfer subject matter courses will be determined on an individual basis.

### **Curriculum Requirements for Master of Arts in Teaching**

#### **A.**

#### **Interdisciplinary Early Childhood Education**

<b>Professional Education Core.....</b>	<b>15 hours</b>
EGC 820, <del>829</del> 889, 830.....	9 hours
SED 897.....	6 hours
<b>Specialization Concentration.....</b>	<b>28 hours</b>
SED 718, 722, 790, 811.....	13 hours
CDF 741, 744, 747.....	9 hours
OT S 715, ELE 719.....	6 hours
<b>Minimum Program Total.....</b>	<b>43 hours</b>

**B.**

**Middle Grades 5-9**

<b>Professional Education Core .....</b>	<b>27 hours</b>
EGC 820, 830, 835, 836, 837, 889.....	21 hours
EMG 806 .....	3 hours
SED 800.....	3 hours
<b>Specialization Concentration .....</b>	<b>12 hours</b>
Courses will be selected with advisor approval	
<b>Minimum Program Total .....</b>	<b>39 hours</b>

**C.**

**Secondary 8-12, P-12, 5-12 Education**

<b>Professional Education Core .....</b>	<b>27 hours</b>
EGC 820, 830, 845, <u>appropriate ESE 700-level teaching methods course in field of certification</u> , 846, 847, 889,.....	21 hours
EMG 806 or EMS 774.....	3 hours
SED 800.....	3 hours
<b>Specialization Concentration .....</b>	<b>12 hours</b>
Courses will be selected with advisor approval	
<b>Minimum Program Total .....</b>	<b>39 hours</b>

~~This program, offered out of the Department of Special Education, entitles certified individuals to teach children ages birth to five with and without disabilities.~~

**IV. V. EXIT REQUIREMENTS**

**Thesis** — A thesis is not required in this program; however, an action research project which culminates in a technology enhanced presentation is required in the EGC 889 - Capstone Seminar.

**Comprehensive Examinations** — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title  *Provide only the information relevant to the proposal.	Special Education Education SED 518-S Special Education Early Childhood Programs  (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee		Graduate Council* 4/30/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/2/10	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 6/17/10
General Education Committee*		Faculty Senate** _____
Teacher Education Committee*	3/23/10	Board of Regents** _____ Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create an SED 518 course that incorporates a service learning component.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> To obtain an "S" designation in order to provide a service learning opportunity for students participating in this course. Service learning is an initiative of this university. Service learning incorporates reflective activities and critical and creative thinking opportunities for students. This course has been approved by the Service Learning Committee (approved application attached).	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> No additional  <b>Operating Expenses Impact:</b> No additional  <b>Equipment/Physical Facility Needs:</b> No additional  <b>Library Resources:</b> No additional	

**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 ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)  
SED 518-~~S~~ Early Childhood Special Education Programs. Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Service learning is a component of this course.

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

**New or Revised\* Program Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SED	518-S	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> PC _____ HS _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Cip Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	100%	N	FR _____	JR _____
			SO _____	SR _____
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			<b>FOR BANNER USE ONLY</b>	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				
			Date of data entry _____	
			Data entry person _____	

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	SED 104
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

**Eastern Kentucky University**  
**College of Education**  
**Department of Special Education**  
**SED 518-S Special Education in Early Childhood (3 semester hours)**

**B. Course Description:** Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Service learning is incorporated into this course. Credit will not be awarded for students who have completed SED 518.

**C. Text:**  
 Hooper, S.A. & Umansky, W. (2009). *Young Children with Special Needs (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson-Merrill.

Other readings as assigned for designated topics

**D. Student learning outcomes:**

Upon satisfactory completion of this course, students will be able to:

1. Discuss the history, philosophy, principles, current issues, trends, and best practices in early intervention/early childhood special education with families of children with special needs.
2. Critically evaluate educational implications of being at-risk, and having developmental delays or disabilities and be able to share this information with families of young children.
3. Describe federal and Kentucky legislation, policies, and provisions for young children (0-5) at-risk of or having disabilities and be able to explain this information with families of children with special needs.
4. Create a plan that connects service delivery approaches with settings for individual children and their families.
5. Analyze the impact of disabilities on family systems.
6. Discuss the principles and methods to work with and support families in a manner that respects and accommodates cultural, linguistic, ethnic, regional and socioeconomic diversities and demonstrate this ability through interactions with families of children with special needs.
7. Explain the role of team members in assessment, program planning, intervention and transition.
8. Discuss the needs/methods to collaborate/consult among agencies and professionals in this and related fields.
9. Describe the importance of natural environments and communities as places of learning and be able to clearly communicate this information with families.
10. Recognize the implications of cultural differences on assessment, programming and evaluation of young children (0-5) with special needs and be able to demonstrate this recognition in interactions with families of children with special needs.

**E. Evaluation Methods**

<b>ITEM</b>	<b>POINTS</b>	<b>TOTAL</b>
Professional Participation (13)	<b>10</b>	<b>130</b>
Article Abstracts (3)	<b>10</b>	<b>30</b>
In depth Child Study	<b>90</b>	<b>90</b>
Classroom specific project	<b>50</b>	<b>50</b>
<b>Total Possible Points</b>		<b>300</b>

**Grading Scale**

Grades will be based on the percentage of points earned from the total.

- A = 90- 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 –69%
- F = 59% and below

**F. Student Progress**

All grades will be posted in Blackboard, making it easy for you to monitor your own progress. All personal feedback and grades will be provided within one week (7 days) after the completion of each assignment which makes it imperative that you stay current with assignments. Mid-term grades will be posted on Banner per university policy.

### **G. Attendance Policy**

Class attendance is expected. Consistently arriving on time, being regularly attentive in class and staying until each class meeting is concluded are components of attendance. Coming to class late and leaving class early may be counted as absences. Absences equating to 20% of class meetings will result in a lowered grade for the course. Missing more than 20% of class meetings may result in failure of the course. For this class, 2 absences may result in your grade being lowered by one letter grade. More than 3 absences may result in an F for the course. You are responsible for providing a reason for absences in order to be given the opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University or professional activity.

**H. Last Day to Withdraw from the Course without penalty:** *See Colonel's Compass*

### **I. University Disability Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

### **J. Academic Integrity Statement**

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity Policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Policy.

### **K. Course Requirements**

Class attendance is required, except in cases of significant illness or family emergency. If you are sick or unable to attend class please notify me in advance. *Missing part or all of class may be considered an unexcused absence.* If you miss class, you are responsible for getting notes from fellow students and obtaining any assignments or handouts. Arrangements for accepting late assignments or exams will only be made in unusual circumstances and only if you contact me immediately about your situation and are able to provide documentation to support your need.

Students are expected to understand and follow the university academic honor code. This means that any information you collect is accurate to the best of your ability, and that you write your assignments in your own words, and that all ideas and information taken from outside sources are properly cited and referenced. Please ask if you ever have any questions on these issues. Also, if you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

In addition to attending class, you will be required to complete out-of-class assignments. All assignments must be typed unless otherwise stated. Grades on written assignments will be based on 1) the completeness and accuracy of your information, 2) the soundness and creativity of your ideas, and 3) organization, grammar, and professional writing style.

Most assignments will be submitted via Blackboard. **Please save all files as either Microsoft Word documents or save in RTF format before submitting on Blackboard.**

**Service-Learning:** This course is a service-learning course. Service-learning is defined at EKU as "an experiential educational method in which students participate in an organized service activity meeting community needs and reflecting on the service activity in such a way as to develop critical thinking skills and develop an enhanced sense of civic responsibility." Students will work with a child with a disability in the home setting and the school setting if applicable. Students will determine family needs and provide assistance to the family in accessing information and services. Students will spend a total of 15 hours over the course of the semester interacting with the family, child, and the child's service providers. **Students are required to participate in**

**assigned service-learning activities and meet all requirements for that participation which could include personal background checks, fingerprinting, additional training by host sites, etc. Students who have concerns over potential requirements should meet with the instructor immediately to discuss alternatives for course selection.**

**Specific Course Requirements:**

1. Professional Participation

There will be **130** possible points, **10 points per class (13 class meetings)** for professional participation demonstrated in class. Professional participation is defined as evidence of preparation for class discussions and activities, respectful behavior and positive regard for colleagues and instructor, promptness and attendance to both class meetings and service learning obligations, notification of anticipated tardiness and absences, assignments and activities completed as instructed and turned in by due date, and other behaviors reflective of professional behavior. We will complete in-class activities weekly which require reflection on service activities, and/or analysis of readings and it is critical that you be present for these activities. If an emergency occurs and you are not able to contact the instructor prior to a tardy or absence, please notify the instructor in a timely manner following the tardy or absence. If you are late for class or leave early, partial points may be lost. If you are absent without notifying the instructor of the reason for the absence, all points for that class meeting will be lost. **All unexcused absences will result in a loss of the points for that class period.**

2. Abstracts

You will submit 3 written abstracts of professional, research-based journal articles, corresponding to topics discussed in class. The format for the abstracts will be discussed in class. You must choose recent (within the last five years) articles from peer-reviewed, scholarly journals *such as* the ones listed below. Each article abstract should come from a different journal. Some examples of appropriate journals:

*Journal of Early Intervention*

*Topics in Early Childhood Special Education*

*Infants and Toddlers, the Transdisciplinary Journal*

*Infants and Young Children*

*Exceptional Children*

*Each abstract will have a point value of 10 for a total of 30 points.*

3. In-depth Child Study (3 parts)

You will be assigned to work with a family who has a child between the ages of 0-5 with special needs currently receiving services in Part C or Part B. You will work with the child for a total of 15 hours over the course of the semester in the child's classroom/learning environment.

**Part 1:** You will interview the family and the child's teacher or interventionist and submit a written 2-3 page summary of the interview and a description of the child's disability, the family's reaction to the disability, a typical day in the life of the family, and intervention goals and outcomes. You will also write a reflection of how the child's disability impacts the family system. See the "Assignments" section on Blackboard for explicit directions.

*Part 1 of the Child Study has a point value of 40.*

**Part 2:** Based on information obtained in Part 1, you will plan and develop a parent resources guide and map community learning activities that link the child's intervention goals with the family's everyday routines and share this information with the family. See the "Assignments" section on Blackboard for explicit directions.

*Part 2 of the Child Study has a point value of 30.*

**Part 3:** Based on the information derived in the previous sections of this project, you will develop a plan that will outline, support, etc. the child's transition to new services, a new classroom, or whatever the child's next transition will be and share this information with the family. See the "Assignments" section on Blackboard for explicit directions.

*Part 3 of the Child Study has a point value of 20.*

4. Classroom Specific Project

In collaboration with the child's teacher or interventionist you will develop and complete **one** of the following:

**Creative Curriculum Assessment Data** – Through your work with the child, you will observe the child's



behavior and abilities as measured on the Creative Curriculum Developmental Continuum. The child's teacher will assign specific areas of development for which you will observe and record information.

**Adaptation/Modification for child** – Through your work with the child and in collaboration with the teacher or interventionist, you will determine appropriate modifications, adaptations, and or assistive devices that can be used to address the needs of the child in the classroom.

**Environmental enhancements** – You will work with the teacher to determine areas of need for the classroom as measured by the Early Childhood Environment Rating Scale Revised and you will assist the teacher with making adjustments to the classroom environment.

*This assignment has a point value of 50.*

## **L. Course Outline**

The following topics will be addressed:

Foundations and origins of early childhood special education, legislation and mandates related to early childhood special education, family-centered practices, program planning and implementation, interagency collaboration and teaming, assessment for eligibility and programming, models of service delivery, transition between programs, developmental domains and potential problems associated with development, appropriate intervention strategies for young children with disabilities.

### **Tentative Course Schedule**

Week 1 – Course overview, discussion of service learning

Week 2 – ECE/ECSE legislation

Week 3- Factors impacting development

Week 4 – Impact of disability on families

Week 5 – Partnering with families/family centered practices

Week 6 – Assessment and eligibility

Week 7 – Team approaches

Week 8 – Intervention and program planning

Week 9- Transitions between programs, transition planning

Week 10 – Assistive Technology

Week 11 –Motor development

Week 12 – Cognitive development

Week 13 – Social emotional development

Week 14 – Language development

Week 15 – Review/discussion

Week 16 – Final exam

**A. Eastern Kentucky University  
College of Education  
Department of Special Education**

**SED 518-S Special Education in Early Childhood (3 semester hours)**

**B. Course Description:** Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Service learning is incorporated into this course. Credit will not be awarded for students who have completed SED 518.

**C. Text:**

- Hooper, S.A. & Umansky, W. (2009). *Young Children with Special Needs (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson-Merrill.
- Other readings as assigned for designated topics

**D. Student learning outcomes:**

Upon satisfactory completion of this course, students will be able to:

- Discuss the history, philosophy, principles, current issues, trends, and best practices in early intervention/early childhood special education with families of children with special needs.
- Critically evaluate educational implications of being at-risk, and having developmental delays or disabilities and be able to share this information with families of young children.
- Describe federal and Kentucky legislation, policies, and provisions for young children (0-5) at-risk of or having disabilities and be able to explain this information with families of children with special needs.
- Create a plan that connects service delivery approaches with settings for individual children and their families.
- Analyze the impact of disabilities on family systems.
- Discuss the principles and methods to work with and support families in a manner that respects and accommodates cultural, linguistic, ethnic, regional and socioeconomic diversities and demonstrate this ability through interactions with families of children with special needs.
- Explain the role of team members in assessment, program planning, intervention and transition.
- Discuss the needs/methods to collaborate/consult among agencies and professionals in this and related fields.
- Describe the importance of natural environments and communities as places of learning and be able to clearly communicate this information with families.
- Recognize the implications of cultural differences on assessment, programming and evaluation of young children (0-5) with special needs and be able to demonstrate this recognition in interactions with families of children with special needs.

**E. Evaluation Methods**

ITEM	POINTS	TOTAL
Professional Participation (13)	10	130
Article Abstracts (3)	10	30
In depth Child Study	90	90
Classroom specific project	50	50
<b>Total Possible Points</b>		<b>300</b>

**Grading Scale**

Grades will be based on the percentage of points earned from the total.

A = 90- 100%

B = 80 - 89%

C = 70 - 79%

D = 60 –69%  
F = 59% and below

## **F. Student Progress**

All grades will be posted in Blackboard, making it easy for you to monitor your own progress. All personal feedback and grades will be provided within one week (7 days) after the completion of each assignment which makes it imperative that you stay current with assignments. Mid-term grades will be posted on Banner per university policy.

## **G. Attendance Policy**

Class attendance is expected. Consistently arriving on time, being regularly attentive in class and staying until each class meeting is concluded are components of attendance. Coming to class late and leaving class early may be counted as absences. Absences equating to 20% of class meetings will result in a lowered grade for the course. Missing more than 20% of class meetings may result in failure of the course. For this class, 2 absences may result in your grade being lowered by one letter grade. More than 3 absences may result in an F for the course. You are responsible for providing a reason for absences in order to be given the opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University or professional activity.

## **H. Last Day to Withdraw from the Course without penalty: *See Colonel's Compass***

### ***I. University Disability Statement***

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

### **J. Academic Integrity Statement**

Students are advised that ECU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity Policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Policy.

### **K. Course Requirements**

Class attendance is required, except in cases of significant illness or family emergency. If you are sick or unable to attend class please notify me in advance. *Missing part or all of class may be considered an unexcused absence.* If you miss class, you are responsible for getting notes from fellow students and obtaining any assignments or handouts. Arrangements for accepting late assignments or exams will only be made in unusual circumstances and only if you contact me immediately about your situation and are able to provide documentation to support your need.

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### **Specific Course Requirements:**

- Professional Participation
  - There will be **130** possible points, **10 points per class (13 class meetings)** for professional participation demonstrated in class. Professional participation is defined as evidence of preparation for class discussions and activities, respectful behavior and positive regard for colleagues and instructor, promptness and attendance to both class meetings and service learning obligations, notification of anticipated tardiness and absences, assignments and activities completed as instructed and turned in by due date, and other behaviors reflective of professional behavior. We will complete in-class activities weekly which require reflection on service activities, and/or analysis of readings and it is critical that you be present for these activities. If an emergency occurs and you are not able to contact the instructor prior to a tardy or absence, please notify the instructor in a timely manner following the tardy or absence. If you are late for class or leave early, partial points may be lost. If you are absent without notifying the instructor of the reason for the absence, all points for that class meeting will be lost. **All unexcused absences will result in a loss of the points for that class period.**
- Abstracts
  - You will submit 3 written abstracts of professional, research-based journal articles, corresponding to topics discussed in class. The format for the abstracts will be discussed in class. You must choose recent (within the last five years) articles from peer-reviewed, scholarly journals *such as* the ones listed below. Each article abstract should come from a different journal. Some examples of appropriate journals:
    - *Journal of Early Intervention*
    - *Topics in Early Childhood Special Education*
    - *Infants and Toddlers, the Transdisciplinary Journal*
    - *Infants and Young Children*
    - *Exceptional Children*
    - *Each abstract will have a point value of 10 for a total of 30 points.*
- In-depth Child Study (3 parts)
  - You will be assigned to work with a family who has a child between the ages of 0-5 with special needs currently receiving services in Part C or Part B. You will work with the child for a total of 15 hours over the course of the semester in the child's classroom/learning environment.
  - **Part 1:** You will interview the family and the child's teacher or interventionist and submit a written 2-3 page summary of the interview and a description of the child's disability, the family's reaction to the disability, a typical day in the life of the family, and intervention goals and outcomes. You will also write a reflection of how the child's disability impacts the family system. See the "Assignments" section on Blackboard for explicit directions.
  - *Part 1 of the Child Study has a point value of 40.*
  - **Part 2:** Based on information obtained in Part 1, you will plan and develop a parent resources

guide and map community learning activities that link the child's intervention goals with the family's everyday routines and share this information with the family. See the "Assignments" section on Blackboard for explicit directions.

- *Part 2 of the Child Study has a point value of 30.*
  - **Part 3:** Based on the information derived in the previous sections of this project, you will develop a plan that will outline, support, etc. the child's transition to new services, a new classroom, or whatever the child's next transition will be and share this information with the family. See the "Assignments" section on Blackboard for explicit directions.
  - *Part 3 of the Child Study has a point value of 20.*
- Classroom Specific Project
    - In collaboration with the child's teacher or interventionist you will develop and complete **one** of the following:
    - **Creative Curriculum Assessment Data** – Through your work with the child, you will observe the child's behavior and abilities as measured on the Creative Curriculum Developmental Continuum. The child's teacher will assign specific areas of development for which you will observe and record information.
    - **Adaptation/Modification for child** – Through your work with the child and in collaboration with the teacher or interventionist, you will determine appropriate modifications, adaptations, and or assistive devices that can be used to address the needs of the child in the classroom.
    - **Environmental enhancements** – You will work with the teacher to determine areas of need for the classroom as measured by the Early Childhood Environment Rating Scale Revised and you will assist the teacher with making adjustments to the classroom environment.
    - *This assignment has a point value of 50.*

#### L. Course Outline

The following topics will be addressed:

Foundations and origins of early childhood special education, legislation and mandates related to early childhood special education, family-centered practices, program planning and implementation, interagency collaboration and teaming, assessment for eligibility and programming, models of service delivery, transition between programs, developmental domains and potential problems associated with development, appropriate intervention strategies for young children with disabilities.

#### Tentative Course Schedule

- Week 1 – Course overview, discussion of service learning
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- Week 13 – Social emotional development
- Week 14 – Language development
- Week 15 – Review/discussion
- Week 16 – Final exam

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name: <u>Special Education</u> College: <u>Education</u> *Course Prefix & Number: <u>SED 718-S</u> *Course Title (30 characters): <u>Special Education Early Childhood Programs</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date: _____		Graduate Council* <u>4/30/10</u> Council on Academic Affairs _____ Approved <input checked="" type="checkbox"/> Disapproved _____ <u>6/17/10</u> Faculty Senate** _____ Board of Regents** _____ Council on Postsecondary Edu.*** _____
Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee <u>3/2/10</u> General Education Committee* <u>3/23/10</u> Teacher Education Committee* _____		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create an SED 718 course that incorporates a service learning component. <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> To obtain an "S" designation in order to provide a service learning opportunity for students participating in this course. Service learning is an initiative of this university. Service learning incorporates reflective activities and critical and creative thinking opportunities for students. This course has been approved by the Service Learning Committee (approved application attached).	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> No additional  <b>Operating Expenses Impact:</b> No additional  <b>Equipment/Physical Facility Needs:</b> No additional  <b>Library Resources:</b> No additional	

**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 ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)  
SED 718-~~S~~ Early Childhood Special Education Programs. Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Service learning is a component of this course.

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

**New or Revised\* Program Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SED	718-S	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> PC _____ HS _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	100%	N	FR _____	JR _____
			SO _____	SR _____
			<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	SED 104 or SED 575
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)



**A. Eastern Kentucky University  
College of Education  
Department of Special Education  
SED 718-S Special Education in Early Childhood (3 semester hours)**

**B. Course Description:** Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Service learning is incorporated into this course. Credit will not be given for students who have completed SED 718.

**C. Text:**

- Hooper, S.A. & Umansky, W. (2009). *Young Children with Special Needs (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson-Merrill.
- Other readings as assigned for designated topics

**D. Student learning outcomes:**

Upon satisfactory completion of this course, students will be able to:

1. Discuss the history, philosophy, principles, current issues, trends, and best practices in early intervention/early childhood special education with families of children with special needs.
2. Critically evaluate educational implications of being at-risk, and having developmental delays or disabilities and be able to share this information with families of young children.
3. Describe federal and Kentucky legislation, policies, and provisions for young children (0-5) at-risk of or having disabilities and be able to explain this information with families of children with special needs.
4. Create a plan that connects service delivery approaches with settings for individual children and their families.
5. Analyze the impact of disabilities on family systems.
6. Discuss the principles and methods to work with and support families in a manner that respects and accommodates cultural, linguistic, ethnic, regional and socioeconomic diversities and demonstrate this ability through interactions with families of children with special needs.
7. Explain the role of team members in assessment, program planning, intervention and transition.
8. Discuss the needs/methods to collaborate/consult among agencies and professionals in this and related fields.
9. Describe the importance of natural environments and communities as places of learning and be able to clearly communicate this information with families.
10. Recognize the implications of cultural differences on assessment, programming and evaluation of young children (0-5) with special needs and be able to demonstrate this recognition in interactions with families of children with special needs.
11. Evaluate service delivery approaches to meet the individual needs of children and families.
12. Apply the philosophy and use of natural environments in intervention settings and,
13. Critically analyze how history, philosophy, principles, current issues, trends, and best practices influence early intervention / early childhood special education practice.

**E. Evaluation Methods**

<b>ITEM</b>	<b>POINTS</b>	<b>TOTAL</b>
Professional Participation (13)	<b>10</b>	<b>130</b>
Article Abstracts (3)	<b>10</b>	<b>30</b>
In-depth Child Study	<b>90</b>	<b>90</b>
Classroom specific project	<b>50</b>	<b>50</b>
Research Paper	<b>30</b>	<b>30</b>
Professional Presentation	<b>25</b>	<b>25</b>
<b>Total Possible Points</b>		<b>355</b>

**Grading Scale**

Grades will be based on the percentage of points earned from the total.

A = 90- 100%

B = 80 - 89%

C = 70 - 79%  
D = 60 - 69%  
F = 59% and below

## **F. Student Progress**

All grades will be posted in Blackboard, making it easy for you to monitor your own progress. All personal feedback and grades will be provided within one week (7 days) after the completion of each assignment which makes it imperative that you stay current with assignments. Mid-term grades will be posted on Banner per university policy.

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## **H. Last Day to Withdraw from the Course without penalty: *See Colonel's Compass***

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## **J. Academic Integrity Statement**

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In addition to attending class, you will be required to complete out-of-class assignments. All assignments must be typed unless otherwise stated. Grades on written assignments will be based on 1) the completeness and accuracy of your information, 2) the soundness and creativity of your ideas, and 3) organization, grammar, and professional writing style.

Most assignments will be submitted via Blackboard. **Please save all files as either Microsoft Word documents or save in RTF format before submitting on Blackboard.**

**Service-Learning:** This course is a service-learning course. Service-learning is defined at EKU as "an experiential educational method in which students participate in an organized service activity meeting community

needs and reflecting on the service activity in such a way as to develop critical thinking skills and develop an enhanced sense of civic responsibility." Students will work with a child with a disability in the classroom/learning environment. Students will determine family needs and provide assistance to the family in accessing information and services. Students will spend a total of 15 hours over the course of the semester interacting with the family, child, and the child's service providers. **Students are required to participate in assigned service-learning activities and meet all requirements for that participation which could include personal background checks, fingerprinting, additional training by host sites, etc. Students who have concerns over potential requirements should meet with the instructor immediately to discuss alternatives for course selection.**

### **Specific Course Requirements:**

See the Tentative Course Schedule for due dates.

#### 1. Professional Participation

There will be **130** possible points, **10 points per class (13 class meetings)** for professional participation demonstrated in class. Professional participation is defined as evidence of preparation for class discussions and activities, respectful behavior and positive regard for colleagues and instructor, promptness and attendance to both class meetings and service learning obligations, notification of anticipated tardiness and absences, assignments and activities completed as instructed and turned in by due date, and other behaviors reflective of professional behavior. We will complete in-class activities weekly which require reflection on service activities, and/or analysis of readings and it is critical that you be present for these activities. If an emergency occurs and you are not able to contact the instructor prior to a tardy or absence, please notify the instructor in a timely manner following the tardy or absence. If you are late for class or leave early, partial points may be lost. If you are absent without notifying the instructor of the reason for the absence, all points for that class meeting will be lost. **All unexcused absences will result in a loss of the points for that class period.**

#### 2. Abstracts

You will submit 3 written abstracts of professional, research-based journal articles, corresponding to topics discussed in class. The format for the abstracts will be discussed in class. You must choose recent (within the last five years) articles from peer-reviewed, scholarly journals *such as* the ones listed below. Each article abstract should come from a different journal. Some examples of appropriate journals:

*Journal of Early Intervention*

*Topics in Early Childhood Special Education*

*Infants and Toddlers, the Transdisciplinary Journal*

*Infants and Young Children*

*Exceptional Children*

*Each abstract will have a point value of 10 for a total of 30 points.*

#### 3. In-depth Child Study (3 parts)

You will either be assigned to work with a family who has a child between the ages of 0-5 with special needs currently receiving services in Part C or Part B or you will choose a child and family from your classroom/program if you are currently working in the school setting. You will work with the child and the child's family for a total of 15 hours over the course of the semester in the child's classroom or home.

**Part 1:** You will interview the family and an interventionist currently working with the child (i.e. speech therapist, occupational therapist, etc.) and submit a written 2-3 page summary of the interview and a description of the child's disability, the family's reaction to the disability, a typical day in the life of the family, and intervention goals and outcomes. You will also write a reflection of how the child's disability impacts the family system. See the "Assignments" section on Blackboard for explicit directions.

*Part 1 of the Child Study has a point value of 40.*

**Part 2:** In collaboration with the family, you will plan and develop a parent resources guide and map community learning activities that link the child's intervention goals with the family's everyday routines. In order to create this plan, you will gather information from the family regarding family routines and activities using an interview format such as the semi-structured interview or the *Routines Based Interview*. See the "Assignments" section on Blackboard for explicit directions.

*Part 2 of the Child Study has a point value of 30.*

**Part 3:** Based on your interactions with the family and your knowledge of the child's strengths and needs, you will develop a plan that will support the child's transition to new services, a new classroom, or whatever the child's next transition will be. See the "Assignments" section on Blackboard for explicit directions.

*Part 3 of the Child Study has a point value of 20.*

4. Classroom Specific Project

In collaboration with the child's teacher or interventionist you will develop and complete **one** of the following:

**Creative Curriculum Assessment Data** – Through your work with the child, you will observe the child's behavior and abilities as measured on the Creative Curriculum Developmental Continuum. The child's teacher will assign specific areas of development for which you will observe and record information.

**Adaptation/Modification for child** – Through your work with the child and in collaboration with the teacher or interventionist, you will determine appropriate modifications, adaptations, and or assistive devices that can be used to address the needs of the child in the classroom.

**Environmental enhancements** – You will work with the teacher to determine areas of need for the classroom as measured by the Early Childhood Environment Rating Scale Revised and you will assist the teacher with making adjustments to the classroom environment.

**If the child is in your classroom:** You will create an adaptation/modification for the child in collaboration with the child's family and intervention team that will address the needs of the child either in the classroom or at home.

*This assignment has a point value of 50.*

5. Research paper

In addition to all requirements listed above, you will write a 5 - 7 page research paper about the target child's disability. You must present the instructor with a proposed plan before starting the project. The paper will be written following APA (5<sup>th</sup> edition) guidelines and must include five current (within 5 years) resources from research-based journals in the early intervention/early childhood special education field such as:

Topics in Early Childhood Special Education

Journal of Early Intervention

Infants and Toddlers, The Transdisciplinary Journal

Exceptional Children

Infants and Young Children

*The Research Paper will have a point value of 30.*

6. Professional Presentation (SED 718)

You will develop and perform a 10 to 15 minute presentation on the research completed for the research paper. You are expected to provide quality information and handouts for class members.

*Presentation will have a point value of 25.*

**L. Course Outline**

The following topics will be addressed:

Foundations and origins of early childhood special education, legislation and mandates related to early childhood special education, family-centered practices, program planning and implementation, interagency collaboration and teaming, assessment for eligibility and programming, models of service delivery, transition between programs, developmental domains and potential problems associated with development, appropriate intervention strategies for young children with disabilities.

**Tentative Course Schedule**

Week 1 – Course overview, discussion of service learning

Week 2 – ECE/ECSE legislation

Week 3- Factors impacting development

Week 4 – Impact of disability on families

Week 5 – Partnering with families/family centered practices

Week 6 – Assessment and eligibility

Week 7 – Team approaches

Week 8 – Intervention and program planning

Week 9- Transitions between programs, transition planning

Week 10 – Assistive Technology

Week 11 –Motor development

Week 12 – Cognitive development

Week 13 – Social emotional development

Week 14 – Language development

Week 15 – Review/discussion

Week 16 – Final exam

**A. Eastern Kentucky University  
College of Education  
Department of Special Education**

**SED 718-S Special Education in Early Childhood (3 semester hours)**

**B. Course Description:** Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Service learning is incorporated into this course. Credit will not be given for students who have completed SED 718.

**C. Text:**

- Hooper, S.A. & Umansky, W. (2009). *Young Children with Special Needs (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson-Merrill.
- Other readings as assigned for designated topics

**D. Student learning outcomes:**

Upon satisfactory completion of this course, students will be able to:

- Discuss the history, philosophy, principles, current issues, trends, and best practices in early intervention/early childhood special education with families of children with special needs.
- Critically evaluate educational implications of being at-risk, and having developmental delays or disabilities and be able to share this information with families of young children.
- Describe federal and Kentucky legislation, policies, and provisions for young children (0-5) at-risk of or having disabilities and be able to explain this information with families of children with special needs.
- Create a plan that connects service delivery approaches with settings for individual children and their families.
- Analyze the impact of disabilities on family systems.
- Discuss the principles and methods to work with and support families in a manner that respects and accommodates cultural, linguistic, ethnic, regional and socioeconomic diversities and demonstrate this ability through interactions with families of children with special needs.
- Explain the role of team members in assessment, program planning, intervention and transition.
- Discuss the needs/methods to collaborate/consult among agencies and professionals in this and related fields.
- Describe the importance of natural environments and communities as places of learning and be able to clearly communicate this information with families.
- Recognize the implications of cultural differences on assessment, programming and evaluation of young children (0-5) with special needs and be able to demonstrate this recognition in interactions with families of children with special needs.
- Evaluate service delivery approaches to meet the individual needs of children and families.
- Apply the philosophy and use of natural environments in intervention settings and,
- Critically analyze how history, philosophy, principles, current issues, trends, and best practices influence early intervention / early childhood special education practice.

**E. Evaluation Methods**

<b>ITEM</b>	<b>POINTS</b>	<b>TOTAL</b>
Professional Participation (13)	<b>10</b>	<b>130</b>
Article Abstracts (3)	<b>10</b>	<b>30</b>
In-depth Child Study	<b>90</b>	<b>90</b>
Classroom specific project	<b>50</b>	<b>50</b>
Research Paper	<b>30</b>	<b>30</b>
Professional Presentation	<b>25</b>	<b>25</b>
<b>Total Possible Points</b>		<b>355</b>

### **Grading Scale**

Grades will be based on the percentage of points earned from the total.

A = 90- 100%

B = 80 - 89%

C = 70 - 79%

D = 60 –69%

F = 59% and below

### **F. Student Progress**

All grades will be posted in Blackboard, making it easy for you to monitor your own progress. All personal feedback and grades will be provided within one week (7 days) after the completion of each assignment which makes it imperative that you stay current with assignments. Mid-term grades will be posted on Banner per university policy.

### **G. Attendance Policy**

Class attendance is expected. Consistently arriving on time, being regularly attentive in class and staying until each class meeting is concluded are components of attendance. Coming to class late and leaving class early may be counted as absences. Absences equating to 20% of class meetings will result in a lowered grade for the course. Missing more than 20% of class meetings may result in failure of the course. For this class, 2 absences may result in your grade being lowered by one letter grade. More than 3 absences may result in an F for the course. You are responsible for providing a reason for absences in order to be given the opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University or professional activity.

**H. Last Day to Withdraw from the Course without penalty:** *See Colonel's Compass*

### **I. University Disability Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

### **J. Academic Integrity Statement**

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity Policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Policy.

### **K. Course Requirements**

Class attendance is required, except in cases of significant illness or family emergency. If you are sick or unable to attend class please notify me in advance. *Missing part or all of class may be considered an unexcused absence.* If you miss class, you are responsible for getting notes from fellow students and obtaining any assignments or handouts. Arrangements for accepting late assignments or exams will only be made in unusual circumstances and only if you contact me immediately about your situation and are able to provide documentation to support your need.

Students are expected to understand and follow the university academic honor code. This means that any information you collect is accurate to the best of your ability, and that you write your assignments in your own words, and that all ideas and information taken from outside sources are properly cited and referenced. Please ask if you ever have any questions on these issues. Also, if you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

In addition to attending class, you will be required to complete out-of-class assignments. All assignments must be typed unless otherwise stated. Grades on written assignments will be based on 1) the completeness and accuracy of your information, 2) the soundness and creativity of your ideas, and 3) organization, grammar, and professional writing style.

Most assignments will be submitted via Blackboard. **Please save all files as either Microsoft Word documents or save in RTF format before submitting on Blackboard.**

**Service-Learning:** This course is a service-learning course. Service-learning is defined at EKU as "an experiential educational method in which students participate in an organized service activity meeting community needs and reflecting on the service activity in such a way as to develop critical thinking skills and develop an enhanced sense of civic responsibility." Students will work with a child with a disability in the classroom/learning environment. Students will determine family needs and provide assistance to the family in accessing information and services. Students will spend a total of 15 hours over the course of the semester interacting with the family, child, and the child's service providers. **Students are required to participate in assigned service-learning activities and meet all requirements for that participation which could include personal background checks, fingerprinting, additional training by host sites, etc. Students who have concerns over potential requirements should meet with the instructor immediately to discuss alternatives for course selection.**

### **Specific Course Requirements:**

See the Tentative Course Schedule for due dates.

1. Professional Participation

There will be **130** possible points, **10 points per class (13 class meetings)** for professional participation demonstrated in class. Professional participation is defined as evidence of preparation for class discussions and activities, respectful behavior and positive regard for colleagues and instructor, promptness and attendance to both class meetings and service learning obligations, notification of anticipated tardiness and absences, assignments and activities completed as instructed and turned in by due date, and other behaviors reflective of professional behavior. We will complete in-class activities weekly which require reflection on service activities, and/or analysis of readings and it is critical that you be present for these activities. If an emergency occurs and you are not able to contact the instructor prior to a tardy or absence, please notify the instructor in a timely manner following the tardy or absence. If you are late for class or leave early, partial points may be lost. If you are absent without notifying the instructor of the reason for the absence, all points for that class meeting will be lost. **All unexcused absences will result in a loss of the points for that class period.**

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*Journal of Early Intervention*

*Topics in Early Childhood Special Education*

*Infants and Toddlers, the Transdisciplinary Journal*

*Infants and Young Children*

*Exceptional Children*

*Each abstract will have a point value of 10 for a total of 30 points.*

3. In-depth Child Study (3 parts)

You will either be assigned to work with a family who has a child between the ages of 0-5 with special needs currently receiving services in Part C or Part B or you will choose a child and family from your classroom/program if you are currently working in the school setting. You will work with the child and the child's family for a total of 15 hours over the course of the semester in the child's classroom or home.

**Part 1:** You will interview the family and an interventionist currently working with the child (i.e. speech therapist, occupational therapist, etc.) and submit a written 2-3 page summary of the interview



and a description of the child's disability, the family's reaction to the disability, a typical day in the life of the family, and intervention goals and outcomes. You will also write a reflection of how the child's disability impacts the family system. See the "Assignments" section on Blackboard for explicit directions.

*Part 1 of the Child Study has a point value of 40.*

**Part 2:** In collaboration with the family, you will plan and develop a parent resources guide and map community learning activities that link the child's intervention goals with the family's everyday routines. In order to create this plan, you will gather information from the family regarding family routines and activities using an interview format such as the semi-structured interview or the *Routines Based Interview*. See the "Assignments" section on Blackboard for explicit directions.

*Part 2 of the Child Study has a point value of 30.*

**Part 3:** Based on your interactions with the family and your knowledge of the child's strengths and needs, you will develop a plan that will support the child's transition to new services, a new classroom, or whatever the child's next transition will be. See the "Assignments" section on Blackboard for explicit directions.

*Part 3 of the Child Study has a point value of 20.*

#### 4. Classroom Specific Project

In collaboration with the child's teacher or interventionist you will develop and complete **one** of the following:

**Creative Curriculum Assessment Data** – Through your work with the child, you will observe the child's behavior and abilities as measured on the Creative Curriculum Developmental Continuum. The child's teacher will assign specific areas of development for which you will observe and record information.

**Adaptation/Modification for child** – Through your work with the child and in collaboration with the teacher or interventionist, you will determine appropriate modifications, adaptations, and or assistive devices that can be used to address the needs of the child in the classroom.

**Environmental enhancements** – You will work with the teacher to determine areas of need for the classroom as measured by the Early Childhood Environment Rating Scale Revised and you will assist the teacher with making adjustments to the classroom environment.

**If the child is in your classroom:** You will create an adaptation/modification for the child in collaboration with the child's family and intervention team that will address the needs of the child either in the classroom or at home.

*This assignment has a point value of 50.*

#### 5. Research paper

In addition to all requirements listed above, you will write a 5 - 7 page research paper about the target child's disability. You must present the instructor with a proposed plan before starting the project. The paper will be written following APA (5<sup>th</sup> edition) guidelines and must include five current (within 5 years) resources from research-based journals in the early intervention/early childhood special education field such as:

Topics in Early Childhood Special Education

Journal of Early Intervention

Infants and Toddlers, The Transdisciplinary Journal

Exceptional Children

Infants and Young Children

*The Research Paper will have a point value of 30.*

#### 6. Professional Presentation (SED 718)

You will develop and perform a 10 to 15 minute presentation on the research completed for the research paper. You are expected to provide quality information and handouts for class members.

*Presentation will have a point value of 25.*

### *L. Course Outline*

The following topics will be addressed:

Foundations and origins of early childhood special education, legislation and mandates related to early childhood special education, family-centered practices, program planning and implementation, interagency collaboration and teaming, assessment for eligibility and programming, models of service delivery, transition between programs, developmental domains and potential problems associated with development, appropriate intervention strategies for young children with disabilities.

### **Tentative Course Schedule**

- Week 1 – Course overview, discussion of service learning
- Week 2 – ECE/ECSE legislation
- Week 3- Factors impacting development
- Week 4 – Impact of disability on families
- Week 5 – Partnering with families/family centered practices
- Week 6 – Assessment and eligibility
- Week 7 – Team approaches
- Week 8 – Intervention and program planning
- Week 9- Transitions between programs, transition planning
- Week 10 – Assistive Technology
- Week 11 –Motor development
- Week 12 – Cognitive development
- Week 13 – Social emotional development
- Week 14 – Language development
- Week 15 – Review/discussion
- Week 16 – Final exam

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College Education *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education Master of Arts in Education (Major <u> X </u> , Option ___; Minor ___; or Certificate ___)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/10/2010	Graduate Council* 4/30/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/2/10	Council on Academic Affairs
General Education Committee*	NA	Approved Disapproved <span style="color: red;">WITHDRAWN</span>
Teacher Education Committee*	3/23/10	Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <span style="color: red;">****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</span>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revised the Master of Arts in Special Education to align with the Kentucky Teacher Leader Endorsement <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2011 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) Students must complete the old program no later than January 31, 2013	
<b>B. The justification for this action:</b> The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees/Rank II must be closed to new students no later than December 2010	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> None  <b>Operating Expenses Impact:</b> None  <b>Equipment/Physical Facility Needs:</b> None  <b>Library Resources:</b> None	

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

- 4. For a new program, provide the catalog description as being proposed.
- 5. For a revised program, provide the current program requirements using ~~strike through~~ for deletions and underlines for additions.
- 6. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised\* Program Text  
 (\*Use ~~strike through~~ for deletions and underlines for additions.)

**MASTER OF ARTS IN EDUCATION  
 Special Education**

**I. GENERAL INFORMATION**

Options in Learning and Behavior Disorders, Deaf and Hard of Hearing, and Interdisciplinary Early Childhood Education.

**II. ADMISSION REQUIREMENTS**

For clear admission to the MAEd program options the following programs must have an undergraduate grade point average of 3.0 overall or on the last 60 hours and program test requirement of:

**Interdisciplinary Early Childhood Education**

- Minimum GRE scores of verbal 400, quantitative 350
- **OR** combined GRE verbal, quantitative scores of 750, GPA of 3.0, and an on-demand writing task scored by IECE faculty
- **OR** Miller Analogies Test (MAT) raw score of 389, 3.0 GPA, and an on-demand writing task scored by IECE faculty
- **OR** GPA of 2.7 and composite GRE x GPA = 2250 and an ondemand writing task scored by IECE faculty.

**Learning and Behavior Disorders**

- Minimum GRE scores of verbal 450 and quantitative 350
- **OR** combined GRE verbal, quantitative scores of 800, a GPA of 3.0, and an on-demand writing task scored by LBD Faculty
- **OR** Miller Analogies Test (MAT) raw score of 389, GPA of 3.0, and an on-demand writing task scored by LBD faculty
- **OR** GPA of 2.7 and composite GRE x GPA = 2400 and an ondemand writing task scored by LBD Faculty

**Deaf and Hard of Hearing**

- Minimum GRE scores of verbal 450, quantitative 350 and a G PA of 3.0
- **OR** combined GRE verbal, quantitative scores of 800, and a G PA of 3.0.

**III. PROGRAM REQUIREMENTS**

<b>Professional Core*</b> .....	<b>9 hours</b>
<b>EPY 816, 869</b> .....	<b>6 hours</b>
<b>One of the following:</b> .....	<b>3 hours</b>
<b>EDF 837, 850, 855 or EMS 830.</b>	
<b>All Options</b> .....	<b>15 hours</b>

**Teaching Options: Candidates with provisional certification in LBD, DHH, and IECE**

**Learning and Behavior Disorders (LBD)**

Prerequisite (LBD provisional certification)  
 SED 803, 804, 805, 810, and 886.....15 hours

**Deaf and Hard of Hearing (DHH)**

Prerequisite (DHH provisional certification)  
 SED 803, 809, 810, 832, and 886.....15 hours

**Interdisciplinary Early Childhood Education (IECE)**

SED 801, 802, 805, 810, and 886.....15 hours

**Teacher Leader Core.....9 hours**

**ETL 800, 801, and 802**

**Non-Teaching Option: Interdisciplinary Early Childhood Education (IECE)**

Prerequisites for entering the IECE option are a bachelor's degree in special education or in a related discipline from an accredited institution.

Prerequisite course work (completed or equivalent):

SED 104 or 575/775; SED 260, CDS 360 or SED 522/722; SED 341 or 590/790; SED 352, 372 or 576/776; SED 518/718; SED 375 or 574/774.

Or documented successful work experience with pre-school children with disabilities approved by the academic advisor.

**Program Requirements.....30 hours**

**Core.....15 hours**

SED 801, 802, 805, 810, and 886.

**Electives\***.....**6 hours**

**Note:** Graduate candidates who have completed a graduate course in Research in Education, Tests and Measurements, and/or cultural diversity and linguistic differences would select with their advisor a replacement Professional Education course from the list for the Rank II and I Professional Education listing courses.

\*SPLASH training will not be counted in the MAEd. in Special Education.

#### **IV. EXIT REQUIREMENTS**

**Thesis** — The thesis is not required. However, candidates with special research interests are encouraged to explore thesis possibilities with their advisor.

**Comprehensive Examinations** — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components.

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Teacher Education Services Education  Student Teaching Section (Major ____, Option ____, Minor ____, or Certificate ____)
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	05/04/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	<b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	05/10/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	6/17/10
General Education Committee*	NA	Faculty Senate**	9/20/10
Teacher Education Committee*	5/25/10	Board of Regents**	1/26/11
		Council on Postsecondary Edu.***	NA

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p><b>Undergraduate Initial Teacher Certification</b></p> <ul style="list-style-type: none"> <li>Designate 20 of the current minimum 150 hours of required Field Experience as hours that must be completed from a broad range of diverse groups. Hours are completed prior to student teaching.</li> <li>Require all candidates to attend a minimum of four Teacher Education Services approved diversity/multicultural events prior to student teaching.</li> </ul> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2011</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b></p> <p>The College of Education's Multicultural and Diversity Issues Committee reviewed the current Field Experience Policy and finds that the recommended actions provide additional program alignment with NCATE Standard 4 and the College of Education's Conceptual Framework. It also ensures that candidates will have opportunities to interact with students from a broad range of diverse groups.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None</p> <p><b>Operating Expenses Impact:</b> None</p> <p><b>Equipment/Physical Facility Needs:</b> None</p> <p><b>Library Resources:</b> None</p>

## Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
6. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

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

7. For a new program, provide the catalog description as being proposed.
8. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
9. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

### New or Revised\* Program Text

(\*Use ~~striketrough~~ for deletions and underlines for additions.)

SEE BELOW

## STUDENT TEACHING SECTION 2009-2010 Undergraduate Catalog, Page 120

### Elementary Education (P-5) and Middle Grade Education (5-9) Majors

- Minimum 2.75 GPA in all undergraduate course work.
- Minimum 2.75 GPA in college work at EKU.
- Minimum 2.75 GPA with a grade of "C" or higher in courses in the "core and supporting course requirements," area(s) of academic emphasis, "professional education requirements"  
(see program display for a list of courses), teaching minor(s), and certification endorsement(s).
- Candidates must satisfactorily complete a portfolio review during methods courses.
- Candidates must submit satisfactory pre-service disposition reviews from their advisor and a designated methods instructor as part of the application process.
- Candidates must submit satisfactory pre-service disposition reviews from one cooperating teacher and one university supervisor at the end of the student teaching experience.

• Minimum of 150 hours of field experiences as designated in course requirements or by programs. Of which, 20 hours will be diverse experiences with the following student populations two racial/ethnic groups and a minimum of one of the following: socio-economic, exceptionalities, at-risk and Limited English Proficiency. Hours are submitted and evaluated in TaskStream.

• Candidates must submit a minimum of 4 Teacher Education Services approved diversity/multicultural events prior to Student Teaching. Events are submitted and evaluated in TaskStream.

- Other requirements as found in the appropriate department presentation.

### Special Education

- Minimum 2.75 GPA in all undergraduate course work.
- Minimum 2.75 GPA in college work at EKU.
- Minimum 2.75 GPA with a grade of "C" or higher in courses in the "major, core, and option,"\*\* "elementary/middle grade and supporting course requirements," area of academic emphasis\*\*, professional education requirements (see program display for a list of courses), teaching minor(s), and certification endorsement(s).
- Candidates must satisfactorily complete a portfolio review during methods courses.
- Candidates must submit satisfactory pre-service disposition reviews from their advisor and a designated methods instructor as part of the application process.
- Candidates must submit satisfactory pre-service disposition reviews from one cooperating teacher and one university supervisor at the end of the student teaching experience.

• Minimum of 150 hours of field experiences as designated in course requirements or by programs. Of which, 20 hours will be diverse experiences with the following student populations two racial/ethnic groups and a minimum of one of the following: socio-economic, exceptionalities, at-risk and Limited English Proficiency. Hours are submitted and evaluated in TaskStream.

• Candidates must submit a minimum of 4 Teacher Education Services approved diversity/multicultural events prior to Student Teaching. Events are submitted and evaluated in TaskStream.

• Other requirements as found in the appropriate department presentation.

\*combination of major, core, and/or option as identified in the program display

\*\*emphasis with middle grade education only

**Communication disorders majors should see their advisor for information related to admission to student teaching.**

### **Secondary Education Majors**

• Minimum 2.75 GPA in all undergraduate course work.

• Minimum 2.75 GPA in college work at EKU.

• Minimum 2.75 GPA in teaching major(s)\*, minor(s), area(s) of academic emphasis, and certification endorsement(s). See program area for specific course grade requirements.

• Minimum 2.75 GPA with a grade of “C” or higher in courses in “professional education requirements” (see program display for a list of courses).

• Candidates must satisfactorily complete a portfolio review during methods courses.

• Candidates must submit satisfactory pre-service disposition reviews from their advisor and a designated methods instructor as part of the application process.

• Candidates must submit satisfactory pre-service disposition reviews from one cooperating teacher and one university supervisor at the end of the student teaching experience.

• Minimum of 150 hours of field experiences as designated in course requirements or by programs. Of which, 20 hours will be diverse experiences with the following student populations two racial/ethnic groups and a minimum of one of the following: socio-economic, exceptionalities, at-risk and Limited English Proficiency. Hours are submitted and evaluated in TaskStream.

• Candidates must submit a minimum of 4 Teacher Education Services approved diversity/multicultural events prior to Student Teaching. Events are submitted and evaluated in TaskStream.

• Other requirements as found in the appropriate department presentation.

\*A minimum of seventy-five percent of major and seventy-five percent of supporting course requirements must be completed prior to student teaching. Individual program areas may require a higher percentage of credit hours completion prior to student teaching.





## EASTERN KENTUCKY UNIVERSITY

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TO: Council on Academic Affairs

FROM: Office of the Registrar, Rick McGee, Catalog and Curriculum Specialist

SUBJECT: Effective Dates, *Catalog* Inclusion of Program Revisions and New Programs

DATE: June 10, 2010

The Board of Regents met on June 7, 2010, and approved all CAA proposals from the March and April CAA meetings. These new programs, program revisions and program suspensions will be the last items included in the 2010-11 Catalogs. Originally, the CAA stated that the March 2010, CAA meeting was the final cut-off date for inclusion in the catalogs. However, since the Board met in June, prior to publication of the new catalogs, we will also be able to include the April CAA items.

**PLEASE NOTE:** All program revisions, new programs or program suspensions that were approved in the **May 20, 2010**, CAA meeting will NOT be included in the 2010-11 catalogs. These items, as well as proposals from the upcoming June CAA meeting, will not be reviewed by the Faculty Senate until their next meeting in September 2010. The items will not be reviewed by the Board of Regents until after the September Faculty Senate meeting. As such, these proposals cannot be effective Fall 2010, as the Fall semester will already be underway prior to Faculty Senate and Board of Regents' review of the CAA materials.

The program revisions from the May and June CAA meetings will be revised to have effective dates of Fall 2011. Program Suspensions will be effective Spring 2011. New Programs approved by the Board of Regents mid-academic year can be made available to students after Board approval, upon request, however the new programs will not appear in the catalogs until the next publication cycle.

A handwritten signature in black ink that reads "Rick McGee".

Rick McGee  
Catalog and Curriculum Specialist

