

CHANGE UNDERGRADUATE DEGREE PROGRAM

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

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

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

SUMMARY OF CHANGES

Check all that apply.

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

1. General Information

1a	Date of contact with Institutional Effectiveness (IE) ¹ :			
	<input type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.			
1b	College ² :	Education	Department ² :	Curriculum and Instruction
1c	CIP code ³ :	13.202	Today's Date:	9/17/18
1d	Current major name: (Biology, Design, etc.)	Early Elementary Education	Proposed major name:	Elementary Education
1e	Current Degree (BA, BFA, etc.):	BA	Proposed degree:	BA
1f	Will there be any changes regarding a track(s) for the program?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1g	Accrediting agency, if applicable:			
1h	Date of most recent periodic program review for this degree:		NCATE 2015	
1i	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR	<input type="checkbox"/> Specific Date ⁴ : Fall 20

¹ Prior to college-level review, you must fill out and submit the SACS Substantive Change Checklist to the Office of Institutional Effectiveness. You can reach Institutional Effectiveness by phone or email (257-1962 or OSPIE@uky.edu).

² It is not possible to change the home academic unit of a degree program via this form. To change the home unit, visit <https://www.uky.edu/universitysenate/forms> and look for the heading, "Forms Related to Academic Organizational Structure."

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

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

1j	Contact person name:	Kim White	Phone / Email:	859-475-7050 / kim.white@uky.edu
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2. Overview of Changes

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

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2b Use the fields below, as applicable, to identify the areas in which changes will be made.

		Current	<i>Proposed</i>
i.	Credit Hours of Premajor Courses:		
ii.	Credit Hours of Preprofessional Courses:		
iii.	Credit Hours of Major Core Course Requirements		
iv.	Minimum Credit Hours of Guided Electives:		
v.	Minimum Credit Hours of Free Electives:		
vi.	Credit Hours for Track 1 (name):		
vii.	Credit Hours for Track 2 (name):		
viii.	Credit Hours for Track 3 (name):		
ix.	Credit Hours for Track 4 (name):		
x.	Credit Hours for Track 5 (name):		
xi.	Credit Hours for Required Minor:		
xii.	Total Credit Hours Required by Level:	100-level:	
		200-level:	
		300-level:	
		400-level:	
		500-level:	

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

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2c Will the requested change(s) result in the use of courses from another educational unit? Yes No

If "Yes," describe generally the courses and how they will be used.

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If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from the appropriate

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	chair/director ⁵ of each unit from which individual courses will be used.	
	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of each affected unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.	

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

3. UK Core Courses

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

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

3b	Provide the Bulletin language about UK Core.

4. Graduation Composition and Communication Requirement

4a	Will the Graduation Composition and Communication requirement be changed? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 5a.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," note the specific changes below, including changes to credit hours.		
	If the course(s) used are from outside the home unit, one piece of supporting documentation is required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units'		

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

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chair/director ⁶ from which individual courses will be used.	
Current	Proposed
i. <input type="checkbox"/> Single course in home unit:	<input type="checkbox"/> <i>Single course in home unit:</i>
ii. <input type="checkbox"/> Multiple courses in home unit.	<input type="checkbox"/> <i>Multiple courses in home unit.</i>
iii. <input type="checkbox"/> Single course outside home unit.	<input type="checkbox"/> <i>Single course outside home unit.</i>
iv. <input type="checkbox"/> Multiple courses outside home unit.	<input type="checkbox"/> <i>Multiple courses outside home unit.</i>
v. <input type="checkbox"/> Course(s) inside & outside home unit.	<input type="checkbox"/> <i>Course(s) inside & outside home unit.</i>

4b Provide the Bulletin language about GCCR below.

5. Other Course Changes

5a Will the college-level requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5c.) Yes No

Current		Proposed	
<input type="checkbox"/> Standard college requirement		<input type="checkbox"/> <i>Standard college requirement</i>	
<input type="checkbox"/> Specific course		<input type="checkbox"/> <i>Specific course</i>	

Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁷
						Select one....
						Select one....
						Select one....

5b Will the existing language in the Bulletin about college-level requirements change? Yes No
If "Yes," provide the new language below.

5c Will the pre-major or pre-professional course requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5e.) Yes No

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

⁶ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

⁷ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

⁸ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

						Select one....
5h	Provide the Bulletin language for guided electives.					
5i	Will the free electives change? (If "Yes," indicate and note the specific changes in the space below. If "No," indicate and proceed to question 5j.)				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
5j	Does the proposed change affect any track(s)? (If "Yes," note the specific changes using the grid below. If "No," proceed to question 6.)				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If more than one track is affected, click HERE for a template. Append a PDF for each affected track to the end of this form.						
Track Name:		<input type="checkbox"/> New Track		<input type="checkbox"/> Changed Track		<input type="checkbox"/> Deleted Track
<i>Current</i>			<i>Proposed</i>			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ¹¹
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
5k	Provide the Bulletin language for the track.					
6. Semester by Semester Program						
List below the typical semester-by-semester program for the major. If multiple tracks are available, click HERE for a template for additional tracks and append a PDF of each track's courses to the end of this form.						
YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")				YEAR 1 – SPRING:		
YEAR 2 - FALL :				YEAR 2 – SPRING:		
YEAR 3 - FALL:				YEAR 3 - SPRING:		
YEAR 4 - FALL:				YEAR 4 - SPRING:		
7. Approvals/Reviews						
Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).						
<i>In addition to the information below, attach documentation of department and college approval. This typically takes the</i>						

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

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

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

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

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

Dispositions:

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

9:30-10:00 Updates (Kim)

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

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

http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/education_3.pdf

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

- [High-leverage Practices](#)

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

- KTIP Lessons?

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

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

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

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

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

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

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

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

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

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

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

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

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

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



University of Kentucky
College of Education
Department of Curriculum and Instruction

MEMORANDUM

To: Dr. Kim White

From: Jared Stallones, Ph.D.
Department Chair

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

Date: September 14, 2018

Subject: Program Designation

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