EMPORIA STATE UNIVERSITY

Graduate School

TO: Members of the Graduate Council

FROM: Brenda Koerner, Chair, Graduate Council

DATE: September 19, 2014

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, September 18, 2014 in the President's Conference Room.

AGENDA

1. Approval of minutes from the April 17, 2014 meeting.

2. Information/Congratulations/News
   - Termination of graduate awards
   - Outside thesis/dissertation committee members

3. Action
   - TOEFL scores for students not coming in through IOE for students with F1 and J1 visas
   - Revalidation requests for Cherry Bell Damasco-Farrington, IDT
   - Revalidation request for Brenda Breth, Counselor Education

4. Reports/discussion\
   - IP classes replacing TOEFL scores
   - Intellectual property
   - GTA award
   - Admissions requirements – test scores
   - Eligibility revision
   - Accelerated programs
   - Graduate mentor award – decided on by Graduate Council
   - Last 60 gpa calculation for international students

5. Regular Graduate faculty
   - Mijin Chung, Assistant Professor, Counselor Education
   - James Costello, Associate Professor, Counselor Education
   - Mirah Dow, Associate Professor, SLIM
   - Jerald Liss, Associate Professor, Elementary Education, Early Childhood, Special Education
   - Lawrence Lyman, Professor, Elementary Education, Early Childhood, Special Education
   - Gregory Robinson, Assistant Professor, English, Modern Languages, and Journalism
   - Connie Schrock, Professor, Mathematics and Economics

- Shawna Shane, Associate Professor, HPER
- Kim Simons, Associate Professor, Physical Sciences
- Nancy Smith, Professor, Elementary Education, Early Childhood, Special Education
- Mel Storm, Professor, English, Modern Languages, and Journalism
- Scott Waters, Professor, Elementary Education, Early Childhood, Special Education
- Vicki Worrell, Professor, HPER
- Betsy Yanik, Professor, Mathematics and Economics
- Joe Yanik, Professor, Mathematics and Economics

6. Associate graduate faculty
   - Alivia Allison, Assistant Professor, Physical Sciences
   - Catherine Ayantoye, Assistant Professor, Elementary Education, Early Childhood, Special Education
   - Melissa Briggs, Assistant Professor, Counselor Education
   - Melvin Hale, Assistant Professor, SLIM
   - Bartlomiej Hanus, Assistant Professor, Business
   - Robert Kircher, Assistant Professor, Counselor Education
   - Steven Lovett, Assistant Professor, Business
   - Timothy Thornton, Assistant Professor, Business

7. Curricular Changes
   - SO 508

8. Comments

EMPORIA STATE UNIVERSITY

Graduate School

Present: Butler, Church, Cuellar, Ermler, Howell, Huddleston, Koerner, Liss, Miller, Miracle, Petersen, Sasidaharan, Schrader, Smith, Storm, Wiley

Absent: Morales

Guests: Jan Gerstner

The Council of Graduate Studies met at 3:30 p.m. on Thursday, September 18, 2014 in the President's Conference Room. Dr. Brenda Koerner called the meeting to order.

Information/Congratulations/News

- Graduate assistants are at will employees and can be terminated with two weeks notice.
- Council members were reminded that any faculty serving on a thesis/dissertation committee must be approved graduate faculty.

Action

- Minutes from the April 17, 2014 meeting were unanimously approved.
- Discussion occurred on the lack of a TOEFL requirement for permanent residents. After council discussion, it was unanimously approved that the following statement be submitted to Faculty Senate for inclusion in the university policy manual.

  Each department reserves the right to assess the English proficiency of permanent residents.

- Two revalidation request for Cherry Bell Damasco-Farrington were unanimously approved. The requests were for PY 811 and ER752.
- The revalidation request for Brenda Breth was tabled until the next meeting. The lack of any revalidation listed on the request was raised. Katrina Miller will take this request back to her department.

Reports/Discussion

- Brian Schrader discussed the problems associated with international students who are not required to submit a TOEFL score by taking IP classes. After council discussion, council members requested Gonzalo Bruce be invited to the next meeting and this issue be tabled until that meeting.
- A discussion on the current Intellectual Property Policy in the University Policy Manual occurred. The current policy does not include graduate students. After council discussion, Brenda Koerner agreed to take this issue to the Academic Affairs committee of the Faculty Senate.
- Council members discussed revising the guidelines for the Graduate Teaching Assistant Award. After discussion, Dean Ermler agreed to revise the guidelines and add a rubric. This will be an item on the next agenda.
- Council members discussed the need for a timeline on any tests required for admissions to the Graduate School. After discussion, this item was tabled until the next meeting.
- The process for accelerated programs was discussed and forms required for this process were distributed.
- Recent problems with eligibility revisions was discussed. After council discussion, council members agreed the Dean would handle each incident on a case-by-case basis.
- Proposed guidelines for an Outstanding ESU Graduate Faculty Mentor Award were distributed. Council

members will take these guidelines back to their departments for discussion and this will be an item on the next agenda.

- The last 60 gpa is now being calculated for all international graduate students.

Graduate Faculty

- The following listed faculty members were unanimously approved for **Regular Graduate Faculty** status:
  Mijin Chung, Assistant Professor, Counselor Education
  James Costello, Associate Professor, Counselor Education
  Mirah Dow, Associate Professor, SLIM
  Jerald Liss, Associate Professor, Elementary Education, Early Childhood, Special Education
  Lawrence Lyman, Professor, Elementary Education, Early Childhood, Special Education
  Gregory Robinson, Assistant Professor, English, Modern Languages, and Journalism
  Connie Schrock, Professor, Mathematics and Economics
  Shawna Shane, Associate Professor, HPER
  Kim Simons, Associate Professor, Physical Sciences
  Nancy Smith, Professor, Elementary Education, Early Childhood, Special Education
  Mel Storm, Professor, English, Modern Languages, and Journalism
  Scott Waters, Professor, Elementary Education, Early Childhood, Special Education
  Vicki Worrell, Professor, HPER
  Betsy Yanik, Professor, Mathematics and Economics
  Joe Yanik, Professor, Mathematics and Economics
- The following listed faculty members were unanimously approved for **Associate Graduate Faculty** status:
  Alivia Allison, Assistant Professor, Physical Sciences
  Catherine Ayantoye, Assistant Professor, Elementary Education, Early Childhood, Special Education
  Melissa Briggs, Assistant Professor, Counselor Education
  Melvin Hale, Assistant Professor, SLIM
  Bartlomiej Hanus, Assistant Professor, Business
  Robert Kircher, Assistant Professor, Counselor Education
  Steven Lovett, Assistant Professor, Business
  Timothy Thornton, Assistant Professor, Business

Curricular Changes

- The curricular change request for SO 508 was tabled. Dean Ermler questioned if this course would be offered for graduate credit.

Comments

- April Huddleston, the new Recruitment and Grant Development Specialist for the Graduate School was introduced.
- All council members were asked to let Peggy Anderson know if they are having any issues with OnBase or the new Graduate Council SkyBox site.

Adjourned at 4:45
Next Meeting October 16, 2014

UNIVERSITY POLICY MANUAL

4C.1002 GRADUATE

The following guidelines are used to verify the English proficiency of graduate students being admitted to ESU. These guidelines are subject to change by official action of the appropriate governance bodies: a) verification that the applicant's native language is English, as shown to a high degree of probability by citizenship in an English-speaking country such as Great Britain, Australia, New Zealand, Jamaica, or English-speaking provinces of Canada; b) graduation with a baccalaureate degree, or higher, from an accredited U.S. institution of higher education, or from such an institution in one of the countries listed above whose medium of instruction is English; c) receipt of institutional copy, not student's copy, of applicant's TOEFL scores achieved no more than 2 years prior to the semester of admission. A minimum TOEFL score of 450 is needed to be admitted to the Intensive English Program and a minimum score of 550 is needed to be exempted from testing by the Intensive English Program and for admission to a graduate degree program. A graduate student must have a minimum TOEFL score of 500 or its equivalent before enrolling in any academic courses for graduate credit.

Graduate students with TOEFL scores between 550 and 575 must take the graduate level IEP course FL 075, Communication Skills for International Students. Students enrolling in this course may be subject to placement in Intensive English Program (IEP) Intermediate or Advanced Writing. If the diagnostic test they take in FL 075 shows they need instruction of the developmental level, they will be placed in the appropriate IEP writing course and must then meet the IEP requirements for advancement and/or exemption

EMPORIA STATE UNIVERSITY

Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

***Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.**

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) Cherry Bell Damasco-Farrington requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: E10261343

Course No. and Title: ER752 - Analysis of Research

Semester or year taken: SP05 Original Grade: C Hours Credit: 3

Instructor: Unknown

Department validation examiner: Zeni Colorado

Detailed description of method of revalidation:

According to Church, the content of the course has not changed very much since Cherry Bell took it in Spring 2005. Cherry Bell will review the course content and complete an article review using the review format from Ed Church's current ER752 course. This assignment is one of the assignment options students choose as a final summative evaluation.

The article review will be evaluated based on the review format rubric provided by Ed Church. He will be consulted in reviewing Cherry Bell's work.

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.

Cherry Bell Demasco-Farrington had completed all but the final capstone course (IT899 Masters Project in IDT), when she became pregnant and suffered severe morning sickness. This was so severe that she was unable to complete the course. After her daughter was born, time and financial constraints made it impossible for her to complete the course. Now that it has become possible, Cherry Bell has essentially taken almost every course over again, with the exceptions of ER752 and PY811.

Signature of Advisor: _____

Signature of Department Chairperson: _____

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: 9/18/14

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _____ Date: _____

D. Validation Completion Approval:

This is to certify that _____ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _____ Date: _____

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____ Date: _____

Research Article Review Scorecard

Type = Qualitative **Quantitative** **Mixed Method** **Action**

(If AR is chosen qualitative, Quantitative or mixed should also be picked.)

Rate each area below and provide reasoning for your selection in each box of the chart.	Excellent	Average	Below Average	Not Acceptable	No Basis for Evaluation
General Purpose (abstract, problem statement overall value of the study to the field)					
Review of Literature					
Question(s) or Hypotheses					
Sample, Subjects, Participants					
Methodology - (procedures, data collection, data analysis)					
Results (findings)					
Conclusions					
Recommendations Practical Significance					

Write a short critique of the article with emphasis placed on what is excellent, below average and not acceptable.

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In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

***Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.**

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) Cherry Bell Damasco-Farrington requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: E10261343

Course No. and Title: PY811 - Seminar in Human Development

Semester or year taken: SP05 Original Grade: B Hours Credit: 3

Instructor: Lauren Shapiro

Department validation examiner: Zeni Colorado

Detailed description of method of revalidation:

The previous PY811 syllabus was discussed with Dr. Pamelyn MacDonald, who currently teaches this class. The textbook and outcomes were and continue to be relevant. According to McDonald, the content has not changed due to its theoretical nature. The field as a whole tends to move slowly.

Assignments from the current PY811 course have been provided to the student. Dr. Colorado will review the list of assignments with Cherry Bell, select and complete two assignments that both feel would benefit her review of the course content. The assignments will be graded according to the attached rubric. Pam MacDonald will be consulted on the content portion of the rubric.

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.

Cherry Bell Demasco-Farrington had completed all but the final capstone course (IT899 Masters Project in IDT), when she became pregnant and suffered severe morning sickness. This was so severe that she was unable to complete the course. After her daughter was born, time and financial constraints made it impossible for her to complete the course. Now that it has become possible, Cherry Bell has essentially taken almost every course over again, with the exceptions of ER752 and PY811.

Signature of Advisor: _____

Signature of Department Chairperson: _____

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: 9/18/14

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _____ Date: _____

D. Validation Completion Approval:

This is to certify that _____ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _____ Date: _____

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____ Date: _____

PY811 Revalidation Rubric

Student: Cherry Bell Damasco-Farrington

CATEGORY	Exemplary (A – 10-9 points)	Completed (B – 8-7 points)	Partially Complete (C – 6-5points)	Incomplete (F - below 5 points)	Points Received (Rows)
Introduction and Conclusion (5%)	The introduction is inviting, states the main topic, problem statement, and previews the structure of the paper. The summary and conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." Includes a discussion on the project implementation and evaluation results.	The introduction clearly states the main topic, problem statement, and previews the structure of the paper, but is not particularly inviting to the reader. The summary and conclusion is recognizable and ties up almost all the loose ends. Includes minimal discussion on the project implementation and evaluation results.	The introduction states the main topic, but does not adequately state the problem or preview the structure of the paper nor is it particularly inviting to the reader. The summary and conclusion is recognizable, but does not tie up several loose ends. Does not include sufficient discussion on the project implementation and evaluation results.	There is no clear introduction of the main topic or structure of the paper. There is no clear conclusion, the paper just ends. Does not include any discussion on the project implementation and evaluation results.	
Organization (Focus on and Support for Topic, Sequencing and Transitions) (5%)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Main idea is clear but the supporting information is general. Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. Transitions clearly show how ideas are connected, but there is little variety.	Main idea is somewhat clear but there is a need for more supporting information. Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. Some details are not in a logical or expected order, and this distracts the reader. Some transitions work well; but connections between other ideas are fuzzy.	The main idea is not clear. There is a seemingly random collection of information. Supporting details and information are typically unclear or not related to the topic. Many details are not in a logical or expected order. There is little sense that the writing is organized. The transitions between ideas are unclear or non-existent.	

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***Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.**

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) Brenda Breth requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: E10261256

Course No. and Title: ER752

Semester or year taken: Summer 2006 Original Grade: A Hours Credit: 3

Instructor: Dr. Pat Terry

Department validation examiner:

Detailed description of method of revalidation:
A comparison of ER752 course syllabi in 2006 and 2014 shows use of same text (current edition), and same topics of study. Review of identified course outcomes shows that the outcomes have also remained the same except for one outcome in which the outcome is now broken down more precisely into its component expectations.

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.
Completion of the program within the time allowed has been difficult for Brenda. She lives in Oberlin in western Kansas and has been working full time through the program. Additionally, she reported there were health issues between 2011-2013. She is completing her Internship this fall, and if this course can be revalidated she can receive her degree in December 2014.

Signature of Advisor: _____

Signature of Department Chairperson: _____

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _____ Date: _____

D. Validation Completion Approval:

This is to certify that _____ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _____Date: _____

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____Date: _____

Robert Kircher

From: James Costello
Sent: Monday, August 25, 2014 1:50 PM
To: Robert Kircher
Subject: FW: Degree Analysis - Brenda Breth
Attachments: RevalidationForm.xml

Follow Up Flag: Follow up
Flag Status: Flagged

Bob,
If you want to accept ER752, please obtain the necessary information from Brenda, complete the attached form, and forward to me for signature. You will need a copy of the syllabus from ER752 in Summer 2006, and compare it to a current syllabus. Carleen may be able to help you get the syllabi from the Educational Research department.
Jim

From: Kathy Ermler
Sent: Monday, August 25, 2014 10:39 AM
To: James Costello
Subject: RE: Degree Analysis - Brenda Breth

You will need to complete the Graduate Course Revalidation Form in Info Path. It is a manual form.

Kathy

From: James Costello
Sent: Monday, August 25, 2014 10:30 AM
To: Doug Cooper; Kathy Ermler
Cc: Robert Kircher; Carleen Dvorak
Subject: RE: Degree Analysis - Brenda Breth

Doug & Kathy,
What exactly needs to happen here? I can't recall a "revalidation" process.
Jim

From: Doug Cooper
Sent: Monday, August 25, 2014 7:53 AM
To: Kathy Ermler
Cc: James Costello; Robert Kircher; Carleen Dvorak
Subject: RE: Degree Analysis - Brenda Breth

If they are going to use ER752, then the course will have to be revalidated.

From: Kathy Ermler
Sent: Monday, August 25, 2014 7:29 AM
To: Doug Cooper
Subject: RE: Degree Analysis - Brenda Breth

I have not heard anything from the department about Brenda. Will they be revalidating?

Kathy

From: Doug Cooper
Sent: Wednesday, August 20, 2014 3:53 PM
To: Robert Kircher
Cc: Kathy Ermler
Subject: RE: Degree Analysis - Brenda Breth

Thank you for the updates for items 1 & 2. I will make the changes to her plan.

Item 3. This requires going through the revalidation process. Dr. Ermler will need to be contacted as to the reason for the request for revalidation and the method/methods that ER752 will be revalidated. If she agrees to having the course revalidated, then it would have to be approved by the Graduate Council.

Thank you.

From: Robert Kircher
Sent: Wednesday, August 20, 2014 3:47 PM
To: James Costello
Cc: Carleen Dvorak; Doug Cooper
Subject: RE: Degree Analysis - Brenda Breth

Jim,
A recent degree completion evaluation for Brenda Breth indicated that in addition to her current enrollment in Internship there were 3 courses which remain to be completed: Counseling Theories, Theories of Group Counseling, and Analysis of Research

1. I have in my folder for Brenda an official transcript from Fort Hays State University printed on 12/18/2013 that shows
   - Summer 11 COUN 838 Group Counseling Theories and Procedures A 3 SEM HRS 12.0 SEM PTS This is an equivalent and recommended to be accepted as transfer credit. I will send the official transcript to Doug.
2. On Brenda's ESU transcript, it shows credit was earned for the following:
   - 2010 MH 735 Counseling Theories A 3
   - It is also on the details of the recent degree evaluation but it indicates that it was not included in the calculations I assume because of the course # is different than CE725. This course # is an equivalent course and I request that it be counted for CE725
3. The evaluation shows that ER752 Analysis of Research was taken in 2006, but is too old to be counted. Is it possible to gain approval for an extension to be granted that would allow for this course to count toward requirements so that she can become a program complete in December?

Thanks for your consideration.
Bob

Robert L. Kircher, EdD, LCPC, NCC, NCSC
Department of Counselor Education
The Earl Center, 213
Emporia State University
Campus Box 4036
1 Kellogg Circle
Emporia, KS 66801-5415
620-341-5798

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From: Doug Cooper
Sent: Monday, August 18, 2014 4:38 PM
To: Robert Kircher; Carleen Dvorak
Cc: Brenda Breth - Student
Subject: Degree Analysis - Brenda Breth

Attached. Prospective December 2014 graduate.

Doug Cooper
Degree Analyst
ESU Graduate School
dcooper@emporia.edu
(620) 341-5509

EMPORIA STATE UNIVERSITY THE TEACHERS COLLEGE

Analysis of Research ER 752
Three Graduate Hours

Instructor:	Dr. Pat Terry
Office:	Room #203B
Address:	Box 4037
	Emporia, Kansas 66801
Phone:	620-341-5242 (Office)
E-Mail:	terrypat@emporia.edu

Office Hours:
Monday 11:00 a.m. to 5:00 p.m.
Thursday 9:00 a.m. to 4:00 p.m.
By Appointment
316-733-5371 (home)

REQUIRED TEXTBOOK:

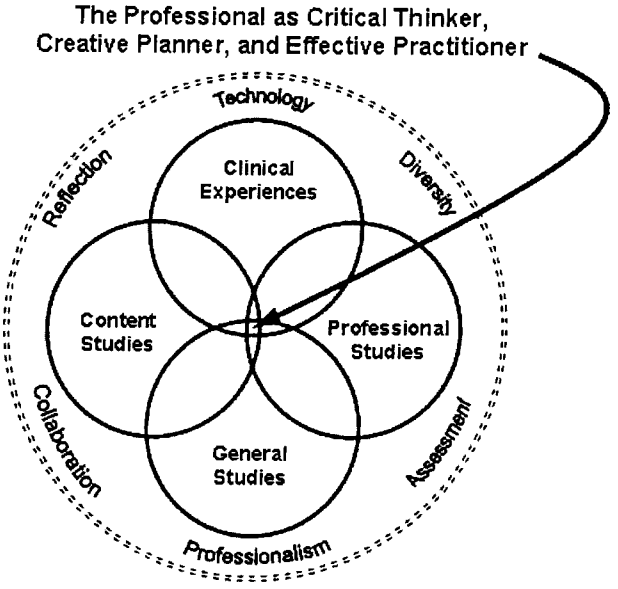
McMillan, James H. Educational Research: Fundamentals for the Consumer. 2004 Fourth Edition. Pearson, Allyn and Bacon. Boston, MA.

COURSE DESCRIPTION:

An introductory graduate level course in research methodology designed to allow the student to function as a knowledgeable consumer of research in his/her field of endeavor. The content of the course should prepare the student to understand and evaluate scholarly research in his/her academic field.

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE EMPORIA STATE UNIVERSITY

Emporia State University's professional education faculty support a program designed to develop students who are critical thinkers, creative planners, and effective practitioners. Students will study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the student preparing for a career in the field of education will be immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of pre-service teachers: namely, the merit of diversity, the power of authentic assessment, the essentials of professionalism, the importance of collaboration, the value of technology, and the merit of reflection. ESU's professional education programs devote themselves to the proposition that students who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice will begin their professional lives as critical thinkers, creative planners, and effective practitioners.



The Teachers College Conceptual Framework Link: The mission is to develop **The Professional: Critical Thinker, Creative Planner, and Effective Practitioner**. Graduates will be skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their specific field of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. This course is designed to reflect the current knowledge base and effective practices within the area of Educational Law and Regulations. Curricular coherence is strengthened through study and dialogue on purpose, content, and course outcomes.

1) Knowledge

1. general education within an intellectual framework.
2. essential concepts of their content studies.
3. philosophical, historical, social, and theoretical foundations of education.
6. essential concepts of planning, assessment, and instruction.

2) Skills:

1. integrate and use concepts from their general, content, and professional studies in their teaching environment.
2. demonstrate professional performance that reflects current theory, research, and practice.
3. implement non-biased techniques for meeting needs of diverse learners.
6. employ appropriate assessment techniques to measure learning of students.

3) Dispositions:

1. commitment to professionalism and ethical standards
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field.
6. desire to communicate with family and community members, make them partners.

STUDENT OUTCOMES:

UPON SUCCESSFUL COMPLETION OF THE COURSE THE STUDENT SHOULD BE ABLE TO:

Distinguish between good and bad research in his/her academic field.

Exhibit an understanding of the main components of a research study and appreciate their relationship.

Demonstrate a functional understanding of the language of research.

Demonstrate an understanding of the meaning of basic measurement devices and summary statistics.

Demonstrate an awareness of all the various schools of research.

Demonstrate the ability to apply technology to the task of remaining current in the literature of his/her academic field.

STUDENT KNOWLEDGE, SKILLS, AND DISPOSITION INDICATORS:

This course is required for those enrolled in Teacher College degree graduate programs. The previously listed student outcomes are presented for the purpose of helping you, the student:

(1) discern how this course aligns with standards developed by the National Council for the Accreditation of Teacher Education (NCATE),

(2) determine how this course aligns with certification standards issued by the Kansas State Department of Education, and

(3) describe how this course aligns with the Conceptual Framework of the Teachers College at Emporia State University.

This information should be helpful to you in verifying that ER 752 meets local, state and national standards for those seeking advanced opportunities in education.

The outcomes associated with this course are meant to show alignment with the standards created by NCATE and endorsed by the state of Kansas.. For our purposes here, "knowledge, skills, and dispositions" are measured in terms of a student's ability to *articulate* key principles and *verbally translate* those principles into practice and the student's ability to *associate* key principles with real life circumstances, *expressed* (orally or in writing) in either simulated scenarios or real situations.

Accommodation Statement:
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. To contact the Office of Disability Services and Non-Traditional Student Programs visit or call at 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or e-mail at disabser@emporia.edu.

DISCLAIMER: This syllabus is subject to change in any part at the discretion of the instructor in accordance with the policies and guidelines set by Emporia State University.

Student Academic Dishonesty Policy
Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

TEACHERS COLLEGE ETHICS POLICY

Since it is a responsibility of the University and The Teachers College to instill and develop professional and ethical attitudes and practices in its candidates for certification as educational professionals, the Council on Teacher Education states the following position on matters of student behavior that is academically dishonest, belligerent, disruptive of order in the learning environment, or abusive of classmates, students, colleagues, or teachers. Such behavior will be considered to be unethical and/or unprofessional in the developing candidate for certification.

1. Academic dishonesty shall be interpreted to include all cases in which a student tries to pass of as his/her own the work of others (fellow classmates, authors [published or unpublished], visual or graphic representations, computer or media applications, etc.) without giving appropriate credit to the originator of the idea. Cheating and plagiarism are considered to be very serious breaches of ethics.

2. Behavior and/or use of language which is belligerent, disruptive of the learning environment, or abusive of classmates, students, colleagues, or teachers is considered to be inappropriate and a serious breach of professional behavior.

In keeping with the university policy stated in the Faculty Handbook #5C.09 the faculty members (1) may make such disposition of the case as they deem appropriate and (2) shall make available to the chair of the department and to the office of the vice president of student affairs a record of the dishonest or disruptive behavior and the action taken by the faculty member, and (3) a copy of the report shall be sent to the student's advisor together with a copy of this policy on ethics and professionalism.

Further, the chair(s) of the students teaching field(s) shall cause a file to be maintained of such offenses and if a student exhibits one or more instance of such inappropriate behaviors before admission to Phase I, it is

possible that said student may not be admitted to Phase I of the teacher preparation program (elementary or secondary). An offense during or after Phase I shall be deemed sufficient cause to warrant a hearing before the Admissions Committee. The Committee may take a variety of actions including refusing admission or postponing the admission to Phase II and/or the assignment to student teaching for one semester. –Adopted 11/3/94. Council on Teacher Education

EVALUATION & GRADING POLICY:
Evaluation will be based upon satisfactory completion of the desired outcomes. Regular attendance, active class participation and completion of all readings and weekly assignments are expected and will be considered in assigning grades.

Weekly Assignments	110 points
Final Project	40 points
Participation, Attendance, Disposition	20 points
Total	170 points

Point totals are subject to change.

Grading Scale:
90%-100%=A
80%- 89%= B
70%- 79%=C
60%- 69%=D
59% or below=F

ATTENDANCE REQUIREMENTS:
Regular class attendance is expected. If an absence is necessary prior communication with the instructor is expected unless an emergency is encountered. Assignments should be turned in on time. The acceptance of late assignments will be at the discretion of the professor.

COURSE OBLIGATIONS:
Students in this class will be responsible for the following:
Active, professional participation in learning activities, group sharing, and other course activities.
Reading of the assigned text and supplemental materials.
On time completion of the Chapter assignments and the final project.

CLASS OUTLINE

January 23
Introduction

Chapter 1-January 30
Introduction to Research in Education

Chapter 2 – February 6
Research Problems, Variables, and Hypotheses

Chapter 3 - February 13
Locating and Reviewing Related Literature

Chapter 4 - February 20
Using the Internet for Educational Research
William Allen White Library

Chapter 5 - February 27
Subjects, Participants, and Sampling

Chapter 6 – March 6
Foundations of Educational Measurement

Chapter 7 – March 13
Types of Educational Measures

Chapter 8 –March 27
Non-experimental Quantitative Research Designs

Chapter 9 – April 3
Experimental and Single-Subject Research Designs

Chapter 10 – April 10
Analyzing Statistical Inferences

Chapter 11 – April 17
Qualitative and Mixed-Method Research Designs

Chapter 12 – April 24
Analyzing Discussion and Conclusions

Chapter 13 – May 1
The Intelligent Consumer: Putting It All Together

Final – May 8
Project Presentations

EMPORIA STATE UNIVERSITY
THE TEACHERS COLLEGE

ANALYSIS OF RESEARCH: ER 752
Three Graduate Hours
Fall 2014

Instructor: Dr. Mingchu (Neal) Luo
Office: Visser Hall 205
Phone: 620-341-5835 (Office) 402-884-9720 (Home)
E-Mail: mluo@emporia.edu
Mailing Address: Department of School Leadership & Middle/Secondary Teachers Education
Emporia State University, Box 4037
1200 Commercial Street
Emporia, Kansas 66801-5087

Required Text
Educational Research: Fundamentals for the Consumer by James H. McMillan. Sixth Edition. Pearson, Allyn and Bacon
Additional readings as assigned and posted in the Modules section of Canvas

Course Description
An introductory graduate level course in research methodology designed to allow the student to function as a knowledgeable consumer of research in his/her field of endeavor. The content of the course should prepare the student to understand and evaluate scholarly research in his/her academic field.

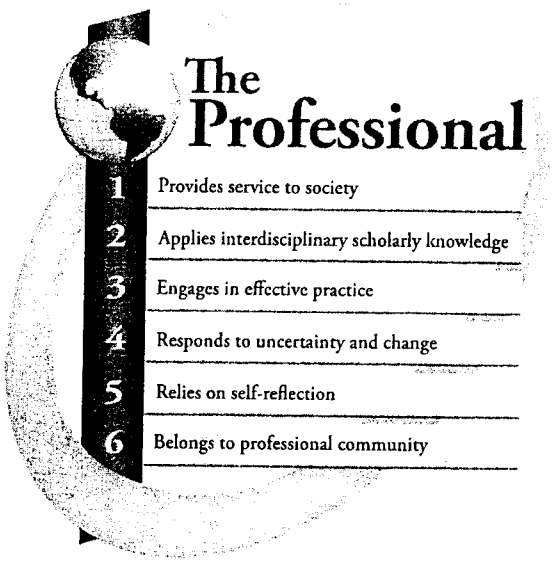
Course FOCUSED Objectives
1. Learning fundamental principles (criteria), generalizations, or theories of educational research;
2. Learning to *apply* course material to improve thinking, problem solving, and decisions related to consuming educational research products (research articles and reports)
3. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view of educational research articles and reports.

The Teachers College Conceptual Framework

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn

and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.



Knowledge, Skills, and Dispositions for New Conceptual Framework

Student Outcomes

UPON SUCCESSFUL COMPLETION OF THE COURSE THE STUDENT SHOULD BE ABLE TO:

Demonstrate a functional understanding of the used in fundamental principles (criteria)
Demonstrate an understanding of the "language" related to theories of research and proper generalization of the research knowledge in guiding practices.
Demonstrate an understanding of the meaning of basic measurement devices and summary statistics.
Demonstrate an awareness of all the various research designs.
Exhibit an understanding of the main components of a research study and appreciate their relationship.
Demonstrate the ability to apply research principles, criteria and theories to the task of consuming research products.
Demonstrate an improvement in thinking, problem solving, and decisions related to consuming educational research products (research articles and reports).
Demonstrate an awareness and basic ability to critically analyze and evaluate (quantitative, qualitative and mixed-methods) research articles and reports.
Distinguish between good and bad research in his/her academic field.

Assignments

There will be assignments given out for each of the chapters. This will usually entail doing the exercises and analyzing research articles related to the content of the chapters. Before doing the assignments, students are required to read each chapter in order to understand the fundamental principles, generalizations, or theories of educational research approaches. Students will need to apply the course content of the chapters in completing their assignments. Answers to the questions should provide evidences or explanations or defending statements, which reflects the appropriate use of course material in improving thinking, problem solving, and decisions in completing the assignments. Research article analysis is designed to help a student to have a better understanding of the main components of quantitative, qualitative and mixed-methods study and to critically analyze and evaluate research articles and reports for the purpose of distinguishing between good and bad research in his/her academic field. The final project for Chapter 14 is designed to evaluate your skills as a "knowledgeable consumer of research". You are to present a research report to a hypothetical board of education on a significant issue in education. This hypothetical board is considering changes involving this

particular issue and they have commissioned your committee to report your findings so that they may make an intelligent, research-based decision. Each of your chapter assignments and the final project will be reviewed and commented with answers by the instructor. The instructor reviewed assignments will be sent back to you as word file attachments through Canvas. Students are required to download the word file attachments and review their commented assignments.

Follow these procedures when submitting the assignment:

1. Please use the assignment posted in CANVAS (instructions or question) as a template. Download each assignment to your computer and fill in the answers as you go. This helps keep you organized and it keeps you from missing a question plus it makes it much easier for me to find your answers.

2. Type the assignment in Word (please use Times New Roman, 12 font, single-spaced), spell check, and save your assignment. Be sure the paper has a complete heading, including your name, the class and section number, and chapter number. **Please put your last name at the beginning of the word file's name.** Save all your assignments in case any question arises later.

3. **ALL ASSIGNMENTS ARE SUBMITTED THROUGH CANVAS (Double click on Modules, then Assignments. Using "Submit Assignment" (right-hand side of the screen), then "File Upload".** Send your assignment as a word file attachment. **Please submit your work for each chapter in one document.** Submit any messages or questions you would like to share with or ask me using the comments space. *DO NOT INCLUDE THE ASSIGNMENT IN THE BODY OF THE COMMENTS SPACE.*

4. If you have a question, put QUESTION in the subject heading: EXAMPLE: ER752 QUESTION. When I see "question" in the title, I will answer it more quickly.

5. Assignments must be submitted by 11:59PM of the date due. Be sure to pay close attention to the schedule of due dates. CHECK THE SCHEDULE FREQUENTLY. **Please submit each set of Chapter assignments in one document rather than multiple attachments.**

6. Your grades on assignments can be accessed in Canvas.

7. When an answer is incorrect, I will allow and encourage the student to resubmit the answer for higher credit (I usually will offer suggestions to get to the correct response). However, following this policy, I also expect students to give their best effort on each assignment. **IN ORDER TO RECEIVE AN "A" GRADE FOR THIS COURSE, EVERY ASSIGNMENT MUST BE SATISFACTORILY COMPLETED.** Also see "Mastery and Grading" below.

8. Be sure to pay close attention to the due dates on the class schedule. **Late assignments may result in a 10% reduction of points for each day the assignment is late.**

Hints for Students

1. To view assignments for each chapter, go to Canvas-Modules-Assignments or Canvas-Assignments.

2. Check the announcements first each time you log in.

3. Don't wait until the last minute to start. Some of the assignments are labor intensive. You are encouraged to turn assignments in early if you wish although I will grade them only after the due date.

4. Don't get frustrated! E-mail questions and we will work through them together. Stay in close contact with me and I will do all I can to make this a successful course for you.

Evaluation and Grading Policy
Evaluation will be based on satisfactory completion of the desired outcomes.

EXPECTATION 1: Complete readings/assignments, and submit on time. Points vary by assignment

EXPECTATION 2: DISPOSITIONS This is not a specific assignment but an evaluation of your cooperation, communication and attitude throughout the course. 10 POINTS

Letter grades will be issued on the following basis:

PERCENTAGE	GRADE
100-92%	A
91-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
< 60%	F

*Any instance of academic dishonesty, including cheating or any form of plagiarism, carries a potential penalty of an F grade in the course.

Mastery and grading: It is my goal that you reach a level of mastery on the critical outcomes in this class. To achieve that, I will ask you to re-do an assignment until I am satisfied that you have learned to the appropriate level. From a grading standpoint, you will receive the higher or maximum number of points possible even if you take several attempts to get there. ***However, it is also a requirement of this class that every assignment be completed to my satisfaction for the student to receive an "A" grade for the course.***

Access to the Web
Once students are enrolled in the course each student will receive a password so they can access the web course. The password will be e-mailed to the students.

Technical Issues
If you have problems with Canvas or other related issues, you need to seek help from the ESU HelpDesk at 620-341-5555 (877-341-5555 toll free) or e-mail at helpdesk@emporia.edu.

Accommodation Statement:
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. To contact the Office of Disability Services and Non-Traditional Student Programs visit or call at 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or e-mail at disabser@emporia.edu.

Student Academic Dishonesty Policy

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

TEACHERS COLLEGE ETHICS POLICY

Since it is a responsibility of the University and The Teachers College to instill and develop professional and ethical attitudes and practices in its candidates for certification as educational professionals, the Council on Teacher Education states the following position on matters of student behavior that is academically dishonest, belligerent, disruptive of order in the learning environment, or abusive of classmates, students, colleagues, or teachers. Such behavior will be considered to be unethical and/or unprofessional in the developing candidate for certification.

1. Academic dishonesty shall be interpreted to include all cases in which a student tries to pass of as his/her own the work of others (fellow classmates, authors [published or unpublished], visual or graphic representations, computer or media applications, etc.) without giving appropriate credit to the originator of the idea. Cheating and plagiarism are considered to be very serious breaches of ethics.

2. Behavior and/or use of language which is belligerent, disruptive of the learning environment, or abusive of classmates, students, colleagues, or teachers is considered to be inappropriate and a serious breach of professional behavior.

In keeping with the university policy stated in the Faculty Handbook #5C.09 the faculty members (1) may make such disposition of the case as they deem appropriate and (2) shall make available to the chair of the department and to the office of the vice president of student affairs a record of the dishonest or disruptive behavior and the action taken by the faculty member, and (3) a copy of the report shall be sent to the student's advisor together with a copy of this policy on ethics and professionalism.

Further, the chair(s) of the students teaching field(s) shall cause a file to be maintained of such offenses and if a student exhibits one or more instance of such inappropriate behaviors before admission to Phase I, it is possible that said student may not be admitted to Phase I of the teacher preparation program (elementary or secondary). An offense during or after Phase I shall be deemed sufficient cause to warrant a hearing before the Admissions Committee. The Committee may take a variety of actions including refusing admission or postponing the admission to Phase II and/or the assignment to student teaching for one semester. –Adopted 11/3/94. Council on Teacher Education

Syllabus changes
This syllabus and/or content are subject to change in any part at the discretion of the instructor in accordance with the policies and guidelines set by Emporia State University.

Course Schedule

Week/Date Assignment Due	CHAPTER READINGS
	This lists only textbook readings. Other readings are posted in the Modules section of Canvas. Please complete the listed readings before you do your assignments.
Week 1 08/20	Course Overview/Introduction
Week 2 08/27	Chapter 1 Introduction to Research
Week 3 09/03	Chapter 2 Research Problems, Variables, Questions, and Hypotheses
Week 4 09/10	Chapter 3 Locating and Reviewing Related Literature
Week 5 09/17	Chapter 4 Participants and Sampling
Week 6 09/24	Chapter 5 Foundations of Educational Measurement
Week 7 10/01	Chapter 6 Data Collection Techniques
Week 8 10/08	Chapter 7 Nonxperimental Quantitative Research Designs
Week 9 10/15	Chapter 8 Experimental Research Designs
Week 10 10/22	Chapter 9 Understanding Statistical Inferences
Week 11 10/29	Chapter 10 Qualitative Designs, Data Collection and Analysis
Week 12 11/05	Chapter 11 Mixed-Method Designs
Week 13 11/12	Chapter 12 Action Research
Week 14 11/19	Chapter 13 Discussion and Conclusions
Week 15 12/03	Chapter 14 Putting it All Together

This policy and the associated procedures apply to all individuals at Emporia State University engaged in research that is supported by or for which support is requested from PHS. The PHS regulation at 42 C.F.R. Part 50, Subpart A applies to any research, research-training or research-related grant or cooperative agreement with PHS. This policy applies to any person paid by, under the control of, or affiliated with the institution, such as scientists, trainees, technicians and other staff members, students, fellows, guest researchers, or collaborators at Emporia State University.

The policy in its entirety may be found on the Research and Grants Center website at http://www.emporia.edu/dotAsset/abf69774-a557-4d1d-9c7c-2d8d6cc22a48.pdf.

3E.05 INTELLECTUAL PROPERTY POLICY, PATENT, AND COPYRIGHTABLE SOFTWARE POLICY (FSB 99012 approved by President 5/31/00; FSB 12005 approved by President 12/7/2012; FSB 13006 approved by President 3/16/2014)

The purpose of Emporia State University's Intellectual Property Policy is to foster the creation and dissemination of knowledge and to provide certainty in individual and University rights associated with ownership and the distribution of benefits that may be derived from the creation of intellectual property. The policy is intended to be a broad statement to provide uniformity while allowing flexibility. This policy applies to all full- or part-time employees, including student employees, creating intellectual property while under contract at Emporia State University. Student employees and staff members of official student publications shall be exempt from this policy to the extent set forth in the publication's related guiding documents and the terms and conditions of their employment for that publication. When revenues are to be shared, the creator(s) shall obtain his/her share only after Emporia State University has recouped any direct costs incurred for equipment, materials, and costs paid to third parties. The portion of the revenues to be shared among multiple creators shall be shared equally unless otherwise agreed in writing by the creators. Finally, this policy implements the Board of Regents Intellectual Property Policy (BORIPP).

The following are definitions of specific terms used in this policy:

1. "Course material" means the substantive content of a course as created, compiled, and/or organized by the instructor including lecture notes, outlines and slides; assignments and examinations; reading and reference materials; and audio and video materials embedded in the course.

2. "Employee" shall mean a full or part-time employee of the University including student employees.

3. "Mediated courseware" means a content delivery methodology that meets all of the following criteria:

    a. Enables employees to rely exclusively or substantially on non-classroom contact hours for instruction;

    b. Makes extensive use of technology, including but not limited to video conference, streaming media, and similar technologies, and

c. Permits geographically dispersed individuals to access courses.

4. "Self-initiated mediated courseware" means mediated courseware created by the employee without specific direction by the University, i.e., not University-directed mediated courseware.

5. "Substantial use" means that the creator of intellectual property receives more than normal support for the project or receives time and/or resources specifically dedicated to the project.

6. "University-directed mediated courseware" means mediated courseware created pursuant to a specific assignment and the University provides the employee with materials and time to develop the mediated courseware.

Intellectual Property Rights Retained Exclusively by Creator

The University has no rights in any intellectual property that is created solely as a result of the employee's own creative and intellectual effort, time, resources, and money. In addition, notwithstanding the use of University resources or the "work for hire" principle, a faculty member retains exclusive intellectual property rights in his or her course material, regardless of the delivery methodology (e.g., via mediated courseware), except that course materials developed pursuant to a specific appointment to create a course to be delivered via mediated courseware shall be the property of the University. For purposes of this policy, an appointment to teach a course during the summer or intersession terms shall not be considered a "special appointment" to which this exception applies. In cases of a specific appointment, when the University expressly directs the creation of a course to be delivered via mediated courseware in an appointment specific to that purpose, and provides materials and time to develop the course and compensates the employee specifically for this purpose, the University shall have the right to revise and decide who will utilize the course materials for the purpose of instruction, and has the right to decide on the sharing of revenue and control, if any.

Copyright Policy

The ownership of the various rights associated with copyright is dependent upon the specific type of intellectual property. The University shall assert limited ownership of some of the various rights as set forth below. Because the University has a fiduciary responsibility for the appropriate use of state funds, unless otherwise provided for under this policy, all rights associated with works produced as "work made for hire" or other works that make "substantial use" of institutional resources belong to the University.

For any State or Federal agency which has separate statutory authority regarding rights in copyrightable materials, ownership of intellectual property developed in the course of work for that agency shall be determined pursuant to the authorizing statute. Ownership of other work shall be determined pursuant to this policy.

1. Mediated Courseware. the University shall have limited ownership or control rights for mediated courseware as specified below:

Accelerated Degree Program Guidelines

For Bachelor's/Master's Accelerated Degree Programs (4+1)

Emporia State University's Accelerated Degree programs (Bachelor's and Master's - 4+1) are designed by academic units to provide its selected highest quality students with the opportunity to link advanced undergraduate coursework with graduate coursework and degree completion with the opportunity to get a head start on the Master's degree while completing the Bachelor's degree. **All proposals must be reviewed and approved by the Graduate Council and Dean of the Graduate School.**

There are two possible options for creating Accelerated Bachelor's/Master's Degree Programs. One option is where the bachelor's and master's program are in the same department (Undergraduate Math and Graduate Math) or closely related departments (Undergraduate Chemistry and Graduate Physical Sciences). The second option is where the bachelor's and master's program are in different disciplines. The two programs must clearly identify the undergraduate program, graduate program and shared hours.

Complete the program development form. Each proposal must include the following:

- A program description
- Admissions requirements (if higher than requirements set by Graduate School).
- Degree requirements for undergraduate program, graduate program and shared hours.
- A sample plan of study for both the undergraduate and graduate potions of the program.

Admission Standards

- Students must have a minimum of an overall undergraduate GPA of 3.3.
- Students must apply for admission to an accelerated master's option during their second semester of their junior year or after 75 credit hours. In order to apply, students must:
  1. Apply to Graduate School – "Graduate Application."
  2. Apply and be accepted to an approved accelerated master's program – "Accelerated Application Form."
- Students must meet all admission criteria established by the academic unit and Graduate Education, except the completion of the baccalaureate degree.
- The admission standards for the accelerated degree must be consistent with the admissions criteria of Graduate School and the academic unit for the Master's degree.
- A written statement detailing the satisfactory academic progress requirements to remain in the accelerated degree program must appear in all recruiting, admission materials and website provided by the academic unit.
- The academic unit must designate a faculty member responsible for coordinating the admissions process.
- Students will be eligible to start the accelerated program after completing 90 (senior status) credit hours of coursework towards their undergraduate degree program. During senior year, students must complete "Accelerated Enrollment Form" form from the Graduate School.

Monitoring Student Status

- The academic unit must specify how a student's academic progress in the program will be monitored and reported. A student will be considered an undergraduate until all undergraduate degree requirements have been completed, at which time the Master's degree program will be activated. Undergraduate students enrolled in the accelerated programs will be eligible to enroll in graduate level courses and seminars. However, **they will not be eligible for most graduate services including teaching and research assistantships and related health insurance, financial aid, or graduate award programs until the undergraduate degree is completed.**
- All recruiting and admission materials provided by the academic unit should include a written statement indicating that students will be considered undergraduates until all undergraduate requirements have been met and the Bachelor's degree has been posted to the student's transcript.
- The academic unit must specify how the accelerated program will provide academic advising. Administration of the accelerated program must include an annual review of each student's academic progress in meeting both Bachelor's and Master's degree requirements.
  The academic unit must clearly outline satisfactory academic progress guidelines, including specific timelines, as well as the consequences of not meeting these requirements.
- Advisors must submit an undergraduate plan of study and a graduate degree plan for the student to appropriate offices.
- Undergraduate students who have been accepted to an accelerated bachelor's/master's degree program prior to the awarding of their undergraduate degree must complete all of their bachelor's degree requirements and graduate within 12 months of the first day of the semester for which they were admitted to the accelerated program.
- Undergraduate students may not use graduate level courses taken before they have been accepted in the accelerated master's program (i.e., students cannot retroactively become part of the accelerated degree). A degree plan must clearly identify the graduate course of study and identify the 12 shared hours.

Degree Requirements

- Students in the accelerated degree program must meet all degree requirements of the Bachelor's and Master's programs.
- When a thesis is required for the Master's degree, the undergraduate honors thesis may not be substituted for the master's thesis.
- Accelerated Bachelor's/Master's programs may use a maximum of 12 pre-admission to Graduate School credits, which may include up to a maximum of 12 hours shared between the Bachelor's and Master's program. All 12 shared hours must be taken at the 700 level. No 500 or 600 level courses will be accepted as shared hours.
- Only course approved 700 level courses (12 shared hours) in which the student receives a B (B+, B) or better will be transferred to the graduate transcript. These courses must be approved by advisor, Department Chair and Dean of the Graduate School.
- Transcripts - Two transcripts, one undergraduate and one graduate, will show the completed coursework for Accelerated Degree students. Undergraduate transcripts will contain all courses taken as an undergraduate, including any graduate courses taken during the first four years; prior to undergraduate degree being awarded. Graduate transcripts will contain all courses taken as a graduate student. All courses shown on the undergraduate transcript (including

graduate courses) will be used to calculate the undergraduate GPA. Graduate GPA will be calculated using only the graduate courses taken during the fifth year.

Continuing and Graduation Requirements

- Maintain a cumulative GPA of 3.3 or higher (in both undergraduate and graduate programs)
- Earn a grade of B (3.0) or higher on all double-counted, graduate level (700 level) courses.
- Complete the degree requirements within time limits set by the Graduate School and the degree-granting program.
- If a student does not meet the above the standards, s/he will be removed from the accelerated degree program. At that time, the department will change the student's major code back to a regular undergraduate major (as specified by the student, in consultation with the department/advisor).

Program Monitoring

- The academic unit should outline a plan for monitoring the program's success after three years.
- For official university reporting purposes, students will be considered as undergraduates until the Bachelor's degree is awarded.

Proposal Submission Procedures

Accelerated degree program proposals must be submitted to Graduate School and Graduate Council for approval. Complete the program development form. Each proposal must include the following:

- A program description
- Admissions requirements (if higher than requirements set by Graduate School).
- Degree requirements for undergraduate program, graduate program and shared hours.
- A sample plan of study for both the undergraduate and graduate potions of the program.

Leaving the Accelerated Degree Program

- Students admitted to the Accelerated Degree program, who voluntarily decide not to pursue a graduate degree, or who are not admitted to the graduate program, may change majors back to a regular undergraduate program at any time. If an Accelerated Degree student chooses not to pursue a graduate degree, the student should notify the administering department in writing of this decision; this notification should include the specific undergraduate major that the student intends to pursue. At that time, the department will change the student's major code back to a regular undergraduate major (as specified by the student, in consultation with the department/advisor). Once a student withdraws from the accelerated program, s/he may not return to that program and cannot not reapply to the accelerated program again.

Tuition and Financial Aid

- Undergraduate tuition rates apply to students up until undergraduate degree is awarded. After that time, graduate tuition rates will apply.

- Undergraduate students may receive federal financial aid (through the Financial Aid Office) for both undergraduate and graduate courses.
- However, once a student becomes a graduate student, financial aid is not available for undergraduate courses. In addition, financial aid as a graduate student is not available until an undergraduate degree has been conferred. This is why it is important for Accelerated Degree students to complete all undergraduate degree requirements and apply for an undergraduate degree during the first four years. Students are strongly encouraged to contact the financial aid office to discuss financial aid options during the fourth and fifth years.

EMPORIA STATE UNIVERSITY

Accelerated Undergraduate to Graduate Degree Application and Course Designation Form

This form is used as the formal application to an approved accelerated Bachelor's to Master's degree. Students must also submit a formal Graduate School application for admission and be admitted to the designated graduate program, **prior to the receipt of this form.** All course information must be completed in full. Requests that do not provide the required information cannot be processed.

LAST NAME _____ FIRST NAME _____ MIDDLE NAME _____

Student ID Number _____ Date of Birth _____

E-mail address _____ Daytime phone _____

Local Address

_____

_____

_____

City State Zip

Anticipated Completion of Bachelor's Degree

☐ FALL ☐ SPRING ☐ SUMMER _____YEAR

Term to Begin Counting Graduate-Level Credit

☐ FALL ☐ SPRING ☐ SUMMER _____YEAR

First Term of Enrollment as a Graduate Student

☐ FALL ☐ SPRING ☐ SUMMER _____YEAR

Please identify the Graduate Course the student will be taking and which undergraduate course the will replace in the undergraduate program **(REQUIRED)**

Department Prefix	Course Number	Graduate Course Title	Number of Credit Hours	In Lieu of which undergraduate course (Number and Name)

Required Signatures – Graduate Advisors – please be aware that by signing this form you are finding this student eligible and admitting this student to the graduate program.

Student Signature _____ Date _____

Undergraduate Advisor _____ Date _____

Graduate Advisor _____ Date _____

Registrar _____ Date _____

Graduate School _____ Date _____

EMPORIA STATE UNIVERSITY

Accelerated Undergraduate to Graduate Degree Enrollment Form

This form is used as **enrollment permission** for undergraduate students who have been accepted into an accelerated master program. Students must also submit a formal Graduate School application for admission and complete the accelerated master's application and be admitted to the designated graduate program, **prior to the receipt of this form.** All course information must be completed in full. Requests that do not provide the required information cannot be processed.

LAST NAME FIRST NAME MIDDLE NAME

Student ID Number _____ Date of Birth _____

E-mail address_____ Daytime phone _____

Local Address _____

Indicate the Undergraduate Program – Major _____

Indicate the Graduate Program _____

Course Enrollment

Please identify the Graduate Course (s) the student will be taking and the term which undergraduate course the will replace in the undergraduate program **(REQUIRED)**

Department Prefix	Course Number	Graduate Course Title	Number of Credit Hours	Term & Year	In Lieu of which undergraduate course (Number and Name)

Required Signatures

Student Signature _____ Date _____

Undergraduate Advisor _____ Date _____

Graduate Advisor _____ Date _____

Registrar _____ Date _____

Graduate School _____ Date _____

Return signed form to: The Graduate School, 1 Kellogg Circle, Box 4003, Emporia State University

EMPORIA STATE
UNIVERSITY

Outstanding ESU Graduate Faculty Mentor Award

The Graduate Faculty Mentor Award recognizes one outstanding graduate faculty member (Regular or Associate) who demonstrates dedication to and mentorship of graduate students and has provided leadership to graduate education.

Eligibility

1. Nominees must be full-time tenured or tenure-track members of the Graduate faculty (Regular or Associate) for a minimum of THREE years at the time of nomination.
2. Nominees must be currently teaching graduate courses, and demonstrate positive student evaluations.
3. Nominees must demonstrate a successful record of graduate student mentorship, including evidence of mentoring activities such as working with students on research projects, supporting students on grants and funded research projects, co-authoring papers, posters, and/or conference presentations, supervising graduate internships, providing professional development opportunities and professional socialization into the field, chairing Thesis/Dissertation committees of recent graduates, serving as a Thesis/Dissertation committee member, providing pedagogy training to graduate students, advising of graduate students, etc.
4. A faculty member may be awarded the Outstanding ESU Graduate Faculty Mentor Award a maximum of once every five years.
5. Faculty members may be nominated by other faculty or may nominate themselves for the award.

Evaluation Criteria (2 Pages only) – Nomination packets should include evidence of the following

1. Professional development and socialization of graduate students
2. Providing a supportive environment for research and scholarship for graduate students
3. Mentoring of graduate students
4. Innovative graduate curriculum development
5. Outstanding graduate teaching/advising
6. Service to Graduate Education

Application Process

EMPORIA STATE
UNIVERSITY

Nominee or nominator must complete an application form, and attach the following:

1. A two-page description of the nominee's outstanding contributions to graduate education. Please provide specific evidence of accomplishments in as many of the evaluation criteria outlined above as are relevant;
2. A current Curriculum Vitae of the nominee;
3. A maximum of two (2) nomination/support letters (at least one from a graduate student and at least one from a graduate faculty colleague) evidencing the nominee's outstanding achievements in graduate student mentorship and graduate education;
4. Nominations submitted by deadline.

Award

The recipient of this Award will receive $1,000 and a plaque, and be recognized at the Research and Creativity Awards Day.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Sociology, Anthropology, and Crime and Delinquency Studies

I. COURSE/PROGRAM INFORMATION

This request is proposed to: (•) Add ( ) Modify ( ) Delete

	Course:	Credit Hours	Course Title
Old:			
New:	SO580	1	Senior Capstone

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Adding a senior capstone course and

Prerequisites: SO550, SO565, Seniors only

B. What is the rationale for the proposal?

More attention given to capstone once taken out of theory course.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

NA

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/9/2013

X

Signed by: nterrell

School/College Dean

☐ Send to Academic Affairs

8/18/2014

X

Signed by: slidzy

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

Form will be routed via E-Mail as indicated below.

Current User: panderso

Next Route: kermler@empori...

My Other Routes:

☐ Reroute to:

Message from previous Router(s):
Chairs Approved: 12/18/2013
Dr. Lidzy Approved: 8/18/2014
Gen. Ed Council: n/a
Graduate Council:
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disp

Attachment:

Syllabus-Capstone-14.doc
Microsoft Word 97 - 2003 Document
64.5 KB

Senior Capstone SO 580

Emporia State University
Spring 2014

Professor: Dr. N.E. Terrell, Ph.D.
Office: BC 114, Phone: 341-5321
Office hours: 4-5 p.m., MWF and by appt.
E-mail: nterrell@emporia.edu
Class URL: http://elearning.emporia.edu

Course Description:

This three-hour course is designed for upper-level criminal justice/sociology students to give them tools they need to succeed in a criminal justice/sociology organization and beyond. In this course, you will have the invaluable opportunity to learn about criminal justice/sociology organizations, and their various processes and problems of general importance to the field of criminal justice.

Student Learning Outcomes:

This class endeavors to bring some reality and connection to the courses the student has taken as he or she has progressed to this point, about to graduate with a degree in criminal justice. This class has two major goals: first, to review in a minor way the subsystems within the criminal justice/sociology field; and to assist the student in developing a mental connection between the classes the student has taken. The second goal is to acquaint the student with a pool of information that will assist him or her in obtaining employment within a criminal justice/sociology agency or entering a graduate program of criminal justice. To an extent, this course endeavors to contribute to the individual development, professional growth, and the success of entering the job market.
Stated in another way, in order to accomplish the above goals, this class will emphasize:

1. A review of the focus of criminal justice;

2. Improve students' ability to speak, communicate orally while thinking critically;

3. Students will practice writing skills while thinking critically; and

4. Prepare students to participate in the job market in the searching and securing of a professional positions/career in the criminal justice/sociology field.

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

In order to ensure an academic environment conducive to learning which allows all students to fully concentrate, everyone should avoid engaging in conversations, making noises during lectures, being disrespectful to the instructor, and making derogatory comments about any racial, ethnic and social group. In addition, students should not interrupt class members partaking in class discussion nor dominate class discussions. **A student(s) may be asked to leave the class for violations of class norms and/or Dr. Terrell may withdraw the student(s) from the course. Dr. Terrell may also withdraw a student(s) from the course for excessive absences (see the Department syllabus attachment).**

For statements on Disability Services and the University's Academic Dishonesty policy, **see the Department syllabus attachment.**

Attendance Policy

Students are expected to attend class and will be asked to sign in at the beginning of each class. No extra credit will be given for coming to class. Please also note that class will begin promptly, whether or not you are present. Tardiness is both rude and disrespectful to your classmates as well as to your professor. Should you routinely engage in behavior that disrupts the class, the professor reserves the right to ask you to leave the classroom.

Method of Evaluation

There will be a total of three (3) grades for this class. How they are earned is explained below in this section.

1) CAPSTONE PROPOSAL (GUIDELINES)

COVER SHEET (3 pts): The paper should include a cover page. The cover page **MUST** have the following: your name, your instructor's name, the class name, title of the paper, and a line at the bottom with the following statement underneath—"This report contains my own, original work; contributions from other sources are duly cited. I understand that plagiarism in any form will not be tolerated and that I am subjected to expulsion if this submission is found to not be my original work." You **MUST** sign your name above this statement. Lastly, put the date at the bottom of the page.

(3 pts) ABSTRACT (1 paragraph): Your abstract should include the following:

- A 1-2 sentence summary of the general context your capstone project is relevant to (the "big picture").

- A 1-2 sentence summary of the specific context your capstone project is relevant to.
- The goal/purpose of your project.
- The importance of this goal/purpose.
- The specific question your capstone project will try to answer.
- Your general methods.

(10 pts) BACKGROUND (2-4 double-spaced pages): Your background section should do **ALL** of the following:

1. Describe the general and specific context motivating your capstone project. Describe the *general* issue/problem most relevant to your project (e.g. the need to increase public awareness on criminal issues; the need to increase public awareness on lack of minorities in peace office positions; the need for new procedures for crime victims; criminal behavior at State Fair activities; rich people committing crimes).

2. Identify the normative question(s) that arises from this context (e.g. what are effective ways to increase ethnic diversity in law enforcement? What are effective ways of educating people about criminal behavior? What are effective ways of reducing criminal behavior? Why do rich people steal?

3. Identify the specific question(s) your capstone project will try to answer and clearly explain how answering that question will help us create policy.

4. You **MUST** include research on **three** recent journal articles/books (minimum) on your topic.

   Both here and in your final capstone report, all information must be accurately cited and referenced using ASA format (American Sociological Association). Journal of Research in Crime and Delinquency uses ASA format. The ASA website is **(http://lib.trinity.edu/research/citing/asa%20style%20citations.pdf) In addition, references follow the text in a section headed "References."** *All references used in the text must be listed in the reference section, and vice versa.*

(11 pts) THEORY (or theories) (2 to 4 double-spaced pages): Explain what theory (or theories) you will apply for your capstone project. You MUST give the tenets of your theory (or theories) and what you expect the theory to support/explain for your capstone project. Remember it is your theory(theories) that drive your research. Therefore, theory is paramount in your project. You **MUST** include research on **three** recent journal articles/book (minimum) on your theory.

(11 pts) METHODS (1-3 double-spaced pages): Explain in *as much detail as possible* exactly what you will be doing for your capstone project. SO 450 Research Methods is a prerequisite for

this course! You can use the National Archive of Criminal justice/sociology Data http://www.icpsr.umich.edu/NACJD/das.html if you choose, but it is not required.

(3 pts) QUALIFICATIONS (1 paragraph): Identify what skills and/or knowledge base completing this project will be required and then explain where you gained these skills. Examples of skills include quantitative field methods, qualitative field methods, statistical analysis, survey methods, theory application, etc. With respect to demonstrating how you have gained these skills, you MUST list courses you have taken and are taking.

(3 pts) REAL-WORLD APPLICATION (1 paragraph): Describe the real-world application of your project: how will others outside of Emporia State University actually or potentially use the results of your capstone work? You should name specifically who might use the results of your capstone work and how they might or will use these results.

(3 pts) FUNDAMENTAL ASSUMPTIONS AND VALUES (1 paragraph): Please discuss your personal assumptions and values underlying your capstone work, and how these assumptions and values influenced and motivated your choice of capstone project.

(3 pts) REFERENCE PAGE: You **MUST** have **SIX** recent references (between the years 2005 and 2013). NO Internet articles, magazine, newspaper articles, media CD, video or personal interviews will count toward the six required references, although you may use them. While Wikipedia is a very popular site for information, it IS NOT appropriate to be used in a scholarly setting. Wikipedia WILL NOT be accepted as a valid source.

DUE DATE: Your proposal is due **April 4, 2014, by 5:00 p.m.**, in the Department of Sociology, Anthropology, and CDS office. A late proposal will result in a ten-point deduction. A late proposal will not be accepted after 5:00 p.m., April 11, 2014.

The proposal is worth 50/150 points

2) CAPSTONE PROJECT

COVER SHEET (3 pts): The paper should include a cover page. The cover page **MUST** have the following: your name, your instructor's name, the class name, title of the paper, and a line at the bottom with the following statement underneath—"This report contains my own, original work; contributions from other sources are duly cited. I understand that plagiarism in any form will not be tolerated and that I am subjected to expulsion if this submission is found to not be my original work." You **MUST** sign your name above this statement. Lastly, put the date at the bottom of the page.

ABSTRACT (1 paragraph) (3 pts): Your abstract should include the following:

- A 1-2 sentence summary of the general context your capstone project is relevant to (the "big picture").
- A 1-2 sentence summary of the specific context your capstone project is relevant to.

- The goal/purpose of your project.
- The importance of this goal/purpose.
- The specific question your capstone project will try to answer.
- Your general methods.
- What you found during your research.

BACKGROUND (10 pts): Give a background on the topic you are researching. Your background section should describe the general and specific context motivating your capstone project.

- Describe the *general* issue/problem most relevant to your project.
- Identify the normative question(s) that arises from this context.
- Identify the specific question(s) your capstone project will try to answer and clearly explain how answering that question will help us create policy.
- Give research that has been done on your topic.

You **MUST** include research on **SEVEN** recent journal articles/books (minimum) on your topic.

Remember all information must be accurately cited and referenced using ASA format (American Sociological Association). You should minimize the use of internet, non-refereed sources. Remember **you MUST use ASA format** (American Sociological Association). Journal of Research in Crime and Delinquency uses ASA format. The ASA website is **(http://lib.trinity.edu/research/citing/asa%20style%20citations.pdf) In addition, references follow the text in a section headed "References."** *All references used in the text must be listed in the reference section, and vice versa.*

THEORY (or theories) (22 pts): Explain what theory (or theories) you will apply for your capstone project. Give the tenets of your theory (or theories) and how it relates to your topic. You **MUST** include research on **SEVEN** recent journal articles/books (minimum) on your theory.

METHODS (15 pts): Explain in *as much detail as possible* exactly what you did for your capstone project. Use the research process. If you are writing your own questionnaire, include the questions and a final survey version.

SUMMARY AND CONCLUSION (5 pts): Give a summary of your work. Was your theory supported? Did you find/accomplish what you set out to find/accomplish? Describe the real-world application of your project; how will others outside of Emporia State University actually or potentially use the results of your capstone work?

POLICIES (7 pts): Based on your theory or theories, develop **TWO** policies related to your topic to implement in society today.

REFERENCE PAGE (10 pts): You **MUST** have **FOURTEEN** recent references (between the years 2005 and 2013). NO Internet articles, magazine, newspaper articles, media CD, video or personal interviews will count toward the fourteen required references, although you may use them. Handouts from classes or agencies **WILL NOT** count as a reference source. Dr. Terrell is looking for published works. While Wikipedia is a very popular site for information, it IS NOT appropriate to be used in a scholarly setting. Wikipedia WILL NOT be accepted as a valid source.

WRITING STYLE: Style of writing is very important. Points will be deducted for writing errors. Although Dr. Terrell will deduct one point per every three errors, be aware that your project will result in zero points if Dr. Terrell finds 40 writing errors. Dr. Terrell will stop reading the paper after 40 writing errors. **PROOFREADING IS VERY IMPORTANT!!**

DUE DATE: Your project is due **April 25, 2014, by 5:00 p.m.**, in the Department of Sociology, Anthropology, and Crime and Delinquency Studies office. A late project will result in a fifteen-point deduction. A late project will not be accepted after 5:00 p.m., May 2, 2013.

The project is worth 75/150 points

3) CAPSTONE PROPOSAL PRESENTATION (GUIDELINES)

You'll have about 10 minutes to present your capstone project, with about 2 ½ minutes for discussion. **Practice is essential!!!** Good oral presentation skills are essential and become even more important as you progress in your careers. Your oral presentation will be most effective if you come across to your audience as organized, enthusiastically interested in your subject. Moreover, you **MUST dress professionally. This means NO DENIM, NO TENNIE SHOES, and NO SANDLES! Guys MUST wear ties.** *Dr. Terrell will deduct 12½ points for any violation!!!* Dr. Terrell will assign the presentations order based of what theories students are applying.

Below Dr. Terrell provides a model for PowerPoint presentations. **This is merely a suggestion.** You should feel free to organize your presentation in any way you feel will best enable your listeners to understand your work and offer constructive feedback.

I. **Opening Slide:** Open with a slide that has the title of your capstone project and your name.

II. **Introduction and Background Slides:** Present the necessary background information your listeners will need to understand

III. **Primary Question or Goal Slide:** This is your most important slide, and may be challenging to create. You should be able to clearly articulate a single, specific question,

hypothesis, or goal for your project. Now, it's possible that that question or goal might change as you get into your project, and that's okay. What's important is that you demonstrate an ability to define a clear question and goal to start with. Don't underestimate the importance of articulating a specific goal explicitly, clearly, and succinctly.

IV. **Theory (or Theories) Slides:** Explain what theory (or theories) you are applying for your capstone project. Give the tenets of your theory (or theories). Assume the audience has never heard of your theory (or theories).

V. **Methods Slides:** You should spend a good part of your presentation describing your methods. At the top of this slide you should restate the primary question and hypotheses or goal of your project and below that present a clear, detailed description of your methods.

VI. **Summary and Conclusion Slides:** Give a summary of your work. Was your theory supported? Did you find/accomplish what you set out to find/accomplish? Describe the real-world application of your project: how will others outside of Emporia State University actually or potentially use the results of your capstone work?

VII. **"Questions" Slide:** Have some kind final slide that makes it clear to your audience that you are done with your presentation and ready to field questions. For example, you might have a slide that simple state **"Any Questions?"**

The presentation is worth 25/150 points

COURSE EVALUATION:

Course Possible points:
The proposal is worth 50 points
The project is worth 75 points
The presentation is worth 25 points
Total Points = 150pts.

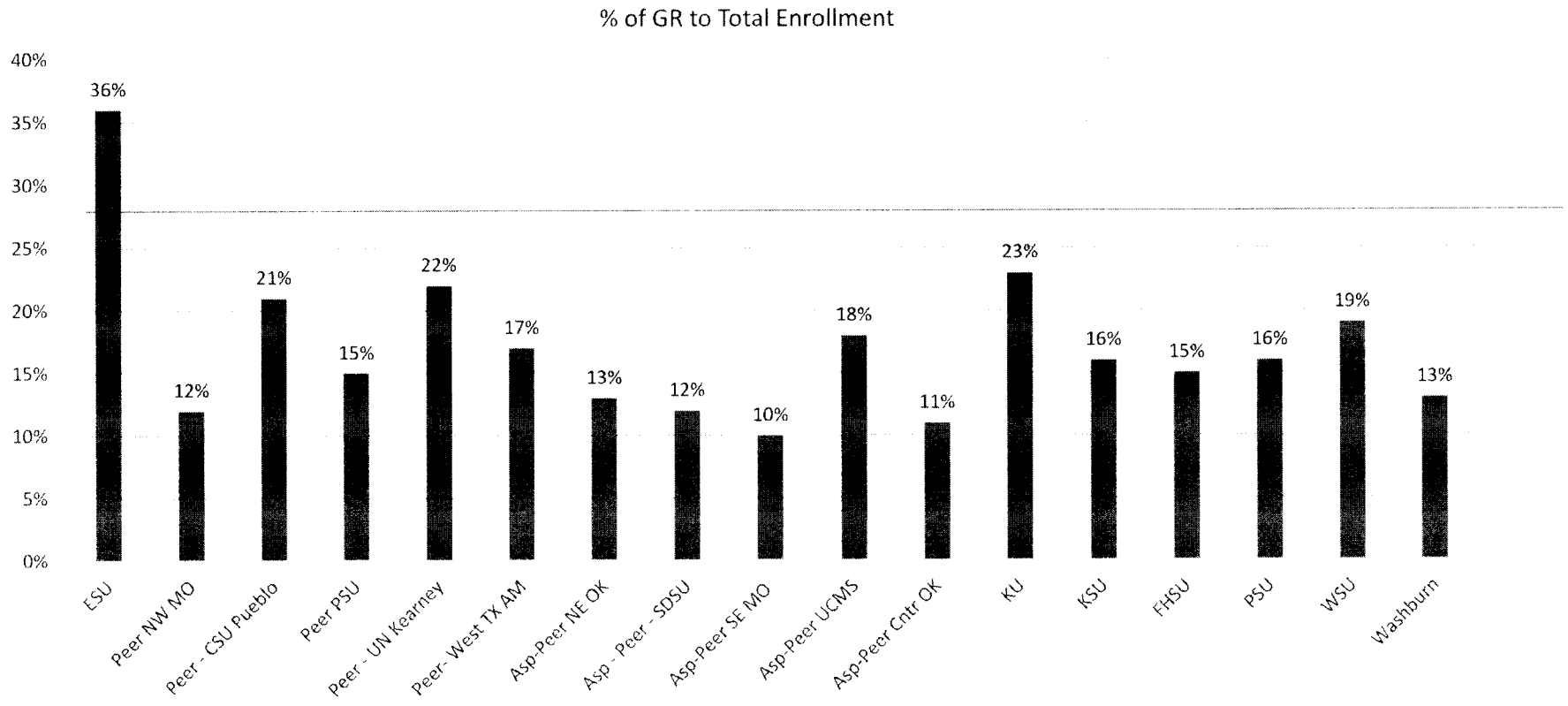
Grading
The following grade scale will be used:
A = 90 – 100 = 135 - 150 points
B = 80 - 89 = 120 - 134 points
C = 70 - 79 = 105 - 119 points
D = 60 - 69 = 90 - 104 points
F = 59 or below = 00 -89 points

Emporia State University Graduate School

UPDATES AND PROFILES

Metrics	2004	2009	2013	2014
Graduate students enrolled for fall	1824	2106	2160	2190
Graduate students enrolled by deg or ND	N/A	287 Non-degree (14%) 1819 Degree (86%)	299 Non-Degree (13%) 1854 Degree (87%)	267 Non-Degree (12%) 1926 Degree (88%)
Degrees Awarded	Total # of students graduating (1297); Total # of UG (854); and GR (443)	Total # of students graduating (1428); Total # of UG (790); and GR (638)	Total # of students graduating (1285); Total # of UG (682); and GR (603)	
% of total graduating students completing degrees	34% GR 66% UG	45% GR 55% UG	46% GR 54% UG	
% of total student body who are graduate students	29% GR 71% UG	33% GR 67% UG	36% GR 64% UG	36% GR 64% UG
% Part-Time vs Full-Time	13% Full-Time 87% Part-Time	16% Full-Time 84% Part-Time	16% Full-Time 84% Part-Time	14% Full-Time 86% Part-Time
% On-Campus vs Off-Campus	32% On-Campus 68% Off Campus	32% On-Campus 68% Off Campus	16% On-Campus 84% Off Campus	12% On-Campus 88% Off Campus

Metrics	2004	2009	2013	2014
% of SCH for graduate and undergraduate	9,443 GR (14%) 59,558 UG (86%)	11,896 GR (17%) 58,566 UG (83%)	12,120 GR (18%) 53,612 UG (82%)	12,246 GR (18%) 54,197 UG (82%)
% of graduate students from ESU UG programs vs external institutions	N/A	25% (ESU) 75% (External)	22% (ESU) 78% (External)	
Number of applications received	N/A	2130	2475	Current # 1760
% of residents vs non-residents		28% Out-of-state 72% In-state	33% Out-of-state 67% In-state	35% Out-of-State 65% In-state



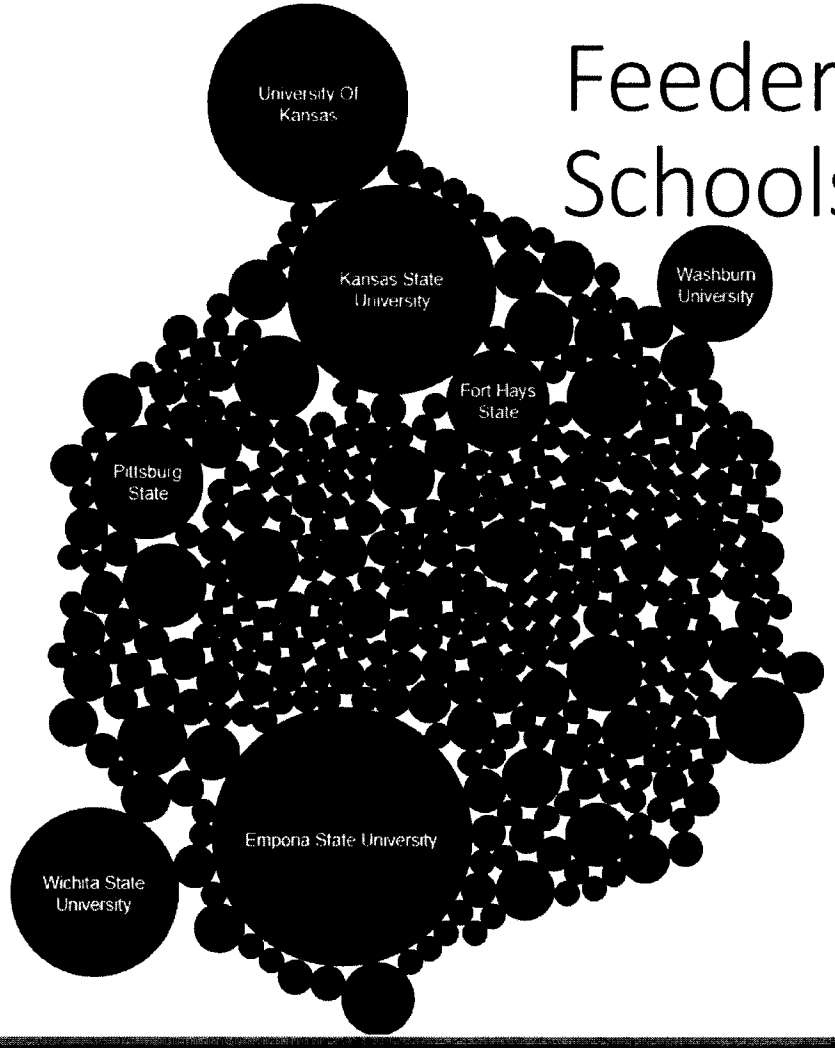
Graduate School at ESU - Peer Comparison

Fall, 2014 Funnel

Inquiries – 2331
Applications – 857
Admits – 630
Enrolled – 530

Conversion rate (Inquiry to apps)
37%
Admit Rate – Apps to admits
73%
Yield rates – admits to enrolled
80%

Feeder Schools



Top 5 Largest Graduate Programs F, 13	Top 5 Graduate Growth Programs F, 13
MLS Program (301)	Mathematics (65 students)
HPER (192)	MLS (18 students)
Special Ed (189)	Biology (14 students)
Educational Administration (122)	Business Education (9 students)
MBA (114)	School Counseling (9 students)
Top 5 Smallest Graduate Programs F, 13	**Top 5 Graduate Declining Programs F, 13**
Social Sciences MAT (4)	Teacher Licensure (-33 students)
Instructional Leadership (9)	Psychology (-8 students)
History (12)	MBA (-8 students)
Business Education (17)	HPER (-7 students)
English (19)	Music (-6 students)

Top 5 Largest Graduate Programs F, 14	Top 5 Graduate Growth Programs F, 14
MLS Program (325)	MLS Program (24)
HPER (189)	History (9 students)
Special Ed (184)	Biology (8)
Educational Administration (120)	Instructional Design and Technology (8 students)
MBA (116)	School Counseling (8 students)

Top 5 Smallest Graduate Programs F, 14	Top 5 Graduate Declining Programs F, 14
School Psychology (19)	Teacher Licensure (-21 students)
Music (20)	Non-Degree (-16) students)
Accountancy (20)	MED Teaching (-7 students)
Rehabilitation Counseling (20)	Early Childhood (-7 students)
Clinical Psychology (20)	Music (-5 students)

Data for Graduate School

Enrollment Trends – If you click on links, you can adjust data down to program level, simply by unchecking all and selecting the graduate programs you want to view or the term you would like to view.

Enrollment trends since 1969

Head Count Gender Race Residence Level Status (Full or Part-Time)

US Map of location of ESU Graduate Students

Feeder Schools

Number of withdrawals from university (from all courses)

Non-degree Numbers

Licensure Numbers

TC Degree Seeking Total LAS Degree Seeking Total

SB Degree Seeking Total SLIM Degree Seeking Total

Reminders/Changes/Additions

Accelerated Master's Degree and 3+2 programs (in cooperation with other universities)

New recruiting person (April Huddleston) in Graduate Office

New recruitment database – should be in place in summer, 2015

Strategic Plan of Academic Affairs includes growth of graduate and distance programs

New Student Scholarships for Spring – Due Nov. 14, 2014

Presidential Graduate Scholarship – Due March 6, 2015

Scholar's Circle Funding – Due Feb. 27, 2015 (funding up to $250 for materials and supplies for research)

Recruitment support – website under Graduate Faculty – support a matching amount from department up to $200

Theses and Dissertations – located in ESIRC

EMPORIA STATE UNIVERSITY

Graduate School

Present: **Butler, Cuellar, Dow (Smith), Eichenberg, Ermler, Koerner, Liss, Morales, Petersen, Sasidaharan, Schrader, Wiley**

Absent: **Church, Howell, Miller, Rabender, Storm**

The Council of Graduate Studies met at 3:30 p.m. on Thursday, October 16, 2014 in the President's Conference Room. Dr. Brenda Koerner called the meeting to order.

Information/Congratulations/News

- The Provost gave Research and Grants money to fund faculty marketing efforts. School/college deans will need to work with Dean Ermler to request funds.

Action

- Minutes from the September 18 meeting were unanimously approved.
- The Brenda Breth revalidation request was tabled.
- Council members were given copies of proposed new GTA Award Form and Nomination Form. Both forms were unanimously approved with the following edits:

  1. Correct spelling of form at the top.
  2. #1 changed to a maximum of two single-spaced pages.
  3. #4 changed to a maximum of two single-spaced pages.
  4. #5 changed to a maximum of two single-spaced pages and the word "not" taken out of the first sentence.
  5. #7 changed to up to 3 samples.

  Dean Ermler will provide a proposed rubric at the November meeting.

- After council discussion, council members approved (with two members opposing) the Graduate School could give students one semester to complete any admissions tests and then an enrollment hold would be put on any student not completing the tests. The dean agreed to investigate if a hold could be put on students just to limit graduate level enrollment.
- The Outstanding ESU Graduate Faculty Mentor Award form was approved (with one abstention) with the following changes.

1. Under Eligibility--Sentence #2--Nominees must be teaching graduate courses during the current academic year and demonstrate positive student evaluations.
2. Under Evaluation Criteria—the word packet changed to portfolio.
3. Under Application Process—Sentence #3—Two (2) nomination/support letters (one from a graduate student and one from a graduate faculty colleague) evidencing the nominee's outstanding achievements in graduate student mentorship and graduate education. .

Reports/Discussion

- After council discussion regarding alternative/creative theses, council agreed these types of theses would be handled on a case-by-case basis.

- Brenda Koerner reported that any research done by a student is their intellectual property. After discussion, council members agreed to let Faculty Senate continue working on this issue.

Regular Graduate Faculty

- Regular Graduate Faculty status was unanimously approved for the following listed faculty:
  John Barnett, Associate Professor, Social Sciences
  Amanda Miracle, Assistant Professor, Social Sciences
  Brian Miller, Associate Professor, Social Sciences

Curricular Changes

- Both curricular changes were tabled due to lack of representative to speak to issues.

Comments

- Gonzalo Bruce will attend the November council meeting.
- Joe Yanik will present a report on his recent graduate recruiting at the November meeting.

Adjourned at 4:30
Next Meeting November 20, 2014

EMPORIA STATE
UNIVERSITY
Graduate School

TO: Members of the Graduate Council

FROM: Brenda Koerner, Chair, Graduate Council

DATE: October 15, 2014

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, October 16, 2014 in the President's Conference Room.

AGENDA

1. Approval of minutes from the September 18, 2014 meeting.

2. Information/Congratulations/News

3. Action
   - Brenda Breth revalidation request
   - GTA award guidelines
   - Time line for required admissions tests
   - Outstanding ESU Graduate Faculty Mentor Award

4. Reports/discussion
   - Alternative thesis/creative thesis
   - Follow-up on Intellectual Property Policy

5. Curricular Change Requests
   - SP 508
   - Clinical Counseling program

6. Regular Graduate faculty
   - John Barnett, Associate Professor, Social Sciences
   - Amanda Miracle, Assistant Professor, Social Sciences
   - Brian Miller, Associate Professor, Social Sciences

7. Comments

EMPORIA STATE UNIVERSITY

Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

***Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.**

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) Brenda Breth requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: E10261256

Course No. and Title: ER752

Semester or year taken: Summer 2006 Original Grade: A Hours Credit: 3

Instructor: Dr. Pat Terry

Department validation examiner:

Detailed description of method of revalidation:
A comparison of ER752 course syllabi in 2006 and 2014 shows use of same text (current edition), and same topics of study. Review of identified course outcomes shows that the outcomes have also remained the same except for one outcome in which the outcome is now broken down more precisely into its component expectations.

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.
Completion of the program within the time allowed has been difficult for Brenda. She lives in Oberlin in western Kansas and has been working full time through the program. Additionally, she reported there were health issues between 2011-2013. She is completing her Internship this fall, and if this course can be revalidated she can receive her degree in December 2014.

Signature of Advisor: _____

Signature of Department Chairperson: _____

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _____ Date: _____

D. Validation Completion Approval:

This is to certify that _____ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _____Date: _____

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____Date: _____

05/08

Robert Kircher

From: James Costello
Sent: Monday, August 25, 2014 1:50 PM
To: Robert Kircher
Subject: FW: Degree Analysis - Brenda Breth
Attachments: RevalidationForm.xml

Follow Up Flag: Follow up
Flag Status: Flagged

Bob,
If you want to accept ER752, please obtain the necessary information from Brenda, complete the attached form, and forward to me for signature. You will need a copy of the syllabus from ER752 in Summer 2006, and compare it to a current syllabus. Carleen may be able to help you get the syllabi from the Educational Research department.
Jim

From: Kathy Ermler
Sent: Monday, August 25, 2014 10:39 AM
To: James Costello
Subject: RE: Degree Analysis - Brenda Breth

You will need to complete the Graduate Course Revalidation Form in Info Path. It is a manual form.

Kathy

From: James Costello
Sent: Monday, August 25, 2014 10:30 AM
To: Doug Cooper; Kathy Ermler
Cc: Robert Kircher; Carleen Dvorak
Subject: RE: Degree Analysis - Brenda Breth

Doug & Kathy,
What exactly needs to happen here? I can't recall a "revalidation" process.
Jim

From: Doug Cooper
Sent: Monday, August 25, 2014 7:53 AM
To: Kathy Ermler
Cc: James Costello; Robert Kircher; Carleen Dvorak
Subject: RE: Degree Analysis - Brenda Breth

If they are going to use ER752, then the course will have to be revalidated.

From: Kathy Ermler
Sent: Monday, August 25, 2014 7:29 AM
To: Doug Cooper
Subject: RE: Degree Analysis - Brenda Breth

I have not heard anything from the department about Brenda. Will they be revalidating?

Kathy

From: Doug Cooper
Sent: Wednesday, August 20, 2014 3:53 PM
To: Robert Kircher
Cc: Kathy Ermler
Subject: RE: Degree Analysis - Brenda Breth

Thank you for the updates for items 1 & 2. I will make the changes to her plan.

Item 3. This requires going through the revalidation process. Dr. Ermler will need to be contacted as to the reason for the request for revalidation and the method/methods that ER752 will be revalidated. If she agrees to having the course revalidated, then it would have to be approved by the Graduate Council.

Thank you.

From: Robert Kircher
Sent: Wednesday, August 20, 2014 3:47 PM
To: James Costello
Cc: Carleen Dvorak; Doug Cooper
Subject: RE: Degree Analysis - Brenda Breth

Jim,
A recent degree completion evaluation for Brenda Breth indicated that in addition to her current enrollment in Internship there were 3 courses which remain to be completed: Counseling Theories, Theories of Group Counseling, and Analysis of Research

1. I have in my folder for Brenda an official transcript from Fort Hays State University printed on 12/18/2013 that shows
   - Summer 11 COUN 838 Group Counseling Theories and Procedures A 3 SEM HRS 12.0 SEM PTS This is an equivalent and recommended to be accepted as transfer credit. I will send the official transcript to Doug.
2. On Brenda's ESU transcript, it shows credit was earned for the following:
   - 2010 MH 735 Counseling Theories A 3
   - It is also on the details of the recent degree evaluation but it indicates that it was not included in the calculations I assume because of the course # is different than CE725. This course # is an equivalent course and I request that it be counted for CE725
3. The evaluation shows that ER752 Analysis of Research was taken in 2006, but is too old to be counted. Is it possible to gain approval for an extension to be granted that would allow for this course to count toward requirements so that she can become a program complete in December?

Thanks for your consideration.
Bob

Robert L. Kircher, EdD, LCPC, NCC, NCSC
Department of Counselor Education
The Earl Center, 213
Emporia State University
Campus Box 4036
1 Kellogg Circle
Emporia, KS 66801-5415
620-341-5798

Confidentiality Notice: *The information included in this email, including any attachments, is for the sole use of the intended recipient and may include confidential and/or privileged information. Any unauthorized review, use, disclosure, distribution or similar action is prohibited. If you are not the intended recipient, please reply to the message immediately by informing the sender that the message was misdirected and delete all copies of the original message immediately. Your assistance in correcting this error is appreciated.*

From: Doug Cooper
Sent: Monday, August 18, 2014 4:38 PM
To: Robert Kircher; Carleen Dvorak
Cc: Brenda Breth - Student
Subject: Degree Analysis - Brenda Breth

Attached. Prospective December 2014 graduate.

Doug Cooper
Degree Analyst
ESU Graduate School
dcooper@emporia.edu
(620) 341-5509

EMPORIA STATE UNIVERSITY THE TEACHERS COLLEGE

Analysis of Research ER 752
Three Graduate Hours

Instructor: Dr. Pat Terry
Office: Room #203B
Address: Box 4037
Emporia, Kansas 66801
Phone: 620-341-5242 (Office)
E-Mail: terrypat@emporia.edu

Office Hours:
Monday 11:00 a.m. to 5:00 p.m.
Thursday 9:00 a.m. to 4:00 p.m.
By Appointment
316-733-5371 (home)

REQUIRED TEXTBOOK:

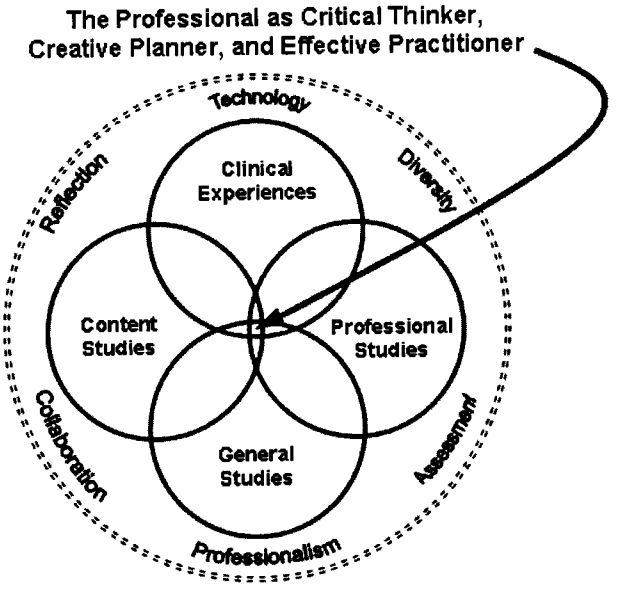
McMillan, James H. Educational Research: Fundamentals for the Consumer. 2004 Fourth Edition. Pearson, Allyn and Bacon. Boston, MA.

COURSE DESCRIPTION:

An introductory graduate level course in research methodology designed to allow the student to function as a knowledgeable consumer of research in his/her field of endeavor. The content of the course should prepare the student to understand and evaluate scholarly research in his/her academic field.

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE EMPORIA STATE UNIVERSITY

Emporia State University's professional education faculty support a program designed to develop students who are critical thinkers, creative planners, and effective practitioners. Students will study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the student preparing for a career in the field of education will be immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of pre-service teachers: namely, the merit of diversity, the power of authentic assessment, the essentials of professionalism, the importance of collaboration, the value of technology, and the merit of reflection. ESU's professional education programs devote themselves to the proposition that students who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice will begin their professional lives as critical thinkers, creative planners, and effective practitioners.



The Teachers College Conceptual Framework Link: The mission is to develop **The Professional: Critical Thinker, Creative Planner, and Effective Practitioner**. Graduates will be skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their specific field of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. This course is designed to reflect the current knowledge base and effective practices within the area of Educational Law and Regulations. Curricular coherence is strengthened through study and dialogue on purpose, content, and course outcomes.

1) Knowledge

1. general education within an intellectual framework.
2. essential concepts of their content studies.
3. philosophical, historical, social, and theoretical foundations of education.
6. essential concepts of planning, assessment, and instruction.

2) Skills:

1. integrate and use concepts from their general, content, and professional studies in their teaching environment.
2. demonstrate professional performance that reflects current theory, research, and practice.
3. implement non-biased techniques for meeting needs of diverse learners.
6. employ appropriate assessment techniques to measure learning of students.

3) Dispositions:

1. commitment to professionalism and ethical standards
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field.
6. desire to communicate with family and community members, make them partners.

STUDENT OUTCOMES:

UPON SUCCESSFUL COMPLETION OF THE COURSE THE STUDENT SHOULD BE ABLE TO:

Distinguish between good and bad research in his/her academic field.

Exhibit an understanding of the main components of a research study and appreciate their relationship.

Demonstrate a functional understanding of the language of research.

Demonstrate an understanding of the meaning of basic measurement devices and summary statistics.

Demonstrate an awareness of all the various schools of research.

Demonstrate the ability to apply technology to the task of remaining current in the literature of his/her academic field.

STUDENT KNOWLEDGE, SKILLS, AND DISPOSITION INDICATORS:

This course is required for those enrolled in Teacher College degree graduate programs. The previously listed student outcomes are presented for the purpose of helping you, the student:

(1) discern how this course aligns with standards developed by the National Council for the Accreditation of Teacher Education (NCATE),
(2) determine how this course aligns with certification standards issued by the Kansas State Department of Education, and
(3) describe how this course aligns with the Conceptual Framework of the Teachers College at Emporia State University.

This information should be helpful to you in verifying that ER 752 meets local, state and national standards for those seeking advanced opportunities in education.

The outcomes associated with this course are meant to show alignment with the standards created by NCATE and endorsed by the state of Kansas.. For our purposes here, "knowledge, skills, and dispositions" are measured in terms of a student's ability to *articulate* key principles and *verbally translate* those principles into practice and the student's ability to *associate* key principles with real life circumstances, *expressed* (orally or in writing) in either simulated scenarios or real situations.

Accommodation Statement:
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. To contact the Office of Disability Services and Non-Traditional Student Programs visit or call at 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or e-mail at disabser@emporia.edu.

DISCLAIMER: This syllabus is subject to change in any part at the discretion of the instructor in accordance with the policies and guidelines set by Emporia State University.

Student Academic Dishonesty Policy
Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

TEACHERS COLLEGE ETHICS POLICY

Since it is a responsibility of the University and The Teachers College to instill and develop professional and ethical attitudes and practices in its candidates for certification as educational professionals, the Council on Teacher Education states the following position on matters of student behavior that is academically dishonest, belligerent, disruptive of order in the learning environment, or abusive of classmates, students, colleagues, or teachers. Such behavior will be considered to be unethical and/or unprofessional in the developing candidate for certification.

1. Academic dishonesty shall be interpreted to include all cases in which a student tries to pass of as his/her own the work of others (fellow classmates, authors [published or unpublished], visual or graphic representations, computer or media applications, etc.) without giving appropriate credit to the originator of the idea. Cheating and plagiarism are considered to be very serious breaches of ethics.

2. Behavior and/or use of language which is belligerent, disruptive of the learning environment, or abusive of classmates, students, colleagues, or teachers is considered to be inappropriate and a serious breach of professional behavior.

In keeping with the university policy stated in the Faculty Handbook #5C.09 the faculty members (1) may make such disposition of the case as they deem appropriate and (2) shall make available to the chair of the department and to the office of the vice president of student affairs a record of the dishonest or disruptive behavior and the action taken by the faculty member, and (3) a copy of the report shall be sent to the student's advisor together with a copy of this policy on ethics and professionalism.

Further, the chair(s) of the students teaching field(s) shall cause a file to be maintained of such offenses and if a student exhibits one or more instance of such inappropriate behaviors before admission to Phase I, it is

possible that said student may not be admitted to Phase I of the teacher preparation program (elementary or secondary). An offense during or after Phase I shall be deemed sufficient cause to warrant a hearing before the Admissions Committee. The Committee may take a variety of actions including refusing admission or postponing the admission to Phase II and/or the assignment to student teaching for one semester. –Adopted 11/3/94. Council on Teacher Education

EVALUATION & GRADING POLICY:
Evaluation will be based upon satisfactory completion of the desired outcomes. Regular attendance, active class participation and completion of all readings and weekly assignments are expected and will be considered in assigning grades.

Weekly Assignments	110 points
Final Project	40 points
Participation, Attendance, Disposition	20 points
Total	170 points

Point totals are subject to change.

Grading Scale:
90%-100%=A
80%- 89%= B
70%- 79%=C
60%- 69%=D
59% or below=F

ATTENDANCE REQUIREMENTS:
Regular class attendance is expected. If an absence is necessary prior communication with the instructor is expected unless an emergency is encountered. Assignments should be turned in on time. The acceptance of late assignments will be at the discretion of the professor.

COURSE OBLIGATIONS:
Students in this class will be responsible for the following:
Active, professional participation in learning activities, group sharing, and other course activities.
Reading of the assigned text and supplemental materials.
On time completion of the Chapter assignments and the final project.

CLASS OUTLINE

January 23
Introduction

Chapter 1-January 30
Introduction to Research in Education

Chapter 2 – February 6
Research Problems, Variables, and Hypotheses

Chapter 3 - February 13
Locating and Reviewing Related Literature

Chapter 4 - February 20
Using the Internet for Educational Research
William Allen White Library

Chapter 5 - February 27
Subjects, Participants, and Sampling

Chapter 6 – March 6
Foundations of Educational Measurement

Chapter 7 – March 13
Types of Educational Measures

Chapter 8 –March 27
Non-experimental Quantitative Research Designs

Chapter 9 – April 3
Experimental and Single-Subject Research Designs

Chapter 10 – April 10
Analyzing Statistical Inferences

Chapter 11 – April 17
Qualitative and Mixed-Method Research Designs

Chapter 12 – April 24
Analyzing Discussion and Conclusions

Chapter 13 – May 1
The Intelligent Consumer: Putting It All Together

Final – May 8
Project Presentations

EMPORIA STATE UNIVERSITY
THE TEACHERS COLLEGE

ANALYSIS OF RESEARCH: ER 752

Three Graduate Hours
Fall 2014

Instructor: Dr. Mingchu (Neal) Luo
Office: Visser Hall 205
Phone: 620-341-5835 (Office) 402-884-9720 (Home)
E-Mail: mluo@emporia.edu
Mailing Address: Department of School Leadership & Middle/Secondary Teachers Education
Emporia State University, Box 4037
1200 Commercial Street
Emporia, Kansas 66801-5087

Required Text
Educational Research: Fundamentals for the Consumer by James H. McMillan. Sixth Edition. Pearson, Allyn and Bacon
Additional readings as assigned and posted in the Modules section of Canvas

Course Description
An introductory graduate level course in research methodology designed to allow the student to function as a knowledgeable consumer of research in his/her field of endeavor. The content of the course should prepare the student to understand and evaluate scholarly research in his/her academic field.

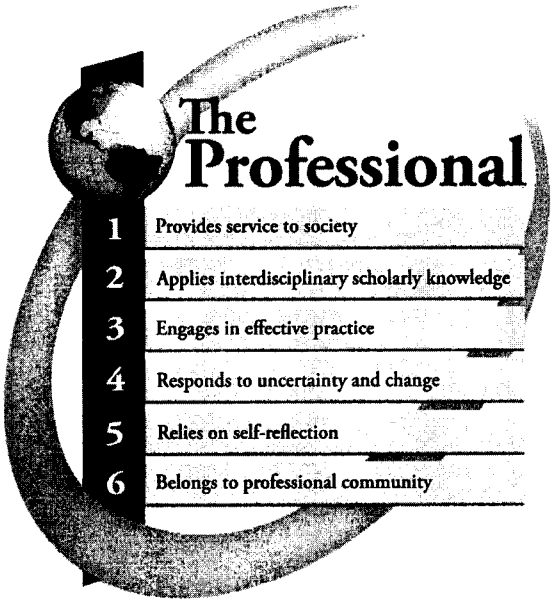
Course FOCUSED Objectives
1. Learning fundamental principles (criteria), generalizations, or theories of educational research;
2. Learning to *apply* course material to improve thinking, problem solving, and decisions related to consuming educational research products (research articles and reports)
3. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view of educational research articles and reports.

The Teachers College Conceptual Framework

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn

and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.



Knowledge, Skills, and Dispositions for New Conceptual Framework

Student Outcomes
UPON SUCCESSFUL COMPLETION OF THE COURSE THE STUDENT SHOULD BE ABLE TO:

Demonstrate a functional understanding of the used in fundamental principles (criteria)
Demonstrate an understanding of the "language" related to theories of research and proper generalization of the research knowledge in guiding practices.
Demonstrate an understanding of the meaning of basic measurement devices and summary statistics.
Demonstrate an awareness of all the various research designs.
Exhibit an understanding of the main components of a research study and appreciate their relationship.
Demonstrate the ability to apply research principles, criteria and theories to the task of consuming research products.
Demonstrate an improvement in thinking, problem solving, and decisions related to consuming educational research products (research articles and reports).
Demonstrate an awareness and basic ability to critically analyze and evaluate (quantitative, qualitative and mixed-methods) research articles and reports.
Distinguish between good and bad research in his/her academic field.

Assignments
There will be assignments given out for each of the chapters. This will usually entail doing the exercises and analyzing research articles related to the content of the chapters. Before doing the assignments, students are required to read each chapter in order to understand the fundamental principles, generalizations, or theories of educational research approaches. Students will need to apply the course content of the chapters in completing their assignments. Answers to the questions should provide evidences or explanations or defending statements, which reflects the appropriate use of course material in improving thinking, problem solving, and decisions in completing the assignments. Research article analysis is designed to help a student to have a better understanding of the main components of quantitative, qualitative and mixed-methods study and to critically analyze and evaluate research articles and reports for the purpose of distinguishing between good and bad research in his/her academic field. The final project for Chapter 14 is designed to evaluate your skills as a "knowledgeable consumer of research". You are to present a research report to a hypothetical board of education on a significant issue in education. This hypothetical board is considering changes involving this

particular issue and they have commissioned your committee to report your findings so that they may make an intelligent, research-based decision. Each of your chapter assignments and the final project will be reviewed and commented with answers by the instructor. The instructor reviewed assignments will be sent back to you as word file attachments through Canvas. Students are required to download the word file attachments and review their commented assignments.

Follow these procedures when submitting the assignment:

1. Please use the assignment posted in CANVAS (instructions or question) as a template. Download each assignment to your computer and fill in the answers as you go. This helps keep you organized and it keeps you from missing a question plus it makes it much easier for me to find your answers.

2. Type the assignment in Word (please use Times New Roman, 12 font, single-spaced), spell check, and save your assignment. Be sure the paper has a complete heading, including your name, the class and section number, and chapter number. **Please put your last name at the beginning of the word file's name.** Save all your assignments in case any question arises later.

3. **ALL ASSIGNMENTS ARE SUBMITTED THROUGH CANVAS (Double click on Modules, then Assignments. Using "Submit Assignment" (right-hand side of the screen), then "File Upload".** Send your assignment as a word file attachment. **Please submit your work for each chapter in one document.** Submit any messages or questions you would like to share with or ask me using the comments space. *DO NOT INCLUDE THE ASSIGNMENT IN THE BODY OF THE COMMENTS SPACE.*

4. If you have a question, put QUESTION in the subject heading: EXAMPLE: ER752 QUESTION. When I see "question" in the title, I will answer it more quickly.

5. Assignments must be submitted by 11:59PM of the date due. Be sure to pay close attention to the schedule of due dates. CHECK THE SCHEDULE FREQUENTLY. **Please submit each set of Chapter assignments in one document rather than multiple attachments.**

6. Your grades on assignments can be accessed in Canvas.

7. When an answer is incorrect, I will allow and encourage the student to resubmit the answer for higher credit (I usually will offer suggestions to get to the correct response). However, following this policy, I also expect students to give their best effort on each assignment. **IN ORDER TO RECEIVE AN "A" GRADE FOR THIS COURSE, EVERY ASSIGNMENT MUST BE SATISFACTORILY COMPLETED.** Also see "Mastery and Grading" below.

8. Be sure to pay close attention to the due dates on the class schedule. **Late assignments may result in a 10% reduction of points for each day the assignment is late.**

Hints for Students

1. To view assignments for each chapter, go to Canvas-Modules-Assignments or Canvas-Assignments.

2. Check the announcements first each time you log in.

3. Don't wait until the last minute to start. Some of the assignments are labor intensive. You are encouraged to turn assignments in early if you wish although I will grade them only after the due date.

4. Don't get frustrated! E-mail questions and we will work through them together. Stay in close contact with me and I will do all I can to make this a successful course for you.

Evaluation and Grading Policy
Evaluation will be based on satisfactory completion of the desired outcomes.

EXPECTATION 1: Complete readings/assignments, and submit on time. Points vary by assignment

EXPECTATION 2: DISPOSITIONS This is not a specific assignment but an evaluation of your cooperation, communication and attitude throughout the course. 10 POINTS

Letter grades will be issued on the following basis:

PERCENTAGE	GRADE
100-92%	A
91-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
< 60%	F

*Any instance of academic dishonesty, including cheating or any form of plagiarism, carries a potential penalty of an F grade in the course.

Mastery and grading: It is my goal that you reach a level of mastery on the critical outcomes in this class. To achieve that, I will ask you to re-do an assignment until I am satisfied that you have learned to the appropriate level. From a grading standpoint, you will receive the higher or maximum number of points possible even if you take several attempts to get there. ***However, it is also a requirement of this class that every assignment be completed to my satisfaction for the student to receive an "A" grade for the course.***

Access to the Web
Once students are enrolled in the course each student will receive a password so they can access the web course. The password will be e-mailed to the students.

Technical Issues
If you have problems with Canvas or other related issues, you need to seek help from the ESU HelpDesk at 620-341-5555 (877-341-5555 toll free) or e-mail at helpdesk@emporia.edu.

Accommodation Statement:
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Further, the chair(s) of the students teaching field(s) shall cause a file to be maintained of such offenses and if a student exhibits one or more instance of such inappropriate behaviors before admission to Phase I, it is possible that said student may not be admitted to Phase I of the teacher preparation program (elementary or secondary). An offense during or after Phase I shall be deemed sufficient cause to warrant a hearing before the Admissions Committee. The Committee may take a variety of actions including refusing admission or postponing the admission to Phase II and/or the assignment to student teaching for one semester. –Adopted 11/3/94. Council on Teacher Education

Syllabus changes
This syllabus and/or content are subject to change in any part at the discretion of the instructor in accordance with the policies and guidelines set by Emporia State University.

Course Schedule

Week/Date Assignment Due	CHAPTER READINGS
	This lists only textbook readings. Other readings are posted in the Modules section of Canvas. Please complete the listed readings before you do your assignments.
Week 1 08/20	Course Overview/Introduction
Week 2 08/27	Chapter 1 Introduction to Research
Week 3 09/03	Chapter 2 Research Problems, Variables, Questions, and Hypotheses
Week 4 09/10	Chapter 3 Locating and Reviewing Related Literature
Week 5 09/17	Chapter 4 Participants and Sampling
Week 6 09/24	Chapter 5 Foundations of Educational Measurement
Week 7 10/01	Chapter 6 Data Collection Techniques
Week 8 10/08	Chapter 7 Nonxperimental Quantitative Research Designs
Week 9 10/15	Chapter 8 Experimental Research Designs
Week 10 10/22	Chapter 9 Understanding Statistical Inferences
Week 11 10/29	Chapter 10 Qualitative Designs, Data Collection and Analysis
Week 12 11/05	Chapter 11 Mixed-Method Designs
Week 13 11/12	Chapter 12 Action Research
Week 14 11/19	Chapter 13 Discussion and Conclusions
Week 15 12/03	Chapter 14 Putting it All Together

GTA Teaching Award From

The Emporia State University Graduate Council has established two $500 awards to recognize excellence in teaching, defined as instruction in both traditional classroom and technology-assisted formats. Eligible graduate teaching assistants must have been awarded a teaching assistantship for both the fall and spring semesters. Nominations must be submitted by faculty members or department chairs or by self-nomination by graduate teaching assistant. Nominations must be received by Friday, March 6, 2015. Nomination form can be found at LINK

Nominations must include:

Completed nomination form and nominator's recommendation One nominator

2 pages

1. A two-page statement of describing the candidate's approach to teaching, assessment and mentorship.

2. Summary of Teaching Evaluations – use attached form

3. Syllabus

4. Statement or example of innovation in teaching (what makes the GTA's teaching innovative, unique or different). (1 page maximum)

5. Teaching adaptation – One page statement on the way the candidate's altered his/her teaching when the original instructional strategy was ~~not~~ going well. What happened, what was done to change or alter the strategy?

6. Video of candidate teaching a class – The video should not exceed 5 minutes and represent their teaching and communication style.

7. One sample of candidate's best teaching work - This could be an example of a lesson plan or powerpoint or assignment, etc. up to 3

Email

First Name

Last Name

Address

Address (Line 2)

City

State ZIP Code

E-mail

E Number (if known)

Graduate Program

1,4,+5

2 pg. double space max.

Candidate's Approach to Teaching, Assessment and Mentorship

Summary of Teaching Evaluations (provide summaries of all classes taught and mean of department teaching evaluations - Example
Course Number
Candidate's Mean Overall Score
Department Mean Overall Score

Syllabus (only 1 syllabus is necessary)

Statement of Innovation in Teaching

Teaching Adaptation

Sample of candidate's best teaching work

up to # 3 samples

5 Minute Video of Teaching (upload to YouTube and put link in text box to the right.

Email

Click the Email link above to send this file to Peggy Anderson in Graduate School

EMPORIA STATE
UNIVERSITY
Graduate School

Nomination for Graduate Teaching Assistant University Award for Excellent Teaching

The Graduate Council has established two $500 awards to recognize excellence in teaching, defined as instruction in both traditional classroom and technology - assisted formats. Eligible graduate teaching assistants must have been awarded a teaching assistantship for both the fall and spring semesters. Nominations must be submitted by faculty members, department chairs, or graduate teaching assistants. Nominations must be received by **Friday, March 6, 2015**.

Once the nomination form is received in the Graduate School, the nominated graduate teaching assistant will receive an email from the Graduate School containing a link to a pdf form. The form will give students designated text areas for all required information. Once the nominated graduate assistant has completed the form, they simply hit the email button and the form will automatically come back to the Graduate School.

Name of GTA nominated:_____

Student ID:_____

Major:_____

Address:_____

Telephone:_____Email:_____

Department of graduate assistantship:_____

Nominating faculty of graduate assistant:_____

(Text box for nomination support information.)

EMPORIA STATE
UNIVERSITY

Approved 10/15/14

Outstanding ESU Graduate Faculty Mentor Award

The Graduate Faculty Mentor Award recognizes one outstanding graduate faculty member (Regular or Associate) who demonstrates dedication to and mentorship of graduate students and has provided leadership to graduate education.

Eligibility

1. Nominees must be full-time tenured or tenure-track members of the Graduate faculty (Regular or Associate) for a minimum of THREE years at the time of nomination. – AcaDiv/eMR
2. Nominees must be currently teaching graduate courses, and demonstrate positive student evaluations.
3. Nominees must demonstrate a successful record of graduate student mentorship, including evidence of mentoring activities such as working with students on research projects, supporting students on grants and funded research projects, co-authoring papers, posters, and/or conference presentations, supervising graduate internships, providing professional development opportunities and professional socialization into the field, chairing Thesis/Dissertation committees of recent graduates, serving as a Thesis/Dissertation committee member, providing pedagogy training to graduate students, advising of graduate students, etc.
4. A faculty member may be awarded the Outstanding ESU Graduate Faculty Mentor Award a maximum of once every five years.
5. Faculty members may be nominated by other faculty or may nominate themselves for the award.

Evaluation Criteria (2 Pages only) – Nomination ~~packets~~ Portfolio should include evidence of the following

1. Professional development and socialization of graduate students
2. Providing a supportive environment for research and scholarship for graduate students
3. Mentoring of graduate students
4. Innovative graduate curriculum development
5. Outstanding graduate teaching/advising
6. Service to Graduate Education

Application Process

EMPORIA STATE
UNIVERSITY

Nominee or nominator must complete an application form, and attach the following:

1. A two-page description of the nominee's outstanding contributions to graduate education. Please provide specific evidence of accomplishments in as many of the evaluation criteria outlined above as are relevant;
2. A current Curriculum Vitae of the nominee;
3. ~~A maximum of~~ two (2) nomination/support letters (at least one from a graduate student and ~~at least~~ one from a graduate faculty colleague) evidencing the nominee's outstanding achievements in graduate student mentorship and graduate education;
4. Nominations submitted by deadline.

Award

The recipient of this Award will receive $1,000 and a plaque, and be recognized at the Research and Creativity Awards Day.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Counselor Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

This curricular change will modify the M.S. in Clinical Counseling to include three concentrations. Students will have the option of selecting one of the three concentrations or a personal selection of counseling electives to meet their interests and/or professional goals.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

This proposal is to add the option of selecting one of three concentrations when majoring in Clinical Counseling. Each concentration consists of 9 credit hours and are titled: Clinical Addictions Counseling; Clinical Mental Health Counseling; and Clinical Rehabilitation Counseling.

B. What is the rationale for the proposal?

Students seeking a masters degree in clinical counseling often have a desire to focus their graduate training toward an area of emphasis. The proposed concentrations in Clinical Addictions Counseling, Clinical Mental Health Counseling, and Clinical Rehabilitation

Counseling respond to the requests made by graduate students in the Department of Counselor Education. During the November 2013 CACREP on-site accreditation visit, the site-visit team recommended program development toward the 2016 CACREP standards where CACREP will be offering accreditation in Clinical Addictions Counseling, Clinical Mental Health Counseling, and Clinical Rehabilitation Counseling. By adding these concentrations to the existing Clinical Counseling degree program, we broaden our offerings and student eligibility for post graduation credentials.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The addition of the three concentrations added to the Clinical Counseling degree fit seamlessly into the existing offerings within the Department of Counselor Education. All the courses offered for each concentration are already taught in the department, and this curricular change only organizes the Counselor Education electives into separate counselor concentrations.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed

requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

10/7/2014

X

Signed by: jcostell

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

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Attachment:

CC-CONCENTRATIONS-SUBMITTED.docx
Microsoft Word Document
21.2 KB

Department of Counselor Education
Clinical Counseling & Emphasis Areas
CURRENT CURRICULUM

Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	6	F, S, SU
CE884	Thesis in Clinical Counseling	3	F, S, SU
ER851	Research Design & Writing	3	F, S, SU
	Advisor Approved Electives	10	
	TOTAL CORE CREDIT HOURS (CLINICAL COUNSELING)	**60**	

Department of Counselor Education
Clinical Counseling & Emphasis Areas
Curriculum Proposal

Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	1-6	F, S, SU
CE884	Thesis in Clinical Counseling	1-3	F, S, SU
ER851	Research Design & Writing	3	F, S, SU
	Clinical Counseling Concentration	9	
	Advisor Approved Electives	1	
	TOTAL CORE CREDIT HOURS (CLINICAL COUNSELING)	**60**	

Concentration Options

Clinical Addictions Counseling (9 Credits)

RE670 Drugs & Alcohol in Counseling 3
RE751 Advanced Case Management 3
MH770 Relationship & Family Counseling 3

Clinical Mental Health Counseling (9 Credits)

MH770 Relationship & Family Counseling 3
CE804 Clinical Supervision 3
CE735 Dual Diagnosis 3

Clinical Rehabilitation Counseling (9 Credits)

RE751 Advanced Case Management 3
RE695 Employment Issues in Rehabilitation 3
RE730 Medical Aspects of Disability 3

Department of Counselor Education
Clinical Counseling & Emphasis Areas
Curriculum Proposal

Non-Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	1-6	F, S, SU
	Clinical Counseling Concentration	9	
ER752	Analysis of Research	3	F, S, SU
	Advisor Approved Electives	4	
	SUB-TOTAL NON-THESIS OPTION	**60**	

Emphasis Options

Clinical Addictions Counseling (9 Credits)

RE670 Drugs & Alcohol in Counseling 3
RE751 Advanced Case Management 3
MH770 Relationship & Family Counseling 3

Clinical Mental Health Counseling (9 Credits)

MH770 Relationship & Family Counseling 3
CE804 Clinical Supervision 3
CE735 Dual Diagnosis 3

Clinical Rehabilitation Counseling (9 Credits)

RE751 Advanced Case Management 3
RE695 Employment Issues in Rehabilitation 3
RE730 Medical Aspects of Disability 3

EMPORIA STATE UNIVERSITY

Graduate School

TO: Members of the Graduate Council

FROM: Brenda Koerner, Chair, Graduate Council

DATE: November 20, 2014

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, November 20, 2014 in the President's Conference Room.

AGENDA

1. Approval of minutes from the October 16, 2014 meeting.

2. Information/Congratulations/News
   - GTA award rubric
   - Intellectual property update

3. Reports/discussion
   - Joe Yanik recruiting activity presentation
   - TOEFL scores – Gonzalo Bruce
   - Load for advising/summer
   - Graduate coordinators
   - Workshop rates
   - CITI

4. Regular Graduate Faculty
   - Mike Shimeall, Associate Professor, School Leadership/MSTE

4. Associate Graduate Faculty
   - Tiffany Hill, Assistant Professor, Elementary Education/Early Childhood/Special Education
   - Damara Paris, Associate Professor, Counselor Education

5. Curricular changes
   - SO 508
   - Clinical Counseling program
   - School Leadership admission requirements
   - Dual Degree Art Therapy Counseling and Clinical Counseling
   - Special Education-Gifted concentration

6. Comments

EMPORIA STATE
UNIVERSITY
Graduate School

Present: Butler, Cuellar, Ermler, Ghosh (Sasidaharan), Howell, Huddleston, Koerner, Liss, Miracle, Morales, Petersen, Schrader, Smith, Storm, Wiley, Will (Church)

Absent: Eichenberg, Miller, Rabender

Guests: Joe Yanik

The Council of Graduate Studies met at 3:30 p.m. on Thursday, November 20, 2014 in the President's Conference Room. Dr. Brenda Koerner called the meeting to order.

Information/Congratulations/News

- Council members were given a copy of the rubric that will be used for the GTA Award.
- Brenda Koerner stated the Faculty Senate Academic Affairs Committee would be discussing the policy on intellectual property. She will keep the council updated.

Action

- Minutes from the October 16, 2014, meeting were unanimously approved.

Reports/Discussion

- Joe Yanik discussed his recruiting activities in Burma.
- Dean Ermler discussed load for advising/summer. Provost's Council will be discussing this issue next week and she asked for input/questions from council members. She hopes to have more information and answers to questions at the next council meeting.
- Dr. Bruce was unable to attend the meeting to answer questions regarding TOEFL scores. Dean Ermler will email Dr. Bruce and send an email to council members with an update.
- Dean Ermler stated the Tuition and Fees Committee is considering waiving fees for on-campus daily workshops. This would make the workshops more competitive with other institutions. She will update the council on this issue at the next council meeting.
- Dean Ermler discussed the new training required for IRB compliance. The new training will be required beginning in January. She asked council members to take this information back to their respective departments.

Regular Graduate Faculty

- Regular Graduate Faculty status for Mike Shimeall was approved with on council member abstaining.

Associate Graduate Faculty

- Associate Graduate Faculty status for Tiffany Hill was approved with two council members abstaining.
- Associate Graduate Faculty status for Damara Paris was approved with two council members abstaining.

Curricular Changes

- SO 580 was tabled until some questions can be answered.
- Clinical Counseling was tabled until some questions can be answered.
- School Leadership changes were approved with one abstention
- Dual Degree Art Therapy Counseling/Clinical Counseling was approved with one abstention.
- Special Education-Gifted was tabled until some questions can be answered.

Comments

- April Huddleston discussed upcoming training for virtual career fairs.

Adjourned at 4:25 p.m.
Next meeting on February 19, 2015

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Elementary Education/Early Childhood/Special Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Removal of the Gifted Program Comprehensive Examination as a requirement for graduation in the MS in Special Education-Gifted emphasis degree.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

The change proposes the removal of the Gifted Program Comprehensive Exam as a requirement for graduation in the MS in Special Education-Gifted emphasis degree.

B. What is the rationale for the proposal?

The Gifted Program presently requires two end of program assessments: (a) the Capstone Project during the second practicum, and (b) the Gifted Comprehensive Examination. However, as of September 1, 2014, the Kansas Department of Education now requires Gifted

Program completers to pass the comprehensive Gifted Praxis Test before KSDE will issue them a Gifted Endorsement. Since the Gifted Praxis Text provides a summative, comprehensive measurement of student learning, Gifted Program completers will submit their Gifted Praxis Test scores as evidence of learning and meeting the KSDE Standards for Educators of the Gifted. Since the Gifted Capstone and Gifted Praxis Test now provide end of program assessments, the Gifted Comprehensive Examination becomes unnecessary.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Both the Gifted Comprehensive Exam and Gifted Praxis Test measure specific knowledge and skills within a comprehensive and inclusive design. The Gifted Program requires all program completers to successfully complete the Capstone Project assessment of advanced knowledge and skills. Since KSDE now requires all program completers pass the Gifted Praxis test, the Gifted Program can utilize the Gifted Praxis Test data to measure knowledge and skills as an end of program assessment instead of the Gifted Comprehensive Examination. Gifted Program faculty continuously reviews and revises Gifted Program coursework to ensure the ESU Gifted Program "prepares professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainly and change, rely on self-reflection and belong to professional community" (Mission Statement, The Teachers College, ESU).

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

As of 9.1.14, KSDE requires Gifted Program completers attain a passing score of 157 on the Gifted Praxis test to receive the K-6 and/or 6-12 endorsement in Gifted Education. The ESU Gifted Program will now use Gifted Praxis test as an accreditation assessment for all completers (endorsement.)

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is

modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

Click here to sign this section

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

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Attachment: Special Education Gifted Requirements.docx Microsoft Word Document 11.6 KB

Current Requirements:

The 36-hour Master's degree requires successful completion of the above 24 hours plus ER752 Analysis of Research, SD802 Behavior Intervention, and 6 hours of electives and the Gifted Comprehensive Examination.

Proposed Requirements:

The 36-hour Master's degree requires successful completion of the above 24 hours plus ER752 Analysis of Research, SD802 Behavior Intervention, and 6 hours of electives.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Sociology, Anthropology, and Crime and Delinquency Studies

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	SO580	1	Senior Capstone

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Adding a senior capstone course and

Prerequisites: SO550, SO565, Seniors only

B. What is the rationale for the proposal?

More attention given to capstone once taken out of theory course.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

NA

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/9/2013

X

Signed by: nterrell

School/College Dean

☐ Send to Academic Affairs

8/18/2014

X

Signed by: slidzy

Academic Affairs

☐ Finalize

Click here to sign this section

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Chairs Approved: 12/18/2013
Dr. Lidzy Approved: 8/18/2014
Gen. Ed Council: n/a
Graduate Council:
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disp

Attachment:

Syllabus-Capstone-14.doc
Microsoft Word 97 - 2003 Document
64.5 KB

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level One Change Form

This form should be used for any modification to a course that affects only the department where the course is housed and does not require review by any other governing body. These changes are minor modifications where the course description and course content (including syllabus) remain essentially the same. These modifications include changing a course number within the same level, changing a course title, changing a prerequisite that exists only within that department, changing the number of hours, and deleting a course.

School/College: Teachers College

Department: School Leadership / Middle & Secondary Teacher Education

I. COURSE INFORMATION:

This request is proposed to: (•) Modify ( ) Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Rationale for the Proposed Changes:

1. The above proposes to remove the GRE/MAT as an admissions requirement for all programs in SLMSTE. Similar departments in The Teachers College do not require the GRE or the MAT. The exams represent an unexpected additional cost to the students. The exam results have never been utilized as a "cut-off" score for admission to the department. Anecdotal evidence exists indicating students are choosing to enroll in graduate programs at other universities to avoid taking the exams.
2. GPA admissions criteria vary among each program in SLMSTE. This becomes confusing for faculty, staff and students. It is proposed to utilize a consistent 3.0 GPA admission standard across programs in the SLMSTE department.
3. It is proposed to remove the requirement of the Graduate Admissions Rating Form as an admissions criteria. Faculty in the department feel completion of the existing admission requirements is sufficient without the need for a rating rubric.
4. The overall goal of the proposed changes is to streamline the admissions criteria and develop a more consistent process for all SLMSTE programs.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

10/20/2014

X Dan Stiffler/MW

Signed by: mnurnber

School/College Dean

☐ Send to Academic Affairs

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Academic Affairs

☐ Finalize

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EMPORIA STATE
UNIVERSITY

The Teachers College
School Leadership / Middle & Secondary Teacher Education

Current Admission Requirements per Program	Proposed Admission Requirements for All Programs
Curriculum & Instruction: 1. GPA (a minimum of 2.5 on last 60 undergraduate hours). 2. Completion of either the Graduate Record Exam or Miller Analogies Test scores. 3. Complete and pass the Departmental Essay. (Rubric used for assessment.) 4. Two references from supervisors or individuals who have had the responsibility of evaluating your academic or professional performance. 5. Completed Disposition Guidelines. 6. ESU faculty approval utilizing the "Graduate Admissions Rating Form". Educational Administration Masters or Non-Degree Building Licensure: 1. GPA of 3.0 on the last 60 hours of college course work for those completing a master's degree or 3.0 on the last 30 graduate hours from a previously completed master's program. 2. Copy of state issued teaching license. 3. Official transcripts of all college work. 4. Evidence of one year accredited experience in a certified position (three years in content area required for certification) verified by the supervising administrator on the Reference Form. 5. Two references from supervisors or individuals who have had the responsibility of evaluating your academic or professional performance.	Curriculum & Instruction: 1. GPA of 3.0 on the last 60 hours of college course work for those completing a master's degree or 3.0 on the last 30 graduate hours from a previously completed master's program. 2. Complete and pass the Departmental Essay. (Rubric used for assessment.) 3. Two references from supervisors or individuals who have had the responsibility of evaluating your academic or professional performance. 4. Completed Disposition Guidelines. Educational Administration Masters - Building Licensure: 1. GPA of 3.0 on the last 60 hours of college course work for those completing a master's degree or 3.0 on the last 30 graduate hours from a previously completed master's program. 2. Copy of state issued teaching license. 3. Evidence of one year accredited experience in a certified position (three years in content area required for certification) verified by the supervising administrator on the Reference Form. 4. Two references from supervisors or individuals who have had the responsibility of evaluating your academic or professional performance. 5. Complete and pass the Department Essay. 6. Current Resume or Vita.

6. Complete and pass the Departmental Essay.
7. Current Resume or Vita.
8. Statement of professional goals for school administration.
9. Completed the Disposition Form.
10. ESU Faculty approval utilizing the "Graduate Admissions Rating Form".

Educational Administration Non-Degree – District Licensure:

1. GPA of 3.25 on the first 30 hours of graduate work.
2. Copy of state issued building level license.
3. Completion of either the MAT or GRE test.
4. Official transcripts of all college work completed.
5. Evidence of one year experience in a certified role in the public schools (five years accredited professional experience required for certification) or administrative endorsement on certificate verified by the supervising administrator on the Recommendation Form.
6. Two references from supervisors or individuals who have had responsibility of evaluating your academic or professional performance.
7. Current resume or vita.
8. Statement of professional goals for school administration.
9. Complete and pass the Departmental Essay.
10. Completed the Disposition form.
11. ESU faculty approval utilizing the "Graduate Admissions Rating Form".

7. Statement of professional goals for school administration.
8. Completed Disposition Guidelines.

Educational Administration – District Licensure:

1. GPA of 3.0 on the last 60 hours of college course work for those completing a master's degree or 3.0 on the last 30 graduate hours from a previously completed master's program.
2. Copy of state issued building level license.
3. Evidence of one year experience in a certified role in the public schools (five years accredited professional experience required for certification) or administrative endorsement on certificate verified by the supervising administrator on the Reference Form.
4. Two references from supervisors or individuals who have had responsibility of evaluating your academic or professional performance.
5. Current resume or vita.
6. Statement of professional goals for school administration.
7. Complete and pass the Departmental Essay.
8. The applicant must have completed a total of 60 graduate credits, above the baccalaureate degree, at the time of certification.

12. The applicant must have completed a total of 60 graduate credits, above the baccalaureate degree, at the time of certification. Masters of Education in Teaching: 1. GPA (a minimum of 2.5 on last 60 undergraduate hours). 2. Completion of either the Graduate Record Exam or Miller Analogies Test scores. 3. Complete and pass the Departmental Essay. 4. Supervisor's Personal References (two references completed by supervising administrators or other supervisor on forms provided). 5. Complete the Disposition Guidelines form.	Masters of Education in Teaching: 1. GPA of 3.0 on the last 60 hours of college course work for those completing a master's degree or 3.0 on the last 30 graduate hours from a previously completed master's program. 2. Complete and pass the Departmental Essay. 3. Two references from supervisors or individuals who have had responsibility of evaluating your academic or professional performance. 4. Complete the Disposition Guidelines.

Rationale for the Proposed Changes:

1. The above proposes to remove the GRE/MAT as an admissions requirement for all programs in SLMSTE. Similar departments in The Teachers College do not require the GRE or the MAT. The exams represent an unexpected additional cost to the students. The exam results have never been utilized as a "cut-off" score for admission to the

department. Anecdotal evidence exists indicating students are choosing to enroll in graduate programs at other universities to avoid taking the exams.

2. GPA admissions criteria vary among each program in SLMSTE. This becomes confusing for faculty, staff and students. It is proposed to utilize a consistent GPA admission standard across programs in the department.
3. It is proposed to remove the requirement of the Graduate Admissions Rating Form as an admissions criteria. Faculty in the department feel completion of the existing admission requirements is sufficient without the need for a rating rubric.
4. The overall goal of the proposed changes is to streamline the admissions criteria and develop a more consistent process for all SLMSTE programs.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Counselor Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

This curricular change will modify the M.S. in Clinical Counseling to include three concentrations. Students will have the option of selecting one of the three concentrations or a personal selection of counseling electives to meet their interests and/or professional goals.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

This proposal is to add the option of selecting one of three concentrations when majoring in Clinical Counseling. Each concentration consists of 9 credit hours and are titled: Clinical Addictions Counseling; Clinical Mental Health Counseling; and Clinical Rehabilitation Counseling.

B. What is the rationale for the proposal?

Students seeking a masters degree in clinical counseling often have a desire to focus their graduate training toward an area of emphasis. The proposed concentrations in Clinical Addictions Counseling, Clinical Mental Health Counseling, and Clinical Rehabilitation

Counseling respond to the requests made by graduate students in the Department of Counselor Education. During the November 2013 CACREP on-site accreditation visit, the site-visit team recommended program development toward the 2016 CACREP standards where, CACREP will be offering accreditation in Clinical Addictions Counseling, Clinical Mental Health Counseling, and Clinical Rehabilitation Counseling. By adding these concentrations to the existing Clinical Counseling degree program, we broaden our offerings and student eligibility for post graduation credentials. Students are not required to select a concentration, only have the option to do so if they desire. Also, students may complete only one concentration as a part of their degree plan.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The addition of the three concentrations added to the Clinical Counseling degree fit seamlessly into the existing offerings within the Department of Counselor Education. All the courses offered for each concentration are already taught in the department, and this curricular change only organizes the Counselor Education electives into separate counselor concentrations.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty,

attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

10/23/2014

X

Signed by: jcostell

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

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Department of Counselor Education
Clinical Counseling & Emphasis Areas
Curriculum Proposal

Non-Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	1-6	F, S, SU
	Clinical Counseling Concentration	9	
ER752	Analysis of Research	3	F, S, SU
	Advisor Approved Electives	4	
	SUB-TOTAL NON-THESIS OPTION	**60**	

Emphasis Options

Clinical Addictions Counseling (9 Credits)

RE670 Drugs & Alcohol in Counseling	3
RE751 Advanced Case Management	3
MH770 Relationship & Family Counseling	3

Clinical Mental Health Counseling (9 Credits)

MH770 Relationship & Family Counseling	3
CE804 Clinical Supervision	3
CE735 Dual Diagnosis	3

Clinical Rehabilitation Counseling (9 Credits)

RE751 Advanced Case Management	3
RE695 Employment Issues in Rehabilitation	3
RE730 Medical Aspects of Disability	3

Department of Counselor Education
Clinical Counseling & Emphasis Areas
Curriculum Proposal

Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	1-6	F, S, SU
CE884	Thesis in Clinical Counseling	1-3	F, S, SU
ER851	Research Design & Writing	3	F, S, SU
	Clinical Counseling Concentration	9	
	Advisor Approved Electives	1	
	TOTAL CORE CREDIT HOURS (CLINICAL COUNSELING)	**60**	

Concentration Options

Clinical Addictions Counseling (9 Credits)

RE670 Drugs & Alcohol in Counseling	3
RE751 Advanced Case Management	3
MH770 Relationship & Family Counseling	3

Clinical Mental Health Counseling (9 Credits)

MH770 Relationship & Family Counseling	3
CE804 Clinical Supervision	3
CE735 Dual Diagnosis	3

Clinical Rehabilitation Counseling (9 Credits)

RE751 Advanced Case Management	3
RE695 Employment Issues in Rehabilitation	3
RE730 Medical Aspects of Disability	3

Department of Counselor Education
Clinical Counseling & Emphasis Areas
CURRENT CURRICULUM

Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	6	F, S, SU
CE884	Thesis in Clinical Counseling	3	F, S, SU
ER851	Research Design & Writing	3	F, S, SU
	Advisor Approved Electives	10	
	TOTAL CORE CREDIT HOURS (CLINICAL COUNSELING)	**60**	

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Counselor Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

This proposal seeks to clarify the masters of science degree in Art Therapy Counseling and the masters of science degree Clinical Counseling as two separate masters degree programs with a dual curriculum option having 18 shared hours versus a dual degree program as currently cited in the 2014-2015 University Catalog.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

The purpose of this curricular change is to clarify the Art Therapy and Clinical Counseling degree option is a dual curriculum program option with 18 shared hours. Graduates of the dual curriculum program will graduate with two degrees, one in Art Therapy Counseling and one in Clinical counseling.

B. What is the rationale for the proposal?

Currently, the program is incorrectly listed in the 2014-2015 University Catalog as a dual degree program. The purpose of this proposal is to correct the error and clarify the program as a dual curriculum program with 18 shared hours through which a student could obtain a

master degree in Art Therapy Counseling and a masters degree in Clinical Counseling.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The proposed change will clarify confusion regarding the dual curriculum degree option for Art Therapy Counseling and Clinical Counseling.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

10/21/2014

X

Signed by: jcostell

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

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M.S. ART THERAPY COUNSELING
Department of Counselor Education
Curricular Change Process

Art Therapy Counseling			
Prefix	**#**	**Course Title**	**Hrs.**
AT	718	Art Media & Materials Use in Art Therapy	3
AT	800	Art Therapy Foundations	3
AT	801	Art Therapy Group Dynamics in Special Pops.	2
AT	802	Development and Treatment Models in Art Therapy Therapy	3
AT	804	AT Advanced Assessment and Techniques in Relationships and Families	3
AT	810	Introduction To AT Research	1
AT	812	Applied Art Therapy Research	2
AT	835	Art Therapy Internship	6
AT	849	Art Therapy Masters Project	3
		Or	
AT	850	Art Therapy Thesis	1-3
CE	708	Multicultural Issues in Counseling & Related Fields	3
CE	893	Ethical, Professional & Legal Issues	3
ER	851	Research Design & Writing	3
CE	830	Group Processes in Counseling	3
CE	835	Theory and Practice of Appraisal in Counseling	3
MH	770	Relationship and Family Counseling	3
PY	520	Statistics I (Thesis Option)	3
CE	833	Diagnosis and Treatment of Mental Disorders	3
CE	825	Counseling Theories	3
		ELECTIVES	4
		TOTAL HOURS REQUIRED	**57**

- ***Students interested in the "Dual Curriculum" degrees in Art Therapy Counseling and Clinical Counseling are advised to speak to faculty in each of the two programs regarding the dual curriculum option.***

Shared Credits with Clinical Counseling Dual Curriculum			
Prefix	**#**	**Course Title**	**Hrs.**
CE	708	Multicultural Issues in Counseling & Related Fields	3
CE	893	Ethical, Professional, & Legal Issues	3
CE	830	Group Process in Counseling	3
CE	835	Theory & Practice of Appraisal in Counseling	3
CE	833	Diagnosis and Treatment of Mental Disorders	3
CE	825	Counseling Theories	3

M.S. CLINICAL COUNSELING
Department of Counselor Education
Curricular Change Process

Prefix	#	Clinical Counseling Curriculum	HRS
CE	708	Multicultural Issues in Counseling & Related Fields	3
RE	732	Psychosocial Development & Disability	3
CE	893	Ethical, Professional, & Legal Issues in Counseling	3
CE	810	Pre-Practicum: Counseling Skills Development	2
CE	820	Career Counseling and Development	3
CE	825	Counseling Theories	3
CE	830	Group Processes in Counseling	3
CE	833	Diagnosis and Treatment of Mental Disorders	3
CE	835	Theory and Practice of Appraisal in Counseling	3
CE	802	Foundations of Professional Counseling	3
CE	801	Crisis Counseling	3
ER ER	752 (or) 851	Analysis of Research (or) Research Design & Writing	3
CE	898	Supervised Practicum in Counseling	3
CE	899	Counseling Internship	1-6
CE	746	Psychopharmacology II	3
CE	880	Thesis in Clinical Counseling	3
		Electives (Non-Thesis)	13
		Electives (Thesis)	10
		TOTAL NON-THESIS OPTION	**60**
		TOTAL CLINICAL COUNSELING	**60**

- ***Students interested in the "Dual Curriculum" degrees in Counseling and Clinical Counseling and Art Therapy Counseling are advised to speak to faculty in each of the two programs regarding the dual curriculum option.***

- **Shared Credits with Art Therapy Dual Curriculum**

Prefix	#	Course Title	Hrs.
CE	708	Multicultural Issues in Counseling & Related Fields	3
CE	893	Ethical, Professional, & Legal Issues	3
CE	830	Group Process in Counseling	3
CE	835	Theory & Practice of Appraisal in Counseling	3
CE	833	Diagnosis and Treatment of Mental Disorders	3
CE	825	Counseling Theories	3

Graduate Assistant Teaching **ASSESSMENT**

GRADUATE ASSISTANT'S NAME:

DEPARTMENT:

EVALUATOR'S NAME

Date

For each section, select the response that best reflects the candidate's work

	1	2	3	4	5
Summary statement clearly reflects candidate's approach to teaching, assessment and mentorship.	○	○	○	○	○
Summary of teaching evaluations is present.	○	○	○	○	○
Syllabus contains necessary components and makes requirements, SLOs and grading very succinct.	○	○	○	○	○
Statement of innovation is present and provides a clear example of what makes GTA's teaching innovative, unique or different and assists in student learning	○	○	○	○	○
Teaching adaptation is present and clear why, how and the results of the adaptation.	○	○	○	○	○
Video of candidate teaching a class is present and reflects a high quality in teaching and communication	○	○	○	○	○
Sample(s) of GTA's best teaching work are reflective of quality instruction	○	○	○	○	○
The portfolio submitted is well organized and displays a high quality of instruction (Overall impression)	○	○	○	○	○

Next Page 1 of 2

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Graduate Coordinator at Emporia State University

The position of graduate coordinator would serve a vital role in graduate education at Emporia State University. Graduate coordinators are the primary point of contact for graduate education and graduate students in the academic departments. Though the responsibilities of the graduate coordinators vary among departments and graduate programs, graduate coordinators are generally responsible for overseeing the daily communication tasks, as well as the immediate and long range responsibilities of maintaining headcount, program quality, program promotion, and accreditation/assessment.

Graduate coordinators are responsible for the management and oversight of the day-to-day operations of graduate programs in their departments. This typically includes:

- Coordinating graduate student recruitment and retention activities to graduate programs.
- Overseeing graduate student admissions, including coordination and oversight of the evaluation of admissions applications according to Graduate School and specific program guidelines and requirements.
- Managing communications between the department and new, continuing, and returning graduate students.
- Working with the department chair on the appointment, assignment and supervision of graduate assistants.
- Coordinating annual departmental evaluations of graduate students (dispositions, degree candidacy, etc.).
- Recommending program dismissal, when appropriate, to the Graduate School.
- Educating students and colleagues about Graduate School policies.
- Supervising the graduate portion of the department website, the department graduate handbook, and the department's section of the Graduate Catalog, as well as other graduate program forms and materials.
- Ensuring that proper paperwork is submitted by students in a timely manner.
- Working with the department chair to review, graduate faculty status (regular, associate and temporary).
- Collaborating with the department chair and academic dean, when mediation of graduate faculty and graduate student issues as necessary.
- Facilitating graduate student mentorship among colleagues.
- Conserving accurate and appropriate management of data and maintenance of graduate student records and graduate program documents.
- Coordinating graduate curriculum development, as well as new program proposals and program changes
- Assists students with enrollment progression, graduation requirements, and procedures related to culminating experiences.

Recommendation: Graduate coordinators are the official liaison between the department and the Graduate School on all matters related to the oversight and management of departmental graduate programs. If a department has a graduate coordinator, that coordinator should be the official representative serving on the Graduate Council.

Large Graduate Programs and Need for GC

HPER – No centralized advising

IDT – No centralized advising

Math – No centralized advising

ECU and Instr Specialist – No centralized advising

School Counseling – No centralized advising

MLS – program has centralized advising

MBA – program has centralized advising

Ed Administration, C&I and MED – program has centralized advising

EMPORIA STATE
UNIVERSITY
Graduate School

TO: Members of the Graduate Council

FROM: Brenda Koerner, Chair, Graduate Council

DATE: January 22, 2015

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, January 22, 2015 in the President's Conference Room.

AGENDA

1. Approval of minutes from the November 20, 2014 meeting.

2. Information/Congratulations/News

3. Action

4. Reports/discussion
   - TOEFL score—Gonzalo Bruce
   - Partnerships and transfer hours
   - Full-time graduate status

5. Regular Graduate Faculty
   - Daniel Stiffler, Associate Professor, School Leadership/MSTE

6. Associate Graduate Faculty
   - Michael Behrens, Assistant Professor, English/Modern Languages/Journalism
   - Robin Kurz, Assistant Professor, SLIM
   - Melvin Hale, Assistant Professor, SLIM

7. Curricular changes
   - Accelerated degrees—Carol Russell
   - SO 508
   - Clinical Counseling
   - Special Education-Gifted
   - Physical Sciences
   - HPER
   - EL 879
   - IDT
   - EL 886
   - School Psychology
   - LI 825
   - LI 513
   - LI 822

- LI 829
- LI 831
- LI 832
- LI 857
- MLS program change (LI 802)
- MLS program change (LI 513)
- MLS concentration in Librarianship for Children and Young Adults
- MLS concentration in Informatics
- Certificate in Youth Services
- MS in Informatics concentration in Healthcare and Wellness
- Certificate in Leadership and Administration
- Certificate in Informatics
- LI 802
- LI 813
- LI 830
- Ph.D. concentration in Informatics
- Ph.D. program change
- MS in Informatics program change

8. Comments

Begin LI 813

EMPORIA STATE UNIVERSITY
Graduate School

Present: Butler, Church, Cuellar, Ermler, Howell, Huddleston, Kerner, Liss, Miracle, Petersen, Sasidaharan, Schrader, Smith, Wiley

Absent: Eichenberg, Fulmer, Morales, Storm

The Council of Graduate Studies met at 3:30 p.m. on Thursday, January 22, 2015 in the President's Conference Room. Dr. Brenda Koerner called the meeting to order.

Action

- Minutes from the November 20, 2014 meeting were unanimously approved.
- Gonzalo Bruce discussed the current process for TOEFL scores for international students. After council discussion, the council unanimously voted to recommend to faculty senate that the University Policy be changed to reflect the two pathways students can take for admission – either a TOEFL score of 550 or comparable score on IELTS or if no or low TOEFL (IELTS), they must take an English Placement Exam and based on results of placement exam be placed in appropriate Intensive English Program.
- Gonzalo Bruce also discussed transfer hours for international students. After discussion, the council unanimously approved Graduate Council approved same transfer hour opportunities for students coming from AASCU institutions (transfer hours must be approved by Department Chair).

Reports/Discussion

- After council discussion regarding full-time graduate status, council members agreed to take this issue back to their respective departments and this would be an agenda item in February.

Regular Graduate Faculty

- Daniel Stiffler, Associate Professor in School Leadership/MSTE, was unanimously approved for Regular Graduate Faculty status.

Associate Graduate Faculty

- The following listed faculty were unanimously approved for Associate Graduate Faculty status:

  a. Michael Behrens, Assistant Professor, English/Modern Languages/Journalism
  b. Robin Kurz, Assistant Professor, SLIM
  c. Melvin Hale, Assistant Professor, SLIM

Curricular Changes

- The following listed curricular changes were unanimously approved:

  a. Proposed accelerated Bachelor's/Master's program in Elementary Education
  b. Clinical Counseling program change
  c. Special Education-Gifted program change

d. HPER program change
e. EL 879 and EL 886
f. IDT program change
g. School Psychology program change
h. LI 513, 802, 813, 822, 825, 829, 830, 831, 832, 857
i. Certificate in Youth Services
j. Certificate in Leadership and Administration
k. Certificate in Informatics
l. MLS program change (all course changes)
m. Ph.D. program change (new concentration)

- The following listed curricular changes were approved with some abstentions:

a. MLS concentration in Librarianship for Children and Young Adults (1 abstention)
b. MLS concentration in Informatics (1 abstention)
c. Ph.D. concentration in Informatics (1 abstention)
d. Physical Sciences program change (2 abstentions)

- The curricular change adding the concentration of Healthcare and Wellness to the MS in Informatics was withdrawn.

Adjourned at 5:02
Next Meeting February 19, 2015

ACCELERATED BACHELOR'S/MASTER'S PROGRAM DEVELOPMENT FORM

The accelerated programs allow academically qualified students to complete an undergraduate bachelor's degree and a master's degree in an accelerated timeframe, graduating with two degrees soon than in a traditional framework.

Undergraduate Program Elementary Education Total UG Hours 123

Graduate Program Early Childhood Unified B - 8 Total GR Hours 36

<table>
<tr><th>Curriculum Requirements</th><th>Program Requirements</th></tr>
<tr><td>GPA Requirements
Programs must establish a minimum undergraduate GPA requirement of at least 3.33 overall having taken a minimum of 75 hours as an undergraduate, for students to be admitted to an accelerated program. Note what your Program requirements will be (may be more restrictive, but not less than what's noted above)

Students must have a minimum of a "B" (3.00) in graduate courses taken as an undergraduate (Shared Hours). Consequences for not obtaining at least a "B" in each graduate course must be noted in the Departmental Accelerated Program requirements. Please indicate what the Program's policy will be for students who earn less than a "B" in a graduate course</td><td>GPA Requirements
Same

Students must have a minimum of a "B" (3.00) in graduate courses taken as an undergraduate (Shared Hours). If lower than a "B" is earned (B- is considered lower than a "B"), the Candidate will need to repeat the course.

Also see addition ECU Program Admissions Requirements, Degree Candidacy, Permission to participate in Practica, and Graduation Requirements, as noted in Proposal.</td></tr>
<tr><td>List courses to be shared

Up to twelve (12) hours of graduate credit may be shared between the graduate and undergraduate degree. Theses shared hours must be at the 700 level and student must pass these hours with a B or better.

List the undergraduate courses that will be replaced by graduate courses

Ex:

BIO 210, satisfied by BIO 624

BIO 220, satisfied by BIO 660</td><td>Shared Hours

<table>
<tr><th>Undergraduate Course</th><th>Cr. Hrs.</th><th>Graduate Course</th><th>Cr. Hrs.</th></tr>
<tr><td>Electives</td><td>3</td><td>EL 751</td><td>3</td></tr>
<tr><td>Electives</td><td>2</td><td>ER 752</td><td>3</td></tr>
<tr><td>* SD 560</td><td>3</td><td>CD 730 (will take CD 837 covering Collaboration later)</td><td>3</td></tr>
</table>
</td></tr>
</table>

	<table><tr><td>*AR 324 *AR 105</td><td>2 2</td><td>CD 785</td><td>3</td></tr><tr><td>Total</td><td>12UG</td><td></td><td>12G</td></tr></table> * Students will be taking CD 730. CD 837 (Collaboration in Inclusive Early Childhood Programs) which has strong collaboration content, later in the program, as it is an 800 level course. CD 837 is a 3 cr. Graduate Course to take in place of content of CD 560, 3 cr. ** Students will be taking CD 785 (Enhancing Artistic Creativity in Young Children) which has art methods content. This is a 3 cr. Graduate Course in Art Methods to take in place of AR 324 Art Methods for 2 cr. And AR 105.
Program of Study Programs must complete a Program of Study, develop a plan for academic advising, and tracking of students. (See Example below) **Advisor for Program:**	Below is a representative example. Dr. Carol Russell

Plan of Study for ECU Accelerated Masters Degree Program – Highlight the Shared Hours

Fall Courses	**Spring Courses**
<u>Fall Freshman</u> Please see attached Elementary Education Program Suggested Plan from Required courses from undergraduate catalog, in addition to JCC program.	<u>Spring Freshman</u> Please see attached Elementary Education Program Suggested Plan from Required courses from undergraduate catalog, in addition to JCC program.

Freshmn1st Semester		**Hours**
EG 101	Composition I	3
MA 110	College Algebra	3
SP 101	Public Speaking	3
PY 100	Introductory Psychology	3
HL 150	Critical Health Issues	3
MU/TH	Creative Arts (choose	2

Freshman - 2nd Semester	**Hours**		**Grade**
EG 102	**Composition II** (EG 101 prereq.)	3	
GE/PO/ Lang	Multicultural Perspectives: (GE 101, GE 354, PO 330 or a 5 hr. Foreign Language	3	

one): MU 226 or TH 105 **Total Hours: 17 UG**	course) GB 100 **General Biology** (GB 100, GB 102, or GB 103) 3 PO Social & Behavioral Science (PO 100, PO 121, or PO 322) 3 MU 124 Basic Music 2 PE/BU/ SC/SO Personal & Social Well-Being (PE 100, BU 241, BU 293, LR 170, or SO 261) 3 **Total Hours: 17 UG**
<u>Fall Sophomore</u> Please see attached Elementary Education Program Suggested Plan from Required courses from undergraduate catalog, in addition to JCC program. **Sophomore - 1st Semester** **Hours** **BLOCK 1** EG/JO/ PI Literature/Mass Media or Philosophy (EG 207, JO 200, PI 225, PI 255, or PI 325) 3 EL 220 *Intro to Teaching (also ED 220)* (Soph. Standing) 2 HI **History** (HI 111, HI 112, HI 101, HI 102, or HI 302) 3 PY 211 Developmental Psychology (PY 100 prereq.) 3 AN/CW Anthropology/Ethnic & Gender Studies (AN 210 or 3	<u>Spring Sophomore</u> Please see attached Elementary Education Program Suggested Plan from Required courses from undergraduate catalog, in addition to JCC program. **Sophomore - 2nd Semester** **Hours** **Grade** EL 230 Children's Literature 3 PS 115 Our Physical World 5 MA 308 *Elementary Math II* (MA 307 prereq.) 3 IT 325 Instructional Tech for Educ. 3 **Total Hours: 14 UG**

	CW 301)		
MA 307	*Elementary Math I* (MA 110 & Gateway Test Prereq.)	3	• #
Total Hours: 17 UG			

Fall Junior

Please see attached Elementary Education Program Suggested Plan from Required courses from undergraduate catalog, in addition to JCC program.

If possible, complete all application requirements as finishing 90 hours, so able to take first Graduate Course in the Spring of Jr. year (CD 830)

EL 312	*Reading/Writing Connections* (EL 230 prereq.)	3
GB 303	Field & Lab Biology (GB 100 prereq.)	3
MU 344	Music for Elementary Teachers (MU 124 prereq.)	2
IT 371	Advance Instruct. Tech for Educ. (IT 325 prereq.)	23
EL 319	Literacy in the Mul Cul	1
EL 310	Adapting Curriculum for Diverse Learners	2

Total 13 UG

90 hrs. required to apply for Accelerated Master's Program, so finish Jr. year & application process during the 2nd semester Jr. year, so can take Graduate courses in the summer.

Spring Junior

Please see attached Elementary Education Program Suggested Plan from Required courses from undergraduate catalog, in addition to JCC program.

- Apply for Accelerated Master's Program
- Once accepted to Accelerated Program, complete ECU Program Pre-Admissions Requirements:
- **Two** References completed by supervising administrators
- **Two** Disposition Assessments – Completed by supervising administrators
- Signed Disposition Disclosure form
- Admissions Essay: Describe your critical thinking and beliefs about issues in early childhood education

Junior - 2nd Semester		**Hours**	**Grade**
Block 1			
EE 311	Planning & Assessment	1	
EE 313	Reading for the Elementary Teacher I	3	
EE 314	Social Studies Methods	2	
EE 316	Elementary Science Methods	2	
PE 381	Elementary Health & PE	2	
SD 550	*Survey of Exceptionality* (PY 100 prereq.)	3	

Total Hours: 13 UG

<table>
<tr><td></td><td>Complete Application for ECU Accelerated Master's Program. <u>Will have complete 93 by end of semester.</u></td></tr>
<tr><td><u>Summer after Junior</u>

CD 730- Characteristics Inclusive Early Childhood Education, 3 cr.

EL 751 - Application of Developmental Theories – 3 cr. Graduate

Total Hours: 6 G</td><td></td></tr>
<tr><td><u>Fall Senior</u> – Begin taking Shared Hours (after 90 UG Hrs)

Please see attached Elementary Education Program Suggested Plan from Required courses from undergraduate catalog, in addition to JCC program.

Senior - 1st Semester Hours
Block 2
EE 315 Language Arts Methods 3
EE 317 Math Methods 3
EE 318 Classroom Management 2
EE 320 Teaching/Learning Models 4
EE 413 Reading for the Elementary Teacher II 3
EE 414 Reading Practicum 1

ER 752 Analysis of Research – 3 cr. G

Total Hours: 16 UG & 3 cr. G</td><td><u>Spring Senior</u>

Please see attached Elementary Education Program Suggested Plan from Required courses from undergraduate catalog, in addition to JCC program.

Senior - 2nd Semester Hours Grade
Block 3
EL 466 Student Teaching 12
EE 431 Professional Competencies 2

CD 785 Enhancing Artistic Creativity of Young Children – 3 cr. G

Total Hours: : 14 UG & 3 G

UNDERGRADUATE DEGREE AWARDED</td></tr>
<tr><td><u>Summer Graduate</u>

CD 832 - Observation, Assessment, and Screening in Inclusive Early Childhood - 3 cr

CD 838 - Methods of Inclusive Early Childhood Education - 3 cr

Total Hours: 6 G</td><td></td></tr>
</table>

STUDENT IS OFFICIALLY A GRADUATE STUDENT AND PAYS GRADUATE TUITION RATES	
Fall Graduate CD 841 - Clinical Experience: Inclusive Early Childhood Center-Based Practicum 3 cr CD 842 - Family Involvement in Inclusive Early Childhood Programs, 3 cr **Total Hours: 6 G**	Spring Graduate CD 843 - Working with Infants and Toddlers with Special Needs and their Families, 3 cr 837 - Collaboration in Inclusive Early Childhood Programs 3 cr. **Total Hours: 6 G**
Summer Graduate CD 861 Early Childhood Practicum Home based (for infants and toddlers 0-3), 3cr. CD 839 - Validation of Teaching Experience Portfolio, 3cr **Total Hours: 6 G**	

Approvals

_____	_____
Department Chair of Undergraduate Program	Date
_____	_____
Department Chair of Graduate Program	Date
_____	_____
Dean of School/College	Date
_____	_____
Graduate Council Chair	Date
_____	_____
Graduate School Dean	Date

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Sociology, Anthropology, and Crime and Delinquency Studies

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	SO580	1	Senior Capstone

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Adding a senior capstone course and

Prerequisites: SO550, SO565, Seniors only

B. What is the rationale for the proposal?

More attention given to capstone once taken out of theory course.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

NA

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/9/2013

X

Signed by: nterrell

School/College Dean

☐ Send to Academic Affairs

8/18/2014

X

Signed by: slidzy

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

Form will be routed via E-Mail as indicated below.

Current User: panderso Next Route: kermler@empori... My Other Routes:

☐ Reroute to:

Message from previous Router(s):

Chairs Approved: 12/18/2013
Dr. Lidzy Approved: 8/18/2014
Gen. Ed Council: n/a
Graduate Council:
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disl

Attachment:

Syllabus-Capstone-14.doc
Microsoft Word 97 - 2003 Document
64.5 KB

Senior Capstone SO 580

Emporia State University
Spring 2014

Professor: Dr. N.E. Terrell, Ph.D.
Office: BC 114, Phone: 341-5321
Office hours: 4-5 p.m., MWF and by appt.
E-mail: nterrell@emporia.edu
Class URL: http://elearning.emporia.edu

Course Description:

This three-hour course is designed for upper-level criminal justice/sociology students to give them tools they need to succeed in a criminal justice/sociology organization and beyond. In this course, you will have the invaluable opportunity to learn about criminal justice/sociology organizations, and their various processes and problems of general importance to the field of criminal justice.

Student Learning Outcomes:

This class endeavors to bring some reality and connection to the courses the student has taken as he or she has progressed to this point, about to graduate with a degree in criminal justice. This class has two major goals: first, to review in a minor way the subsystems within the criminal justice/sociology field; and to assist the student in developing a mental connection between the classes the student has taken. The second goal is to acquaint the student with a pool of information that will assist him or her in obtaining employment within a criminal justice/sociology agency or entering a graduate program of criminal justice. To an extent, this course endeavors to contribute to the individual development, professional growth, and the success of entering the job market.
Stated in another way, in order to accomplish the above goals, this class will emphasize:

1. A review of the focus of criminal justice;

2. Improve students' ability to speak, communicate orally while thinking critically;

3. Students will practice writing skills while thinking critically; and

4. Prepare students to participate in the job market in the searching and securing of a professional positions/career in the criminal justice/sociology field.

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

In order to ensure an academic environment conducive to learning which allows all students to fully concentrate, everyone should avoid engaging in conversations, making noises during lectures, being disrespectful to the instructor, and making derogatory comments about any racial, ethnic and social group. In addition, students should not interrupt class members partaking in class discussion nor dominate class discussions. **A student(s) may be asked to leave the class for violations of class norms and/or Dr. Terrell may withdraw the student(s) from the course. Dr. Terrell may also withdraw a student(s) from the course for excessive absences (see the Department syllabus attachment).**

For statements on Disability Services and the University's Academic Dishonesty policy, **see the Department syllabus attachment.**

Attendance Policy

Students are expected to attend class and will be asked to sign in at the beginning of each class. No extra credit will be given for coming to class. Please also note that class will begin promptly, whether or not you are present. Tardiness is both rude and disrespectful to your classmates as well as to your professor. Should you routinely engage in behavior that disrupts the class, the professor reserves the right to ask you to leave the classroom.

Method of Evaluation

There will be a total of three (3) grades for this class. How they are earned is explained below in this section.

1) CAPSTONE PROPOSAL (GUIDELINES)

COVER SHEET (3 pts): The paper should include a cover page. The cover page **MUST** have the following: your name, your instructor's name, the class name, title of the paper, and a line at the bottom with the following statement underneath—"This report contains my own, original work; contributions from other sources are duly cited. I understand that plagiarism in any form will not be tolerated and that I am subjected to expulsion if this submission is found to not be my original work." You **MUST** sign your name above this statement. Lastly, put the date at the bottom of the page.

(3 pts) ABSTRACT (1 paragraph): Your abstract should include the following:

- A 1-2 sentence summary of the general context your capstone project is relevant to (the "big picture").

- A 1-2 sentence summary of the specific context your capstone project is relevant to.
- The goal/purpose of your project.
- The importance of this goal/purpose.
- The specific question your capstone project will try to answer.
- Your general methods.

(10 pts) BACKGROUND (2-4 double-spaced pages): Your background section should do **ALL** of the following:

1. Describe the general and specific context motivating your capstone project. Describe the *general* issue/problem most relevant to your project (e.g. the need to increase public awareness on criminal issues; the need to increase public awareness on lack of minorities in peace office positions; the need for new procedures for crime victims; criminal behavior at State Fair activities; rich people committing crimes).
   .
2. Identify the normative question(s) that arises from this context (e.g. what are effective ways to increase ethnic diversity in law enforcement? What are effective ways of educating people about criminal behavior? What are effective ways of reducing criminal behavior? Why do rich people steal? .
3. Identify the specific question(s) your capstone project will try to answer and clearly explain how answering that question will help us create policy. .
4. You **MUST** include research on **three** recent journal articles/books (minimum) on your topic.

   Both here and in your final capstone report, all information must be accurately cited and referenced using ASA format (American Sociological Association). Journal of Research in Crime and Delinquency uses ASA format. The ASA website is **(http://lib.trinity.edu/research/citing/asa%20style%20citations.pdf) In addition, references follow the text in a section headed "References."** *All references used in the text must be listed in the reference section, and vice versa.*

(11 pts) THEORY (or theories) (2 to 4 double-spaced pages): Explain what theory (or theories) you will apply for your capstone project. You MUST give the tenets of your theory (or theories) and what you expect the theory to support/explain for your capstone project. Remember it is your theory(theories) that drive your research. Therefore, theory is paramount in your project. You **MUST** include research on **three** recent journal articles/book (minimum) on your theory.

(11 pts) METHODS (1-3 double-spaced pages): Explain in *as much detail as possible* exactly what you will be doing for your capstone project. SO 450 Research Methods is a prerequisite for

this course! You can use the National Archive of Criminal justice/sociology Data http://www.icpsr.umich.edu/NACJD/das.html if you choose, but it is not required.

(3 pts) QUALIFICATIONS (1 paragraph): Identify what skills and/or knowledge base completing this project will be required and then explain where you gained these skills. Examples of skills include quantitative field methods, qualitative field methods, statistical analysis, survey methods, theory application, etc. With respect to demonstrating how you have gained these skills, you MUST list courses you have taken and are taking.

(3 pts) REAL-WORLD APPLICATION (1 paragraph): Describe the real-world application of your project: how will others outside of Emporia State University actually or potentially use the results of your capstone work? You should name specifically who might use the results of your capstone work and how they might or will use these results.

(3 pts) FUNDAMENTAL ASSUMPTIONS AND VALUES (1 paragraph): Please discuss your personal assumptions and values underlying your capstone work, and how these assumptions and values influenced and motivated your choice of capstone project.

(3 pts) REFERENCE PAGE: You **MUST** have **SIX** recent references (between the years 2005 and 2013). NO Internet articles, magazine, newspaper articles, media CD, video or personal interviews will count toward the six required references, although you may use them. While Wikipedia is a very popular site for information, it IS NOT appropriate to be used in a scholarly setting. Wikipedia WILL NOT be accepted as a valid source.

DUE DATE: Your proposal is due **April 4, 2014, by 5:00 p.m.**, in the Department of Sociology, Anthropology, and CDS office. A late proposal will result in a ten-point deduction. A late proposal will not be accepted after 5:00 p.m., April 11, 2014.

The proposal is worth 50/150 points

2) CAPSTONE PROJECT

COVER SHEET (3 pts): The paper should include a cover page. The cover page **MUST** have the following: your name, your instructor's name, the class name, title of the paper, and a line at the bottom with the following statement underneath—"This report contains my own, original work; contributions from other sources are duly cited. I understand that plagiarism in any form will not be tolerated and that I am subjected to expulsion if this submission is found to not be my original work." You **MUST** sign your name above this statement. Lastly, put the date at the bottom of the page.

ABSTRACT (1 paragraph) (3 pts): Your abstract should include the following:

- A 1-2 sentence summary of the general context your capstone project is relevant to (the "big picture").
- A 1-2 sentence summary of the specific context your capstone project is relevant to.

- The goal/purpose of your project.
- The importance of this goal/purpose.
- The specific question your capstone project will try to answer.
- Your general methods.
- What you found during your research.

BACKGROUND (10 pts): Give a background on the topic you are researching. Your background section should describe the general and specific context motivating your capstone project.

- Describe the *general* issue/problem most relevant to your project.
- Identify the normative question(s) that arises from this context.
- Identify the specific question(s) your capstone project will try to answer and clearly explain how answering that question will help us create policy.
- Give research that has been done on your topic.

You **MUST** include research on **SEVEN** recent journal articles/books (minimum) on your topic.

Remember all information must be accurately cited and referenced using ASA format (American Sociological Association). You should minimize the use of internet, non-refereed sources. Remember **you MUST use ASA format** (American Sociological Association). Journal of Research in Crime and Delinquency uses ASA format. The ASA website is **(http://lib.trinity.edu/research/citing/asa%20style%20citations.pdf) In addition, references follow the text in a section headed "References."** *All references used in the text must be listed in the reference section, and vice versa.*

THEORY (or theories) (22 pts): Explain what theory (or theories) you will apply for your capstone project. Give the tenets of your theory (or theories) and how it relates to your topic. You **MUST** include research on **SEVEN** recent journal articles/books (minimum) on your theory.

METHODS (15 pts): Explain in *as much detail as possible* exactly what you did for your capstone project. Use the research process. If you are writing your own questionnaire, include the questions and a final survey version.

SUMMARY AND CONCLUSION (5 pts): Give a summary of your work. Was your theory supported? Did you find/accomplish what you set out to find/accomplish? Describe the real-world application of your project; how will others outside of Emporia State University actually or potentially use the results of your capstone work?

POLICIES (7 pts): Based on your theory or theories, develop **TWO** policies related to your topic to implement in society today.

REFERENCE PAGE (10 pts): You **MUST** have **FOURTEEN** recent references (between the years 2005 and 2013). NO Internet articles, magazine, newspaper articles, media CD, video or personal interviews will count toward the fourteen required references, although you may use them. Handouts from classes or agencies **WILL NOT** count as a reference source. Dr. Terrell is looking for published works. While Wikipedia is a very popular site for information, it IS NOT appropriate to be used in a scholarly setting. Wikipedia WILL NOT be accepted as a valid source.

WRITING STYLE: Style of writing is very important. Points will be deducted for writing errors. Although Dr. Terrell will deduct one point per every three errors, be aware that your project will result in zero points if Dr. Terrell finds 40 writing errors. Dr. Terrell will stop reading the paper after 40 writing errors. **PROOFREADING IS VERY IMPORTANT!!**

DUE DATE: Your project is due **April 25, 2014, by 5:00 p.m.**, in the Department of Sociology, Anthropology, and Crime and Delinquency Studies office. A late project will result in a fifteen-point deduction. A late project will not be accepted after 5:00 p.m., May 2, 2013.

The project is worth 75/150 points

3) CAPSTONE PROPOSAL PRESENTATION (GUIDELINES)

You'll have about 10 minutes to present your capstone project, with about 2 ½ minutes for discussion. **Practice is essential!!!** Good oral presentation skills are essential and become even more important as you progress in your careers. Your oral presentation will be most effective if you come across to your audience as organized, enthusiastically interested in your subject. Moreover, you **MUST dress professionally. This means NO DENIM, NO TENNIE SHOES, and NO SANDLES! Guys MUST wear ties.** *Dr. Terrell will deduct 12½ points for any violation!!!* Dr. Terrell will assign the presentations order based of what theories students are applying.

Below Dr. Terrell provides a model for PowerPoint presentations. **This is merely a suggestion.** You should feel free to organize your presentation in any way you feel will best enable your listeners to understand your work and offer constructive feedback.

I. **Opening Slide:** Open with a slide that has the title of your capstone project and your name.

II. **Introduction and Background Slides:** Present the necessary background information your listeners will need to understand

III. **Primary Question or Goal Slide:** This is your most important slide, and may be challenging to create. You should be able to clearly articulate a single, specific question,

hypothesis, or goal for your project. Now, it's possible that that question or goal might change as you get into your project, and that's okay. What's important is that you demonstrate an ability to define a clear question and goal to start with. Don't underestimate the importance of articulating a specific goal explicitly, clearly, and succinctly.

IV. **Theory (or Theories) Slides:** Explain what theory (or theories) you are applying for your capstone project. Give the tenets of your theory (or theories). Assume the audience has never heard of your theory (or theories).

V. **Methods Slides:** You should spend a good part of your presentation describing your methods. At the top of this slide you should restate the primary question and hypotheses or goal of your project and below that present a clear, detailed description of your methods.

VI. **Summary and Conclusion Slides:** Give a summary of your work. Was your theory supported? Did you find/accomplish what you set out to find/accomplish? Describe the real-world application of your project: how will others outside of Emporia State University actually or potentially use the results of your capstone work?

VII. **"Questions" Slide:** Have some kind final slide that makes it clear to your audience that you are done with your presentation and ready to field questions. For example, you might have a slide that simple state **"Any Questions?"**

The presentation is worth 25/150 points

COURSE EVALUATION:

Course Possible points:
The proposal is worth 50 points
The project is worth 75 points
The presentation is worth 25 points
Total Points = 150pts.

Grading
The following grade scale will be used:
A = 90 – 100 = 135 - 150 points
B = 80 - 89 = 120 - 134 points
C = 70 - 79 = 105 - 119 points
D = 60 - 69 = 90 - 104 points
F = 59 or below = 00 -89 points

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Counselor Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

This curricular change will modify the M.S. in Clinical Counseling to include three concentrations. Students will have the option of selecting one of the three concentrations or a personal selection of counseling electives to meet their interests and/or professional goals.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

This proposal is to add the option of selecting one of three concentrations when majoring in Clinical Counseling. Each concentration consists of 9 credit hours and are titled: Clinical Addictions Counseling; Clinical Mental Health Counseling; and Clinical Rehabilitation Counseling.

B. What is the rationale for the proposal?

Students seeking a masters degree in clinical counseling often have a desire to focus their graduate training toward an area of emphasis. The proposed concentrations in Clinical Addictions Counseling, Clinical Mental Health Counseling, and Clinical Rehabilitation

Counseling respond to the requests made by graduate students in the Department of Counselor Education. During the November 2013 CACREP on-site accreditation visit, the site-visit team recommended program development toward the 2016 CACREP standards where, CACREP will be offering accreditation in Clinical Addictions Counseling, Clinical Mental Health Counseling, and Clinical Rehabilitation Counseling. By adding these concentrations to the existing Clinical Counseling degree program, we broaden our offerings and student eligibility for post graduation credentials. Students are not required to select a concentration, only have the option to do so if they desire. Also, students may complete only one concentration as a part of their degree plan.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The addition of the three concentrations added to the Clinical Counseling degree fit seamlessly into the existing offerings within the Department of Counselor Education. All the courses offered for each concentration are already taught in the department, and this curricular change only organizes the Counselor Education electives into separate counselor concentrations.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty,

attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

10/23/2014

X

Signed by: jcostell

School/College Dean

☐ Send to Academic Affairs

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Academic Affairs

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Attachment: CC-CONCENTRATIONS-SUBMITTED.docx Microsoft Word Document 21.2 KB

Department of Counselor Education
Clinical Counseling & Emphasis Areas
CURRENT CURRICULUM

Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	6	F, S, SU
CE884	Thesis in Clinical Counseling	3	F, S, SU
ER851	Research Design & Writing	3	F, S, SU
	Advisor Approved Electives	10	
	TOTAL CORE CREDIT HOURS (CLINICAL COUNSELING)	**60**	

Department of Counselor Education
Clinical Counseling & Emphasis Areas
Curriculum Proposal

Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	1-6	F, S, SU
CE884	Thesis in Clinical Counseling	1-3	F, S, SU
ER851	Research Design & Writing	3	F, S, SU
	Clinical Counseling Concentration	9	
	Advisor Approved Electives	1	
	TOTAL CORE CREDIT HOURS (CLINICAL COUNSELING)	**60**	

Concentration Options

Clinical Addictions Counseling (9 Credits)

RE670 Drugs & Alcohol in Counseling	3
RE751 Advanced Case Management	3
MH770 Relationship & Family Counseling	3

Clinical Mental Health Counseling (9 Credits)

MH770 Relationship & Family Counseling	3
CE804 Clinical Supervision	3
CE735 Dual Diagnosis	3

Clinical Rehabilitation Counseling (9 Credits)

RE751 Advanced Case Management	3
RE695 Employment Issues in Rehabilitation	3
RE730 Medical Aspects of Disability	3

Department of Counselor Education
Clinical Counseling & Emphasis Areas
Curriculum Proposal

Non-Thesis Option

Course #	Clinical Counseling Curriculum	Credit Hours	When Offered
CE708	Multicultural Issues in Counseling & Related Fields	3	F
CE893	Ethical, Professional, & Legal Issues in Counseling	3	S
CE810	Pre-Practicum: Counseling Skills Development	2	F, S, SU
CE820	Career Counseling and Development	3	F, S, SU
CE825	Counseling Theories	3	F, S
CE830	Group Processes in Counseling	3	F,S,SU
CE833	Diagnosis and Treatment of Mental Disorders	3	F
CE835	Theory and Practice of Appraisal in Counseling	3	F
CE802	Foundations of Professional Counseling	3	F
CE801	Crisis Counseling	3	F
CE898	Supervised Practicum in Counseling	3	F, S, SU
RE732	Psychosocial Development & Disability	3	F, S, SU
RE746	Psychopharmacology II	3	S
CE899	Counseling Internship	1-6	F, S, SU
	Clinical Counseling Concentration	9	
ER752	Analysis of Research	3	F, S, SU
	Advisor Approved Electives	4	
	SUB-TOTAL NON-THESIS OPTION	**60**	

Emphasis Options

Clinical Addictions Counseling (9 Credits)

RE670 Drugs & Alcohol in Counseling 3
RE751 Advanced Case Management 3
MH770 Relationship & Family Counseling 3

Clinical Mental Health Counseling (9 Credits)

MH770 Relationship & Family Counseling 3
CE804 Clinical Supervision 3
CE735 Dual Diagnosis 3

Clinical Rehabilitation Counseling (9 Credits)

RE751 Advanced Case Management 3
RE695 Employment Issues in Rehabilitation 3
RE730 Medical Aspects of Disability 3

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: Teachers College

Department: Elementary Education/Early Childhood/Special Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Removal of the Gifted Program Comprehensive Examination as a requirement for graduation in the MS in Special Education-Gifted emphasis degree.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

The change proposes the removal of the Gifted Program Comprehensive Exam as a requirement for graduation in the MS in Special Education-Gifted emphasis degree.

B. What is the rationale for the proposal?

The Gifted Program presently requires two end of program assessments: (a) the Capstone Project during the second practicum, and (b) the Gifted Comprehensive Examination. However, as of September 1, 2014, the Kansas Department of Education now requires Gifted

Program completers to pass the comprehensive Gifted Praxis Test before KSDE will issue them a Gifted Endorsement. Since the Gifted Praxis Text provides a summative, comprehensive measurement of student learning, Gifted Program completers will submit their Gifted Praxis Test scores as evidence of learning and meeting the KSDE Standards for Educators of the Gifted. Since the Gifted Capstone and Gifted Praxis Test now provide end of program assessments, the Gifted Comprehensive Examination becomes unnecessary.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Both the Gifted Comprehensive Exam and Gifted Praxis Test measure specific knowledge and skills within a comprehensive and inclusive design. The Gifted Program requires all program completers to successfully complete the Capstone Project assessment of advanced knowledge and skills. Since KSDE now requires all program completers pass the Gifted Praxis test, the Gifted Program can utilize the Gifted Praxis Test data to measure knowledge and skills as an end of program assessment instead of the Gifted Comprehensive Examination. Gifted Program faculty continuously reviews and revises Gifted Program coursework to ensure the ESU Gifted Program "prepares professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainly and change, rely on self-reflection and belong to professional community" (Mission Statement, The Teachers College, ESU).

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

As of 9.1.14, KSDE requires Gifted Program completers attain a passing score of 157 on the Gifted Praxis test to receive the K-6 and/or 6-12 endorsement in Gifted Education. The ESU Gifted Program will now use Gifted Praxis test as an accreditation assessment for all completers (endorsement.)

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is

modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

Click here to sign this section

School/College Dean

☐ Send to Academic Affairs

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Academic Affairs

☐ Finalize

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Attachment:

Special Education Gifted Requirements.docx
Microsoft Word Document
11.6 KB

Current Requirements:

The 36-hour Master's degree requires successful completion of the above 24 hours plus ER752 Analysis of Research, SD802 Behavior Intervention, and 6 hours of electives and the Gifted Comprehensive Examination.

Proposed Requirements:

The 36-hour Master's degree requires successful completion of the above 24 hours plus ER752 Analysis of Research, SD802 Behavior Intervention, and 6 hours of electives.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Physical Sciences

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Add the Graduate Record Exam (GRE) to the requirements for applications to the program Master of Science - Physical Sciences (with concentrations in Chemistry, Earth Science, Physical Sciences, and Physics).

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

It is proposed to require applicants to the MS in Physical Sciences to take the GRE and to have the testing company send the applicant's scores directly to the ESU Graduate School.

B. What is the rationale for the proposal?

The GRE used to be required for applicants, but it was removed many years ago. As one way to help improve the quality of applicants to the MS in Physical Sciences, the faculty of the Department of Physical Sciences want to reinstate the GRE requirement.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The proposed change will help faculty to better evaluate the applicants for the MS in Physical Sciences

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

11/6/2014

X

Signed by: rsleezer@emporia.edu

School/College Dean

☐ Send to Academic Affairs

11/21/2014

X

Signed by: kmassoth

Academic Affairs

☐ Finalize

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Chairs Approved: 11/14/14
Dr. Lidzy Approved: //21/14
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disp

Attachment: File Attachment

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: HPER

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Modification to the Masters of Science in HPER.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

This curricular change is to reduce the number of elective credits needed in the MS in HPER (Thesis option) from 15 elective credits to 12 elective credits.

B. What is the rationale for the proposal?

A substantial review of peer institutions found the Emporia State University graduate program in HPER to be one of the programs with the highest number of graduate credits needed to complete the program. Currently, the MS in HPER (thesis option) has a total of 35 credits (20

core required classes and 15 elective credits). The curricular change would move the MS in HPER (thesis option) to a total of 32 credits (20 core required classes and 12 elective credits). This will align the program with pier institutions thus allowing us to stay competitive in student recruitment.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Currently, the MS in HPER (thesis option) has a total of 35 credits (20 core required classes and 15 elective credits). The curricular change would move the MS in HPER (thesis option) to a total of 32 credits (20 core required classes and 12 elective credits).

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/8/2014

X Steven D. Shane

Signed by: sshane@emporia.edu

School/College Dean

☐ Send to Academic Affairs

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Academic Affairs

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Current and Proposed HPER Graduate Program (THESIS).docx
Microsoft Word Document
13.2 KB

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: HPER

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Modification to the Masters of Science in HPER.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

This curricular change is to reduce the number of elective credits needed in the MS in HPER (non-thesis option) from 18 elective credits to 15 elective credits.

B. What is the rationale for the proposal?

A substantial review of peer institutions found the Emporia State University graduate program in HPER to be one of the programs with the highest number of graduate credits needed to complete the program. Currently, the MS in HPER (non-thesis option) has a total of 36 credits

(18 core required classes and 18 elective credits). This curricular change would move the MS in HPER (non-thesis option) to a total of 33 credits (18 core required classes and 15 elective credits). This will align the program with pier institutions thus allowing us to stay competitive in student recruitment.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Currently, the MS in HPER (non-thesis option) has a total of 36 credits (18 core required classes and 18 elective credits). This curricular change would move the MS in HPER (non-thesis option) to a total of 33 credits (18 core required classes and 15 elective credits).

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/8/2014

X

Signed by: sshane@emporia.edu

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

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Attachment:

Current and Proposed HPER Graduate Program (non-thesis).docx
Microsoft Word Document
13.1 KB

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: Teachers College

Department: Elementary Education/Early Childhood/Special Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: (•) Add ( ) Modify ( ) Delete

	Course:	Credit Hours	Course Title
Old:			
New:	EL 879	3	Classroom Management through Positive Reinforcement

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

This is a new class. The class was deleted in 2007 as part of modification to the Master Teacher program; however, it was never deleted from the catalog. The course is now needed to support the Olathe Instructional Specialist program. The Course is being reinstated with the same number, name and course description as currently indicated on attached syllabus.

B. What is the rationale for the proposal?

The class is needed for Olathe-based teachers enrolled in the Instructional Specialist degree. It is a substitution for EL 725 Differentiating Instruction.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

It is a substitution for EL 725 for the Olathe-based teachers.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- (•) Yes
- ( ) No

If yes, explain:

Instructional specialists who are in the Reading Specialist concentration are in a licensure program.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- (•) Library resources are adequate
- ( ) Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

11/14/2014

X C. Mahl.

Signed by: cseimear

School/College Dean

☐ Send to Academic Affairs

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Academic Affairs

☐ Finalize

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Attachment:

EL879 Syllabus.docx
Microsoft Word
Document
84.2 KB

Emporia State University
Department of Elementary Education/Early Childhood/Special Education

EL879: Classroom Management through Positive Reinforcement

INSTRUCTOR: Dr. Ann M. Addison
Office: Olathe School District, IRC – T&L 1
Phone: 913-780-8163
E-mail: aaddisonirc@olatheschools.org

Text

Classroom Instruction that Works: Research-Based Strategies For Increasing Student Achievement by Robert Marzano, Debra Pickering, and Jane Pollock

The Art and Science of Teaching by Robert Marzano

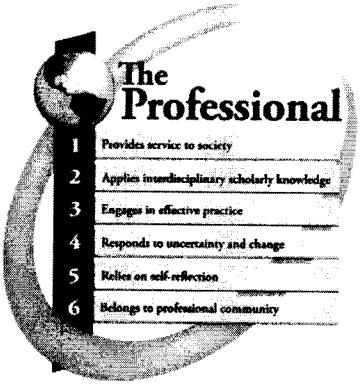
Course Description

This course is a mastery learning course designed to help teachers develop skills required to use positive reinforcement in the learning environment.

The Teachers College Conceptual Framework

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.



RELEVANT INDICATORS OF THE CONCEPTUAL FRAMEWORK

Knowledge:

5. characteristics and equitable treatment of diverse learners

Skills:

1. integrate and use concepts from their general, content, and professional studies in their teaching environment
2. demonstrate professional performance that reflects current theory, research, and practice
3. implement non-biased techniques for meeting needs of diverse learners
4. use and support effective communication techniques in order to develop a positive learning environment
5. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving

Dispositions:

2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices
5. respect for cultural and individual differences by providing equitable learning opportunities for all

RELEVANT STANDARDS FROM THE KANSAS DEPARTMENTOF EDUCATION – *STANDARDS FOR PROFESSIONAL EDUCATION*

Standard 1: The educators demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard 2: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard 3: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning, including critical thinking, problem solving, and reading.

COURSE OUTCOMES

Outcome 1: Students will develop an individual classroom management plan

Outcome 2: Students will develop solutions for a series of classroom management problems

Outcome 3: Students will explore and report the latest research in classroom management utilizing Internet resources.

Outcome 4: Students will review and explain relevant literature and court cases that apply to legal and ethical classroom management issues.

CLASS REQUIREMENTS AND ASSESSMENT

1. Class participation and attendance.
2. Satisfactory completion of course outcomes and assignments.

Requirements	Points Possible
1. Keep a notebook of effective teaching strategies modeled in this class and write a	100 points

reflective journal on how you use these strategies in your classroom.	
2. Observation reflection (3 times)	25 points each
3. Develop classroom rules and procedures (August)	25 points
4. Internet research project on Classroom Management	25 points
5. Log the cooperative learning structures you use with your students for a two week period. Reflect on the success as well as the concerns.	25 Points
6. Administer Multiple Intelligence survey to students to determine dominant intelligences. Develop a differentiated lesson to meet the needs of intelligences represented.	25 points
7. Create a classroom management project that is reflective of you as an educator. This project should demonstrate a thorough understanding of the Educator Standards.	100 points each
8. Attendance	10 points

Evaluation Criteria

Attendance and participation in class are expected and valued. Not only will instructors count on your participation, but your classmates will depend on you as well.

In order to get credit for attendance, you are expected to arrive on time and to be present for the entire session. There may be times when you have to miss a session, but excessive absences will affect your final grade. You are responsible for getting assignments, oral announcements, handouts, etc. when absent. Please make arrangements with someone else in class to be your resource person in case you are absent. In case of absence, there may be a make-up assignment. It is your responsibility to contact Ann to see if it is a possibility.

Participation refers to the quality of your participation in class. This series requires active involvement on your part. It is expected that you've done the reading and come prepared with materials for particular activities as assigned. When you must be absent on a day that an assignment is due, please send your work with someone else or through interschool mail, so that it arrives by class time.

Any assignments or projects are expected to be clearly written, well-organized work that adheres to standards of grammar, punctuation and spelling. All work should be typed unless stated otherwise. All assignments that are turned in will be graded and returned. Late assignments *may* be considered for partial credit.

Academic Honesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources).

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Accommodations

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. To reach the office, contact: 106 Plumb Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.

Grading Scale

Percentage points will be assigned in accordance with the quality of the demonstrated learning.

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Instructional Design and Technology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Add Thesis Option to IDT program. Current program requirements would become Non-Thesis Option.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add a Thesis/Non-Thesis option to the IDT Curriculum. The Thesis option would require 6 credit hours of research course work and 6 Thesis credit hours. Current requirements would become the Non-Thesis Option. Required 36 program hours will remain the same for both the Thesis and Non-Thesis option.

Please see attached details

B. What is the rationale for the proposal?

A large number of IDT graduates move on to pursue doctorates in the field. A thesis option will prepare students for this next level of study. In particular, students will have more research opportunities and experience with the thesis option. The non-thesis option will

continue the current focus on preparing the instructional design and technology practitioner.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The Thesis track will require 6 research hours, 6 thesis hours, and 3 elective hours. The Current Program Requirements will become the Non-thesis track and require 9 elective hours. Total program hours for both thesis and non-these options will remain 36 credit hours.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ○ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

11/20/2014

X

Signed by: jcolorad

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

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Attachment:

IDT-Thesis option.pdf
Adobe Acrobat Document
200 KB

Modify Instructional Design and Technology M.S. Program: Thesis/Non-Thesis Option

Proposed Change:

Add a Thesis/Non-Thesis option to the IDT Curriculum. The Thesis option would require 6 credit hours of research course work and 6 Thesis credit hours. Current requirements would become the Non-Thesis Option. Total required 36 program hours will remain the same for both the Thesis and Non-Thesis options.

Current Curriculum:

Current Curriculum (to become Non-Thesis)	Proposed Thesis Option
IT 700 Foundations of Instructional Design and Technology – 3 hrs	IT 700 Foundations of Instructional Design and Technology – 3 hrs
IT 710 Web Design– 3 hrs	IT 710 Web Design– 3 hrs
IT 800 Instructional Design– 3 hrs	IT 800 Instructional Design– 3 hrs
IT 810 Multimedia Design– 3 hrs	IT 810 Multimedia Design– 3 hrs
IT 820 Designing/Developing Web-Based Instruction– 3 hrs	IT 820 Designing/Developing Web-Based Instruction– 3 hrs
IT 830 Contemporary Issues in Distance Education– 3 hrs	IT 830 Contemporary Issues in Distance Education– 3 hrs
IT 899 Masters Project/Thesis in Instructional Design & Technology– 3 hrs	IT 899 Masters Project/Thesis in Instructional Design & Technology– **6** hrs
Learning Coursework – 3 hrs: PY 805 Psychology of the Adult Learner OR PY 722 Theories of Learning	Learning Coursework – 3 hrs: PY 805 Psychology of the Adult Learner OR PY 722 Theories of Learning
Research Coursework – 3 hrs: ER 752 Analysis of Research OR PY 520 Statistics I	Research Coursework – **6** hrs: ER 752 Analysis of Research PY 520 Statistics I
Elective Courses with Advisor Approval – 9 hrs	Elective Courses with Advisor Approval – **3** hrs
Total: 36 hrs	Total: 36 hrs

How does this new course fit into IDT curriculum? The Thesis track will require 6 research hours, 6 thesis hours, and 3 elective hours. The Current Program Requirements will become the non-thesis track. Total program hours for both thesis and non-these options will remain 36 credit hours.

Rationale:

A large number of IDT graduates move on to pursue doctorates in the field. A thesis option will prepare students for this next level of study. In particular, students will have more research opportunities and experience with the thesis option. The non-thesis option will continue the current focus on preparing the instructional design and technology practitioner.

Proposed Thesis Track:

Core Courses	Hours
IT 700 Foundations of Instructional Design and Technology	3
IT 710 Web Design	3
IT 800 Instructional Design	3
IT 810 Multimedia Design	3
IT 820 Designing/Developing Web-Based Instruction	3
IT 830 Contemporary Issues in Distance Education	3
Learning	
PY 805 Psychology of the Adult Learner OR PY 722 Theories of Learning	3
Research	
ER 752 Analysis of Research	3
PY 502 Statistics I	3
Elective Course with Advisor Approval	**3**
IT899 Masters Project/Thesis in Instructional Design & Technology	**6**
Total	36

Requirements	Hours
Core Courses	18
Learning	3
Research	6
Electives	3
Thesis	6
Total	**36**

Proposed Non-Thesis Track:

Core Courses	Hours
IT 700 Foundations of Instructional Design and Technology	3
IT 710 Web Design	3
IT 800 Instructional Design	3
IT 810 Multimedia Design	3
IT 820 Designing/Developing Web-Based Instruction	3
IT 830 Contemporary Issues in Distance Education	3
Learning	
PY 805 Psychology of the Adult Learner OR PY 722 Theories of Learning	3
Research	
ER 752 Analysis of Research OR PY 502 Statistics I	3
Elective Course with Advisor Approval	**9**

IT899 Masters Project/Thesis in Instructional Design & Technology	**3**
Total	36

Requirements	**Hours**
Core Courses	18
Learning	3
Research	3
Electives	9
Project	3
Total	**36**

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Elementary Education/Early Childhood/Special Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	EL 886	3	Designing Instructional Programs

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

This is a new class. The class was deleted in 2007 as part of modification to the Master Teacher program; however, it was never deleted from the catalog. The course is now needed to support the Olathe Instructional Specialist program. The course is being reinstated with the same number, name and course description as currently in the catalog and indicated on the attached syllabus.

B. What is the rationale for the proposal?

The class is needed for Olathe-based teachers enrolled in the Instructional Specialist degree. It is a substitution for EL 892 Teaching/Learning Models.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

It is a substitution for EL 892 for the Olathe-based teachers.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

Instructional specialists who are in the Reading Specialist concentration are in a licensure program.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

11/12/2014

X

Signed by: cseimear

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

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Attachment:

EL886 Syllabus.docx
Microsoft Word
Document
75.8 KB

Emporia State University
Department of Elementary Education/Early Childhood/Special Education

EL886: Designing Instructional Programs (3 credit hours)

INSTRUCTOR: Dr. Ann M. Addison
Office: Olathe School District, IRC – T&L 1
Phone: 913-780-8163
E-mail: aaddisonirc@olatheschools.org

Text

Classroom Instruction that Works: Research-Based Strategies For Increasing Student Achievement by Robert Marzano, Debra Pickering, and Jane Pollock

The Art and Science of Teaching by Robert Marzano

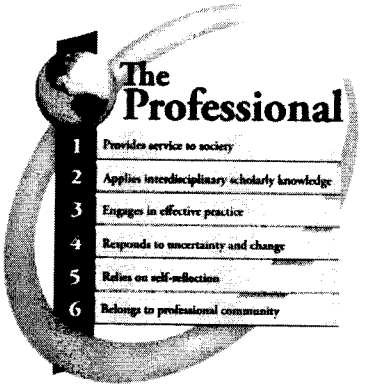
Course Description

This course is a mastery learning course designed to develop competencies in materials construction that facilitates individualized, criterion referenced instruction.

The Teachers College Conceptual Framework

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.



RELEVANT INDICATORS OF THE CONCEPTUAL FRAMEWORK

Knowledge:

2. essential concepts of their content studies
5. characteristics and equitable treatment of diverse learners

Skills:

1. integrate and use concepts from their general, content, and professional studies in their teaching environment
2. demonstrate professional performance that reflects current theory, research, and practice
3. implement non-biased techniques for meeting needs of diverse learners
4. use and support effective communication techniques in order to develop a positive learning environment
5. demonstrate creative planning and curriculum integration to promote learning of all students
6. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving
8. make use of appropriate technology in their teaching environment

Dispositions:

2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices
5. respect for cultural and individual differences by providing equitable learning opportunities for all

RELEVANT STANDARDS FROM THE KANSAS DEPARTMENTOF EDUCATION – *STANDARDS FOR PROFESSIONAL EDUCATION*

Standard 1: The educators demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard 2: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard 3: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning, including critical thinking, problem solving, and reading.

COURSE OUTCOMES

Outcome 1: Students will develop and justify a course or subject area plan for an elementary, jr. high, or high school class that incorporates a course purpose, high achievement unit outcomes, outcome components, and basic elements found in the lesson plan.

Outcome 2: Students will evaluate their course or subject area plan in terms of state or national standards, and will develop a process for critiquing instructional plans developed by other educators.

Outcome 3: Students will reflect in writing on an instructional unit they have planned in terms of teaching theories.

CLASS REQUIREMENTS AND ASSESSMENT

1. Class participation and attendance.
2. Satisfactory completion of course outcomes and assignments.

Requirements	Points Possible
1. Keep a notebook of effective teaching	100 points

strategies modeled in this class and write a reflective journal on how you use these strategies in your classroom.	
2. Develop, teach and reflect on a lesson based on Madelyn Hunter's mastery teaching model.	25 points
3. Observation reflection (3 times)	25 points each
4. Create a course or subject plan that is reflective of you as an educator. This project should demonstrate a thorough understanding of Educator Standards.	100 points each
5. Participation	10 points

Evaluation Criteria

Attendance and participation in class are expected and valued. Not only will instructors count on your participation, but your classmates will depend on you as well.

In order to get credit for attendance, you are expected to arrive on time and to be present for the entire session. There may be times when you have to miss a session, but excessive absences will affect your final grade. You are responsible for getting assignments, oral announcements, handouts, etc. when absent. Please make arrangements with someone else in class to be your resource person in case you are absent. In case of absence, there may be a make-up assignment. It is your responsibility to contact Ann to see if it is a possibility.

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Grading Scale

Percentage points will be assigned in accordance with the quality of the demonstrated learning.

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

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School/College: Teachers College

Department: Psychology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Two changes to the School Psychology Program's Ed.S. degree plan required coursework to allow elective options.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

1st change: Instead of requiring ER 857 Statistical Methods for Education & Psychology, allow students an option depending upon whether they have declared thesis vs. project track. Thesis track would continue to take ER 857, but project track may choose PY 520 Statistics I.

2nd change: Instead of requiring CD 838 Advanced Methods for Inclusive Education in Early Childhood, allow students the option of taking PY 811 Seminar in Human Growth and Development.

B. What is the rationale for the proposal?

The school psychology program's accreditation standards (both state and national) require only the knowledge and skills taught in the PY 520 course, so it is proposed that become the default course for most candidates. Since many candidates who opt to complete the optional

thesis need a better statistics foundation for later graduate studies (i.e., they often seek admission to doctoral programs), those candidates will still be required to take ER 857 instead.

The school psychology program's accreditation standards (both state and national) which allow their license to read "PK - 12" (EC = early childhood) requires certain coursework in early childhood, but does not require CD 838. Being a core course used to train early childhood special education candidates, to complete the CD 838 course requires regular access to young children and work on early childhood teams. This is sometimes not available to school psychology program candidates. As an option for those candidates, it is proposed that PY 811 be allowed as an option instead. PY 811 well meets state and national requirements, and for several decades was the default early childhood course in the school psychology program.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

A statistics and an early childhood course are requirements to complete the school psychology program. Instead of requiring students to take a default course in each area, allowing these two elective options will give candidates more flexibility in addressing their needs and interests, while still meeting standards.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

Completion of these Ed.S. courses is a requirement of the degree, needed to license as a school psychologist in Kansas.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the

grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

11/11/2014

X

Signed by: bschrade

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

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Message from previous Router(s):

Attachment current and proposed degree plans

☐ Dis

Attachment:

SPYEdSDegreePlanCurrentandProposed.pdf
Adobe Acrobat Document
294 KB

EMPORIA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
EDUCATION SPECIALIST (ED.S.) DEGREE PLAN in SCHOOL PSYCHOLOGY
(Effective Fall 12)

Name:_____

Address:_____ E-mail _____

E#:_____ Telephone:_____ Circle One: Thesis Track Project Track

REQUIRED COURSES						SUBSTITUTIONS				
DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE
CD	838	Advanced Methods for Inclusive Education	3							
ER	857	Statistical Methods for Education and Psychology II	3							
PY	820	Response to Intervention in School Psychology	3							
PY	843	PsychoEducational Assessment	3							
PY	838	Supervised Practice in School Psych.	6							
PY OR PY	900 OR 844	Thesis, Ed.S.(thesis track) OR Project, EdS (project track)	5 OR 3							
SD	850	Characteristics of the Gifted	3							
PY	851	Seminar in Behavior Modification	3							

Required Elective Credit (1 hour for thesis track, **or** 3 hours for project track)

Pre-Approved Electives / Credits

EA811 Supervision and Evaluation / 3
ED833 Beliefs, Values, & Issues in Ed. / 3
EA830 School Leadership Theory / 3
ED820 Curriculum Leadership: Models / 3
EA849 Educational Law and Regulations / 3
EA888 School Systems Management / 3
EA750 Technological Applications / 1
PY803 Research Problem in Psychology / 1-3
PY806 Personality Assessment / 2
PY827 Seminar in Psychopathology / 3
PY847 Techniques of Psychotherapy / 3
PY848 Family and Group Systems Psychotherapy / 3
PY849 Ethics and Professional Practice / 3
PY858 Interdisciplinary Referral and Collaboration / 3
RE660 Introduction to Addictions / 2
RE670 Alcohol and Drug Abuse in Counseling / 3
RE681 Family Issues in Rehabilitation / 1
RE692 Vocational Information and Assessment / 3
RE744 Conflict Resolution / 1
CD744XA Child Abuse/Neglect Reporting / 1
CD744XC Creating Positive Settings / 1
CD744XD Understanding Children's Temperament / 1
CD744XF Cultural Competency / 1
CD785 Enhancing Artistic Creativity of the Young Child / 1
CD840 Working with Infants/Toddlers and their Families/Special Needs / 3
SC700XA Introduction to Secondary School Counseling / 3
SC705XA Introduction to Elementary/Middle School Counseling / 3
SC710A Multicultural Counseling / 3
SC715A Parenting and Parent Consultation / 3
SC820A Career Counseling and Development / 3
SC825 Counseling Theories / 3
SC860XA Leadership and Advocacy / 3

Approved Transfer Credit (Maximum = 6 hours)

COLLEGE	COURSE NUMBER AND NAME	HRS.	GRADE	SEM.	ESU COURSE EQUIVALENT

Adviser Signature_____ Date_____

Student Signature_____ Date_____

Dept Chair Signature_____ Date_____

Graduate School Dean Signature_____ Date_____

Rev. 5/16/12

EMPORIA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
EDUCATION SPECIALIST (ED.S.) DEGREE PLAN in SCHOOL PSYCHOLOGY
(Proposed Fall 15)

Name:_____
Address:_____E-mail _____
E#:_____Telephone:_____ Circle One: Thesis Track Project Track

REQUIRED COURSES

DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.
CD Or PY	838 Or 811	Advanced Methods for Inclusive Ed Or Seminar in Human Growth/Dev	3 3		
PY Or ER	520 Or 857	Statistics I (project track) Or Statistical Methods for Education and Psychology II (thesis track)	3 3		
PY	820	Response to Intervention in School Psychology	3		
PY	843	PsychoEducational Assessment	3		
PY	838	Supervised Practice in School Psych.	6		
PY OR PY	900 OR 844	Thesis, Ed.S.(thesis track) OR Project, EdS (project track)	5 OR 3		
SD	850	Characteristics of the Gifted	3		
PY	851	Seminar in Behavior Modification	3		

SUBSTITUTIONS

DIV	#	COURSE TITLE	HRS	GRADE

Required Elective Credit (1 hour for thesis track, **or** 3 hours for project track)

Pre-Approved Electives / Credits

EA811 Supervision and Evaluation / 3
ED833 Beliefs, Values, & Issues in Ed. / 3
EA830 School Leadership Theory / 3
ED820 Curriculum Leadership: Models / 3
EA849 Educational Law and Regulations / 3
EA888 School Systems Management / 3
EA750 Technological Applications / 1
PY803 Research Problem in Psychology / 1-3
PY806 Personality Assessment / 2
PY827 Seminar in Psychopathology / 3
PY847 Techniques of Psychotherapy / 3
PY848 Family and Group Systems Psychotherapy / 3
PY849 Ethics and Professional Practice / 3
PY858 Interdisciplinary Referral and Collaboration / 3
RE660 Introduction to Addictions / 2
RE670 Alcohol and Drug Abuse in Counseling / 3
RE681 Family Issues in Rehabilitation / 1
RE692 Vocational Information and Assessment / 3
RE744 Conflict Resolution / 1
CD744XA Child Abuse/Neglect Reporting / 1
CD744XC Creating Positive Settings / 1
CD744XD Understanding Children's Temperament / 1
CD744XF Cultural Competency / 1
CD785 Enhancing Artistic Creativity of the Young Child / 1
CD840 Working with Infants/Toddlers and their Families/Special Needs / 3
SC700XA Introduction to Secondary School Counseling / 3
SC705XA Introduction to Elementary/Middle School Counseling / 3
SC710A Multicultural Counseling / 3
SC715A Parenting and Parent Consultation / 3
SC820A Career Counseling and Development / 3
SC825 Counseling Theories / 3
SC860XA Leadership and Advocacy / 3

Approved Transfer Credit (Maximum = 6 hours)

COLLEGE	COURSE NUMBER AND NAME	HRS.	GRADE	SEM.	ESU COURSE EQUIVALENT

Adviser Signature_____Date_____

Student Signature_____Date_____

Dept Chair Signature_____Date_____

Graduate School Dean Signature_____Date_____

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	LI 825	3	Multicultural Resources and Services for Libraries

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Create a new course:

Proposed title: Multicultural Resources and Services for Libraries.

Proposed Catalog Description:
The course introduces a wide range of multicultural resources in all formats. Students apply knowledge of educational theories to the design of readers' advisory services, library programs, and literacy activities in academic, public, and school library settings. Emphasis is given to meeting the recreational, cultural, informational, and educational needs of African American, Asian American, Latina/o, Native American, and bi/multiracial children, young adults, and adults.

B. What is the rationale for the proposal?

Issues of race and ethnicity are already infused throughout the curriculum, but this course will be an elective, and will give the students opportunity to explore in more depth issues of race and ethnicity as they affect the provision of library and information services. This is in line with our professional standards, which are suggesting more course offerings in this area.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course will be an elective, but will give the students opportunity to explore in more depth issues of race and ethnicity as they affect the provision of library and information services. This is in line with our professional standards, which are suggesting more course offerings in this area.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is

modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/19/2014

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

12/19/2014

X

Signed by: asmith37

Academic Affairs

☐ Finalize

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Attachment:

Multicultural Resources and Services for Libraries.docx
Microsoft Word Document
90.3 KB

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Remove LI 513 as a prerequisite for MLS degree program

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to remove LI 513 Technology Skills for Graduate Students as a requirement of the MLS program.

B. What is the rationale for the proposal?

LI 513 (1 credit) is currently required of all MLS students, although many choose to opt out as it covers material with which they are already familiar, and it can be expensive for our out of state students. Fewer students are taking the class, which is currently limited to technology

skills. However, more students are lacking a wider variety of skills, so from January 2015 we will be providing to all students an open-access course in Canvas that addresses technology, academic and professional skills - Preparation for Academic Success. This will be made available to all incoming students upon program acceptance, and LI 513 will no longer be relevant and will not be taught from this point on.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI 513 (1 credit) is currently required of all MLS students, although many choose to opt out as it covers material with which they are already familiar, and it can be expensive for our out of state students. Fewer students are taking the class, which is currently limited to technology skills. However, more students are lacking a wider variety of skills, so from January 2015 we will be providing to all students an open-access course in Canvas that addresses technology, academic and professional skills - Preparation for Academic Success. This will be made available to all incoming students upon program acceptance, and LI 513 will no longer be relevant and will not be taught from this point on.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/19/2014

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

12/19/2014

X

Signed by: asmith37

Academic Affairs

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Attachment:

Program Changes in MLS Curriculum 2015 - December 20 2014.docx
Microsoft Word Document
20.3 KB

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	LI 822	3	Multiple Literacies in Libraries

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to add a new course, LI 822 Multiple Literacies in Libraries (3 credit hours).

B. What is the rationale for the proposal?

As libraries work increasingly with multiple formats and modalities, there is a need to offer students experience beyond text-based resources, whether print or electronic. This is a topic that is proposed to become part of the new accreditation standards for Library Science

programs, so adding this course will ensure we are in compliance with the standards.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The course will be required in the proposed Certificate in Youth Services but will also be an elective for MLS students.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

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Attachment:

Sample Syllabus LI 822 Multiple Literacies in Libraries.docx
Microsoft Word Document
81.9 KB

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	LI 829	2	Resources and Services for Early Learners
New:	LI 829	3	Resources and Services for Early Learners

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to increase the course to three credit hours and to edit the course description to reflect current usage and to ensure consistency across our youth services courses.

Current Catalog Description
Explores resources and services for early learners and their families. Students apply their knowledge of child development and language acquisition theory to the design of services and the acquisition of appropriate materials to encourage early literacy. Storytelling and the use of music and puppetry to foster language and literacy development are also examined. (Approved 3/11/2011)

Approved Catalog Description
Explores the recreational, cultural, informational, and educational needs of 21st century early learners. Students apply knowledge of child development and language acquisition to the design of reader's advisory services, library programs, and literacy activities in public and

school library settings. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all early learners. (Approved 12/7/2014)

B. What is the rationale for the proposal?

We introduced the MLS concentration in librarianship for children and young adults three years ago. Having seen the concentration in operation, we now wish to make some changes to its structure, based on the needs of our students and our experiences of teaching LI 829.

The content of the course remains the same, but the topic is really too broad to be handled in the current 2 credit course, so an increase to 3 credit hours will reflect the actual amount of work within the course.

We have edited the course descriptions in LI 829, LI 831, and LI 832 to put them all in parallel form and to reflect current usage in the profession.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI 829 is a required course for the concentration in Librarianship for Children and Young adults, and is an elective in the MLS.

We also propose to change the concentration to account for this increase in credit hours. Please see separate proposal.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

○ Yes
◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

○ Library resources are adequate ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements

regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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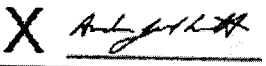
Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

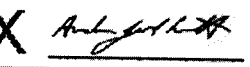
X 

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X 

Signed by: asmith37

Academic Affairs

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Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	LI831	3	Resources & Services for Children
New:			

Other major change (program, major, etc.):

Catalog Description change

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Current Catalog Description

Explores the recreational, cultural, informational, and educational needs of 21st century children. Students apply knowledge of child development theories to the design of reader's advisory services, literature-based library programs, and literacy activities for youngsters from pre-school through age 11. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all children.

Proposed Catalog Description

Explores the recreational, cultural, informational, and educational needs of 21st century children. Students apply knowledge of child development theories to the design of reader's advisory services, library programs, and literacy activities in public and school library settings. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all children.

B. What is the rationale for the proposal?

We are fine tuning our concentration in Children's and Young Adult Librarianship and are aligning all of our course descriptions so they are consistent with each other and with current national standards.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI 831 and LI 832 are required courses for School Library Media Licensure as well as for the Concentration in Children's and Young Adult Librarianship. Change is to catalog description only - course content remains the same.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ◉ Yes
- ○ No

If yes, explain:

LI 831 and LI 832 are required courses for School Library Media Licensure as well as for the Concentration in Children's and Young Adult Librarianship.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/11/2014

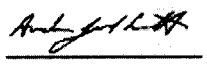
X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

12/11/2014

X 

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Academic Affairs

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Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

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School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	LI832	3	Resources & Services for Young Adults
New:			

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Current Catalog Description
Surveys information resources and programs for young adults aged 11-18. Students apply their knowledge of developmental theory and the informational, recreational, social, educational, and research needs of upper elementary, middle school, and high school students in selecting resources and designing services in public and school library settings.

Proposed Catalog Description
Explores the recreational, cultural, informational, and educational needs of 21st century young adults. Students apply knowledge of adolescent development theories to the design of reader's advisory services, library programs, and literacy activities in public and school library settings. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all young adults.

B. What is the rationale for the proposal?

We are fine tuning our concentration in Children's and Young Adult Librarianship and are aligning all of our course descriptions so they are consistent with each other and with current national standards.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI 831 and LI 832 are required courses for School Library Media Licensure as well as for the Concentration in Children's and Young Adult Librarianship. Change is to catalog description only - course content remains the same.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ◉ Yes
- ○ No

If yes, explain:

LI 831 and LI 832 are required courses for School Library Media Licensure as well as for the Concentration in Children's and Young Adult Librarianship.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/11/2014

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

12/11/2014

X

Signed by: asmith37

Academic Affairs

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Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	LI857	1	Designing and Implementing Programs for Children and Young
New:	LI 857	1	Advanced Programming for Youth Services

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to change the title of LI 857 to Advanced Programming for Youth Services.

Current Catalog Description

Examination of the principles, policies, and procedures associated with creating, planning and implementing library programs for early and middle childhood and young adults. Students also learn about staffing, managing, evaluating and advocating for these programs, and study best practice in recruiting and collaborating with external partners to provide sustainable programs that foster reading and information literacy within the community. (Approved 3/11/2011)

Proposed Catalog Description

The course examines the principles, policies, and procedures associated with creating,

planning and implementing library programs for early and middle childhood and young adults. Students also learn about staffing, managing, evaluating and advocating for these programs, and study best practice in recruiting and collaborating with external partners to provide sustainable programs that foster reading and information literacy within the community. (Approved 12/18/2014)

B. What is the rationale for the proposal?

As programming is already addressed in each of LI 829, LI 831 and LI 832, it makes sense to offer this as an advanced programming class, looking across a range of age groups and over longer time periods, which the current course already does. The current course description is still applicable, although minor edits have been made to standardize format and terminology across youth services courses. The course content will not change.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI 857 is an elective in the MLS program. It is currently required in the concentration in Librarianship for children and young adults but we propose to remove it from that concentration and make it a choice within the proposed certificate in youth services. Please see additional proposals.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ○ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a

course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

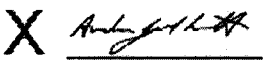
If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

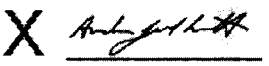
X 

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X 

Signed by: asmith37

Academic Affairs

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Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Program Change - new course title for LI 802

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change in Program to reflect change in course title for LI 802 from "Information-seeking Behavior and User-centered Services" to "Information-seeking Behavior and Reference Services"

B. What is the rationale for the proposal?

The program change reflects a course title change for LI802, proposed under a separate curriculum change from, which provides a more precise explanation of the course, identifying this as the introductory reference course, and aligns with current professional standards

usage.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- (●) Yes
- ( ) No

If yes, explain:

LI 802 is required for School Library Media licensure.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- (●) Library resources are adequate
- ( ) Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/11/2014

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

12/11/2014

X

Signed by: asmith37

Academic Affairs

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Attachment:

Program Changes in MLS Curriculum 2014--September 2014.docx
Microsoft Word Document
127 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Master of Library Science Degree Program

Submitted September 4, 2014

Current Curriculum

Current Master of Library Science
36 credit hours

Prerequisite:

LI513 Technology Skills for Graduate Students

Required Courses:

LI801 Foundations of Library and Information Science

LI802 Information-seeking Behavior and User-centered Services

LI804 Organization of Information

LI805 Management and Information Organizations

LI810 Research in Library and Information Science

LI815 Information Technology

LI855 Collection Development and Management

LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14
Total of 14 hours from the SLIM MLS course catalog

Total Hours for MLS Degree: 36

Elective Course List

LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)

Rev. 09/04/2014

Proposed Curriculum

Proposed Master of Library Science
36 credit hours

Prerequisite:

LI513 Technology Skills for Graduate Students

Required Courses:

LI801 Foundations of Library and Information Science

LI802 *Information-seeking Behavior and Reference Services*

LI804 Organization of Information

LI805 Management and Information Organizations

LI810 Research in Library and Information Science

LI815 Information Technology

LI855 Collection Development and Management

LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14
Total of 14 hours from the SLIM MLS course catalog

Total Hours for MLS Degree: 36

Elective Course List

LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)

LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Technology (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design
LI846 Computer Networking for Libraries and Information Organizations (2)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (2)
LI850 Management of Information Agencies (2)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI 858: Information Literacy and Instructional Collaboration (2)

LI 859: Project Management in Information Organizations (3)

LI860 Current Issues in Global Information Infrastructure (1-3)

LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI 867: Nursing and Health Informatics (3)
LI 868: Advocacy and Information Organizations (3)
LI 869: Evidence-based Practice in Nursing and Healthcare (3)

LI870 Practicum (1-33)
LI873 Archives Studies Certificate Practicum (3-6)
LI 883 Introduction to Metadata (1)
LI 884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI890 Advanced Research Strategies (3)

LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Tech. (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design
LI846 Computer Networking for Libraries and Information Organizations (2)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Management of Information Agencies (2)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI 858: Information Literacy and Instructional Collaboration (2)
LI 859: Project Management in Information Organizations (3)

LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI 867: Nursing and Health Informatics (3)
LI 868: Advocacy and Information Organizations (3)
LI 869: Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI 883 Introduction to Metadata
LI 884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI890 Advanced Research Strategies (3)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department:

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	LI 802	3.0	Information-seeking Behavior and User-centered Services
New:	LI 802	3.0	Information-seeking Behavior and Reference Services

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Title and description change of LI802, which is a required course for the Master of Library Science degree as well as for the School Library Media Licensure program.

The SLIM Faculty propose to change the course title and course description of LI802 as follows:

CURRENT: An introduction to the theories of information-seeking behavior and their application to user-centered services. Students are introduced to models of information seeking, retrieval and sharing; the selection, evaluation, and use of appropriate electronic and print resources; information literacy, learning styles, and best practices in providing user-centered services. (Required) Prerequisite: LI 801 or concurrent enrollment.

NEW: An introduction to user-centered services and the application of theories of information behavior. Students are introduced to models of information seeking, retrieval, and sharing;

the selection, evaluation, and use of appropriate resources; information literacy, learning styles, and best practices in providing user-centered services. (Required) Prerequisite: LI 801 or concurrent enrollment.

B. What is the rationale for the proposal?

The proposed course title and description of LI802 provide a more precise explanation of the goals and learning outcomes, identifying this as the introductory reference course, and aligns with current professional standards usage.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI802 is required for the Master of Library Science degree and the School Library Media Licensure program.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ◉ Yes
- ○ No

If yes, explain:

LI802 is required by the School Library Media Licensure program.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for

disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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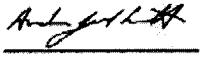
Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

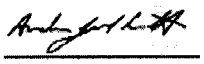
X 

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

9/4/2014

X 

Signed by: asmith37

Academic Affairs

☐ Finalize

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Document Routing Control Panel

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Current User: panderso Next Route: kermler@empori... My Other Routes:

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Message from previous Router(s):

Hi Joan:

This is a relatively minor change to LI 802, principally making sure it is recognized as our basic ref course, which is not clear from the original title.

☐ Dis

Attachment:

Program Changes in MLS Curriculum January 2015.docx
Microsoft Word Document
126 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Master of Library Science Degree Program

Submitted January 16, 2015

Current Curriculum

Current Master of Library Science – 36 credit hours

Prerequisite:

LI513 Technology Skills for Graduate Students

Required Courses:

LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and User-centered Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14

Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Tech. (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI846 Computer Networking for Libraries and Information Organizations
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)

Proposed Curriculum

Proposed Master of Library Science – 36 credit hours

No prerequisite

Required Courses:

LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and Reference Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14

Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Advanced Reference Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI822 Multiple Literacies in Libraries (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI857 Advanced Programming for Youth Services (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI867 Nursing and Health Informatics (3)

LI866 Introduction to Copyright and Licensing (3)
LI867: Nursing and Health Informatics (3)
LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Librarianship for Children and Young Adults

Required:
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI857 Designing and Implementing Programs for Children and Young Adults (1)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Youth Services

Required:
LI829 Resources and Services for Young Learners (3)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Concentration in Informatics

Required:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Remove LI 513 as a prerequisite for MLS degree program

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to remove LI 513 Technology Skills for Graduate Students as a requirement of the MLS program.

B. What is the rationale for the proposal?

LI 513 (1 credit) is currently required of all MLS students, although many choose to opt out as it covers material with which they are already familiar, and it can be expensive for our out of state students. Fewer students are taking the class, which is currently limited to technology

skills. However, more students are lacking a wider variety of skills, so from January 2015 we will be providing to all students an open-access course in Canvas that addresses technology, academic and professional skills - Preparation for Academic Success. This will be made available to all incoming students upon program acceptance, and LI 513 will no longer be relevant and will not be taught from this point on.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI 513 (1 credit) is currently required of all MLS students, although many choose to opt out as it covers material with which they are already familiar, and it can be expensive for our out of state students. Fewer students are taking the class, which is currently limited to technology skills. However, more students are lacking a wider variety of skills, so from January 2015 we will be providing to all students an open-access course in Canvas that addresses technology, academic and professional skills - Preparation for Academic Success. This will be made available to all incoming students upon program acceptance, and LI 513 will no longer be relevant and will not be taught from this point on.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/19/2014

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

12/19/2014

X

Signed by: asmith37

Academic Affairs

☐ Finalize

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Attachment:

Program Changes in MLS Curriculum 2015 - December 20 2014.docx
Microsoft Word Document
20.3 KB

School of Library and Information Management
Emporia State University

Master of Library Science Degree Program

Submitted December 20, 2014

Current Curriculum

Current Master of Library Science
36 credit hours

Prerequisite:

LI513 Technology Skills for Graduate Students

Required Courses:

LI801 Foundations of Library and Information Science

LI802 Information-seeking Behavior and User-centered Services

LI804 Organization of Information

LI805 Management and Information Organizations

LI810 Research in Library and Information Science

LI815 Information Technology

LI855 Collection Development and Management

LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14
Total of 14 hours from the SLIM MLS course catalog

Total Hours for MLS Degree: 36

Elective Course List

LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval and Customization (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Programs for Children (3)

Rev. 01/07/2013

Proposed Curriculum

Proposed Master of Library Science
36 credit hours

Required Courses:

LI801 Foundations of Library and Information Science

LI802 Information-seeking Behavior and Reference Services

LI804 Organization of Information

LI805 Management and Information Organizations

LI810 Research in Library and Information Science

LI815 Information Technology

LI855 Collection Development and Management

LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14
Total of 14 hours from the SLIM MLS course catalog

Total Hours for MLS Degree: 36

Elective Course List

LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval and Customization (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)

LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Technology (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design
LI846 Computer Networking for Libraries and Information Organizations (2)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (2)
LI850 Management of Information Agencies (2)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI 858: Information Literacy and Instructional Collaboration (2)

LI 859: Project Management in Information Organizations (3)

LI860 Current Issues in Global Information Infrastructure (1-3)

LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI 867: Nursing and Health Informatics (3)
LI 868: Advocacy and Information Organizations (3)
LI 869: Evidence-based Practice in Nursing and Healthcare (3)

LI870 Practicum (1-33)
LI873 Archives Studies Certificate Practicum (3-6)
LI890 Advanced Research Strategies (3)

LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Tech. (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design
LI846 Computer Networking for Libraries and Information Organizations (2)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Management of Information Agencies (2)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
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LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI 867: Nursing and Health Informatics (3)
LI 868: Advocacy and Information Organizations (3)
LI 869: Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI890 Advanced Research Strategies (3)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Modify MLS program to include removal of LI 513 prerequisite, concentration in informatics and various new elective courses, course title changes, and change to concentration in librarianship for children and young adults.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to modify the official program in line with the various prerequisite, course and concentration changes proposed separately.

Please see the attached explanation.

B. What is the rationale for the proposal?

We propose to modify the official program in line with the various prerequisite, course and concentration changes proposed separately.

Please see the attached explanation.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

See individual proposals for explanations.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- (●) Yes
- ( ) No

If yes, explain:

LI 802, LI 831 and LI 832 are required for School Library Media Licensure. Changes have already been submitted to and approved by the Committee on Advanced Programs of the Teachers College.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- (●) Library resources are adequate
- ( ) Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

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Attachment:

SLIM Curriculum Changes Summary.docx
Microsoft Word Document
133 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

SLIM Curriculum Changes Summary

As we prepare for our ALA accreditation visit in September, we are completing the final parts of our extensive curriculum review, as well as initiating some new concentrations and certificates in line with our goals in the new strategic plan.

In a nutshell:

Prerequisite change: LI 513
Course Changes: LI 802, LI 813, LI29, LI831, LI832, LI857
New Courses: LI 822, LI 825, LI 830
Concentration change: Librarianship for Children and Young Adults
New Concentrations: MLS – Informatics, MS – Healthcare and Wellness, PhD – Informatics
New Certificates: Youth Services, Leadership and Administration in Information Organizations, Informatics
Program changes: MLS, MS, PhD

Prerequisites

Remove LI 513 as a prerequisite for the MLS degree.

This course has been our technology preparation course for Grad School, but more and more students are reluctant to take it and invoke the sing-out option, as they already know some (but not all) of the content, or because of the expense, particularly for our out of state students. Enrollment has continued to drop to a point where it is not practical to offer the course and it is not serving the needs of the program. The course was not a prerequisite for licensure-only students or for any other programs within SLIM.

We have created a new preparation course in Canvas that is now being made available free of charge and, as it is not a paid course, can be made available to students upon acceptance into all SLIM programs. The course is structured in modules, so changes can easily be made to content, and modules added or removed as needed to respond to emerging student needs.

New Courses

LI 822 Multiple Literacies in Libraries

As libraries work increasingly with multiple formats and modalities, there is a need to offer students experience beyond text-based resources, whether print or electronic. The course will be required in the Certificate in Youth Services but will also be an elective for MLS students.

LI 825 Multicultural Services and Resources for Libraries

Although we currently have available coursework in serving diverse populations, and multicultural elements are present in many of our other courses, there is a need for a course that explores multicultural services and resources more deeply across all areas of library work. The course will be required in the Certificate in Youth Services but will also be an elective for MLS students and in the Certificate in Leadership and Administration..

LI 830 Current Issues in Youth Services

Our existing Current Issues classes do not easily allow for topics in youth services. The course will be required in the Certificate in Youth Services but will also be an elective for MLS students.

Course Changes:

LI 802 – title and description change.

It is not clear to students or employers that this is our basic reference services course, so the title and description change is to make this clear and to align with current terminology. The course content remains the same.

LI 813 – title and description change

This has been an orphan course for many years as it was once the introductory reference course, but has had no specific purpose since the introductory reference material was moved several years ago to LI 802. Now that the title of 802 is being clarified it makes sense to change this to a course in advanced reference services that will provide more in-depth study of reference techniques and emerging issues within the field.

LI 829, LI 831 & LI 832 – course description changes

We have edited the course descriptions to put them all in parallel form and to reflect current usage in the profession.

LI 829 – increase to 3 hours

The content of the course remains the same, but the topic is really too broad to be handled in the current 2 credit course, so an increase to 3 credit hours will reflect the actual amount of work within the course.

LI 857 – title change

As programming is already addressed in each of LI 829, LI 831 and LI 832, it makes sense to offer this as an advanced programming class, looking across a range of age groups and over longer time periods. The current course description is still applicable, although minor edits have been made to standardize format and terminology across youth services courses.

Informatics

We are now actively recruiting students for the new MS in Informatics with a concentration in Nursing Informatics. At the same time, we want to use the already existing informatics courses to provide additional options for our MLS and PhD students, so they may graduate with a concentration in informatics, as well as adding a Certificate in Informatics for those who do not require the full masters degree. A new concentration in Healthcare and Wellness in the MS degree allows us to recruit a broader range of healthcare professionals, using the existing concentration coursework.

MLS – concentration in informatics

MS – concentration in healthcare and wellness

PhD - concentration in informatics

Certificate in informatics

Please refer to the program charts below.

Youth Services

We introduced the MLS concentration in librarianship for children and young adults three years ago. Having seen the concentration in operation, we now wish to make some changes to its structure, based on the needs of our students and our experiences of teaching LI 829.

Concentration in Librarianship for Children and Young Adults.

We propose to remove LI 857 from the concentration, as programming is already covered within each of LI 829, LI831 and LI 832.

We also propose to change the name to Concentration in Youth Services to match current usage and to standardize our terminology across all our youth services offerings.

Certificate in Youth Services

Many pre-professional librarians avoid classes in youth services, as they are often perceived as being not as important as librarianship for adults. However, once they are working, they not only begin to understand the importance of youth services, but recognize the need for specialized preparation. The new Certificate in Youth Services will allow both pre-professional and practicing librarians to receive this specialized training.

Please refer to the program charts below.

Leadership and Administration

Certificate in Leadership and Administration

The most common request from library directors across all our cohorts is for more learning opportunities in Leadership and Administration. Most practicing librarians would benefit from additional certification in leadership and administration, and the certificate would also benefit those without the MLS degree who are serving in leadership capacities in small, particularly rural, libraries.

Please refer to the program charts below.

Master of Library Science Degree Program

Submitted January 16, 2015

Current Curriculum

Current Master of Library Science – 36 credit hours
Prerequisite:
LI513 Technology Skills for Graduate Students
Required Courses:
LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and User-centered Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience
Total Required Course Credit Hours: 22
Elective Course Credit Hours: 14
Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Tech. (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI846 Computer Networking for Libraries and Information Organizations
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI867: Nursing and Health Informatics (3)
LI868 Advocacy and Information Organizations (3)

Proposed Curriculum

Proposed Master of Library Science – 36 credit hours
No prerequisite

Required Courses:
LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and Reference Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience
Total Required Course Credit Hours: 22
Elective Course Credit Hours: 14
Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Advanced Reference Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI822 Multiple Literacies in Libraries (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI857 Advanced Programming for Youth Services (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI867 Nursing and Health Informatics (3)
LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)

LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Librarianship for Children and Young Adults

Required:
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI857 Designing and Implementing Programs for Children and Young Adults (1)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Youth Services

Required:
LI829 Resources and Services for Young Learners (3)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Concentration in Informatics

Required:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)

Master of Science in Informatics Degree Program

Submitted January 16, 2015

Current Curriculum

Current Master of Science – 36 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI844 Database Design (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 24
Concentration Credit Hours: 12

Concentration in Nursing Informatics
Required:
LI867 Nursing and Healthcare Informatics (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI897 Nursing & Healthcare Systems Technology Integration (3)
LI898 Nursing & Healthcare Informatics Applications (3)

Proposed Curriculum

Proposed Master of Science – 36 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI844 Database Design (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 24
Concentration Credit Hours: 12

Concentration in Nursing Informatics
Required:
LI867 Nursing and Healthcare Informatics (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI897 Nursing & Healthcare Systems Technology Integration (3)
LI898 Nursing & Healthcare Informatics Applications (3)

Concentration in Healthcare and Wellness Informatics
Required:
LI867 Nursing and Healthcare Informatics (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI897 Nursing & Healthcare Systems Technology Integration (3)
LI898 Nursing & Healthcare Informatics Applications (3)

Doctor of Philosophy – Library and Information Management Degree Program

Submitted January 16, 2015

Current Curriculum

Tier 1 – Introduction to Research and Theory – 13 credit hours

Required Courses:
LI 900 Introduction to Doctoral Studies (1)
LI 903 Research Philosophy (3)
LI 904 Research Strategies: Quantitative Methods and Theory
LI 905 Research Strategies: Qualitative Methods and Theory
LI 890 Advanced Research Strategies (3)

Tier 2 – Foundational Courses – 12 credit hours

Required Courses:
LI 891 Seminar in Information Transfer (3)
LI 892 Seminar in Information Psychology (3)
LI 893 Seminar in Administrative Theory (3)
LI 894 Seminar in Organization of Information (3)

Tier 3 – Advanced work in concentrations – 12 credit hours

Instructional Design Technology (choice of 12 credit hours)

IT 800 Instructional Design (3)
IT 810 Multimedia Design (3)
IT 820 Designing/developing Web-based Instruction (3)
IT 830 Contemporary Issues in Distance Education (3)
IT 850 Implementation of Corporate Learning Systems (3)

Information Systems (choice of 12 credit hours)

IS 805 Special Topics in Computer Information Systems (1-3)
IS 813 Information Technology Project Management (3)
IS823 Systems Analysis and Design (3)
IS 843 Electronic Commerce (3)
IS 872 Information Systems for Managerial Decision Making (3)

Tier 4 – Teaching, readings and examination – 4 credit hours

Required courses:
LI 940 Teaching and Learning in Organizations (3)
LI 946 Directed Readings (1)

Tier 5 – Proposal and Dissertation – 15 credit hours

Proposed Curriculum

Tier 1 – Introduction to Research and Theory – 13 credit hours

Required Courses:
LI 900 Introduction to Doctoral Studies (1)
LI 903 Research Philosophy (3)
LI 904 Research Strategies: Quantitative Methods and Theory
LI 905 Research Strategies: Qualitative Methods and Theory
LI 890 Advanced Research Strategies (3)

Tier 2 – Foundational Courses – 12 credit hours

Required Courses:
LI 891 Seminar in Information Transfer (3)
LI 892 Seminar in Information Psychology (3)
LI 893 Seminar in Administrative Theory (3)
LI 894 Seminar in Organization of Information (3)

Tier 3 – Advanced work in concentrations – 12 credit hours

Instructional Design Technology (choice of 12 credit hours)

IT 800 Instructional Design (3)
IT 810 Multimedia Design (3)
IT 820 Designing/developing Web-based Instruction (3)
IT 830 Contemporary Issues in Distance Education (3)
IT 850 Implementation of Corporate Learning Systems (3)

Information Systems (choice of 12 credit hours)

IS 805 Special Topics in Computer Information Systems (1-3)
IS 813 Information Technology Project Management (3)
IS823 Systems Analysis and Design (3)
IS 843 Electronic Commerce (3)
IS 872 Information Systems for Managerial Decision Making (3)

Informatics – 12 credit hours

LI 800 Introduction to Informatics (3)
LI 819 Information Retrieval (3)
LI 887 Systems Analysis and Design (3)
LI 889 Knowledge Management (3)

Tier 4 – Teaching, readings and examination – 4 credit hours

Required courses:
LI 940 Teaching and Learning in Organizations (3)
LI 946 Directed Readings (1)

Tier 5 – Proposal and Dissertation – 15 credit hours

New Certificate Programs

Submitted January 16, 2015

Proposed Curriculum

Certificate in Youth Services – 18 credit hours

Required Courses:

LI825 Multicultural Resources and Services in Libraries (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Select one:
LI755 Special Topics: School Library Media Summer Institute (1)
LI857 Advanced Programming for Youth Services (1)

Select one:
LI822 Multiple Literacies in Libraries (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

Certificate in Informatics – 18 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 18

Certificate in Leadership and Administration – 18 credit hours

(students with previous masters-level management course)
Required Courses:
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select three:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

(students without previous masters-level management course)
Required Courses:
LI805 Management and Information Organizations
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select two:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Master of Library Science Degree Program

Submitted January 16, 2015

Current Curriculum

Current Master of Library Science – 36 credit hours

Prerequisite:

LI513 Technology Skills for Graduate Students

Required Courses:

LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and User-centered Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14

Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Tech. (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI846 Computer Networking for Libraries and Information Organizations
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)

Proposed Curriculum

Proposed Master of Library Science – 36 credit hours

No prerequisite

Required Courses:

LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and Reference Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14

Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Advanced Reference Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI822 Multiple Literacies in Libraries (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI857 Advanced Programming for Youth Services (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI867 Nursing and Health Informatics (3)

LI866 Introduction to Copyright and Licensing (3)
LI867: Nursing and Health Informatics (3)
LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Librarianship for Children and Young Adults

Required:
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI857 Designing and Implementing Programs for Children and Young Adults (1)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Youth Services

Required:
LI829 Resources and Services for Young Learners (3)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Concentration in Informatics

Required:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

MLS concentration in Informatics

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to add a concentration within the MLS degree in informatics.

Please see attached MLS curriculum form.

B. What is the rationale for the proposal?

Many of our MLS students are interested in working outside the library world and are seeking and obtaining positions in other information and corporate organizations where they are using both their information retrieval and data analysis skills. The concentration allows students

who wish to follow this track a formal transcript acknowledgement of their informatics capabilities.

The concentration also allows for improved enrollment management.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

All courses within the concentration are already available to MLS students as electives. The concentration simply formalizes the track within the degree.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

☐ Finalize

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Document Routing Control Panel

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Attachment:

Program Changes in MLS Curriculum January 2015.docx
Microsoft Word Document
126 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Master of Library Science Degree Program

Submitted January 16, 2015

Current Curriculum

Current Master of Library Science – 36 credit hours

Prerequisite:

LI513 Technology Skills for Graduate Students

Required Courses:

LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and User-centered Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14

Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Tech. (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI846 Computer Networking for Libraries and Information Organizations
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)

Proposed Curriculum

Proposed Master of Library Science – 36 credit hours

No prerequisite

Required Courses:

LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and Reference Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14

Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Advanced Reference Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI822 Multiple Literacies in Libraries (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI857 Advanced Programming for Youth Services (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI867 Nursing and Health Informatics (3)

LI866 Introduction to Copyright and Licensing (3)
LI867: Nursing and Health Informatics (3)
LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Librarianship for Children and Young Adults

Required:
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI857 Designing and Implementing Programs for Children and Young Adults (1)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Youth Services

Required:
LI829 Resources and Services for Young Learners (3)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Concentration in Informatics

Required:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Certificate in Youth Services

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to add a certificate in Youth Services

B. What is the rationale for the proposal?

Many pre-professional librarians avoid classes in youth services, as they are often perceived as being not as important as librarianship for adults. However, once they are working, they not only begin to understand the importance of youth services, but recognize the need for

specialized preparation. The new Certificate in Youth Services will allow both pre-professional and practicing librarians to receive this specialized training.

Please refer to the attached program chart.

This new certificate also aligns with our goals for the new strategic plan.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The certificate uses courses that are all electives within the MLS curriculum. Three new courses, one a current issues class in youth services and two general library classes in multicultural resources and services and multiple literacies, will also be used in the certificate.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

○ Yes
◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

◉ Library resources are adequate ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

☐ Finalize

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Attachment:

Program Changes Certificates January 2015.docx
Microsoft Word Document
124 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

New Certificate Programs

Submitted January 16, 2015

Proposed Curriculum

Certificate in Youth Services – 18 credit hours

Required Courses:

LI825 Multicultural Resources and Services in Libraries (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Select one:
LI755 Special Topics: School Library Media Summer Institute (1)
LI857 Advanced Programming for Youth Services (1)

Select one:
LI822 Multiple Literacies in Libraries (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

Certificate in Informatics – 18 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 18

Certificate in Leadership and Administration – 18 credit hours

(students with previous masters-level management course)
Required Courses:
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select three:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

(students without previous masters-level management course)
Required Courses:
LI805 Management and Information Organizations
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select two:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Master of Science in Informatics Degree Program

Submitted January 16, 2015

Current Curriculum

Current Master of Science – 36 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI844 Database Design (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 24
Concentration Credit Hours: 12

Concentration in Nursing Informatics
Required:
LI867 Nursing and Healthcare Informatics (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI897 Nursing & Healthcare Systems Technology Integration (3)
LI898 Nursing & Healthcare Informatics Applications (3)

Proposed Curriculum

Proposed Master of Science – 36 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI844 Database Design (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 24
Concentration Credit Hours: 12

Concentration in Nursing Informatics
Required:
LI867 Nursing and Healthcare Informatics (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI897 Nursing & Healthcare Systems Technology Integration (3)
LI898 Nursing & Healthcare Informatics Applications (3)

Concentration in Healthcare and Wellness Informatics
Required:
LI867 Nursing and Healthcare Informatics (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI897 Nursing & Healthcare Systems Technology Integration (3)
LI898 Nursing & Healthcare Informatics Applications (3)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

MS in Informatics - add concentration in Healthcare and Wellness Informatics

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to add a concentration in Healthcare and Wellness Informatics.

The course work will be exactly the same as for the concentration in Nursing Informatics.

Please see the attached MS program form.

B. What is the rationale for the proposal?

The MS in Informatics was created to allow for the addition of multiple concentrations. The initial degree proposal was put forward with only the nursing concentration, as that was what was initially funded, but it was always planned to add additional concentrations. The specific

courses for the nursing concentration were also created to serve Healthcare professionals generally, so that this concentration may be added with no additional courses or resources required.

The new concentration allows us to recruit a much broader range of healthcare professionals into the informatics program, rather than it being restricted to nurses.

The proposal also aligns with our goals for the new strategic plan.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The degree program and concentration were specifically designed to allow for the addition of this and other concentrations, so this is a logical step as we recruit students into the informatics program.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

○ Yes
◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

◉ Library resources are adequate ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is

modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

Click here to sign this section

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

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Attachment:

Program Changes in MS Curriculum January 2015.docx
Microsoft Word Document
123 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

New Certificate Programs

Submitted January 16, 2015

Proposed Curriculum

Certificate in Youth Services – 18 credit hours

Required Courses:

LI825 Multicultural Resources and Services in Libraries (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Select one:
LI755 Special Topics: School Library Media Summer Institute (1)
LI857 Advanced Programming for Youth Services (1)

Select one:
LI822 Multiple Literacies in Libraries (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

Certificate in Informatics – 18 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 18

Certificate in Leadership and Administration in Information Organizations – 18 credit hours

(students with previous masters-level management course)
Required Courses:
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select three:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

(students without previous masters-level management course)
Required Courses:
LI805 Management and Information Organizations
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select two:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

New Certificate in Leadership and Adminsitration

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to add a certificate in Leadership and Administration in Information Organizations

B. What is the rationale for the proposal?

The most common request from library directors across all our cohorts is for more learning opportunities in Leadership and Administration. Most practicing librarians would benefit from additional certification in leadership and administration, and the certificate would also benefit

those without the MLS degree who are serving in leadership capacities in small, particularly rural, libraries.

Please see the attached description.

The new certificate program also aligns with our goals for the new strategic plan.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The certificate uses current courses within the MLS program, plus one new proposed course.

There are two tracks within the certificate, one for those with a previous masters-level management course and one for those without, who will be required to take the basic library management course LI 805.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

☐ Finalize

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Program Changes Certificates January 2015.docx
Microsoft Word Document
124 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

New Certificate Programs

Submitted January 16, 2015

Proposed Curriculum

Certificate in Youth Services – 18 credit hours

Required Courses:

LI825 Multicultural Resources and Services in Libraries (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Select one:
LI755 Special Topics: School Library Media Summer Institute (1)
LI857 Advanced Programming for Youth Services (1)

Select one:
LI822 Multiple Literacies in Libraries (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

Certificate in Informatics – 18 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 18

Certificate in Leadership and Administration in Information Organizations – 18 credit hours

(students with previous masters-level management course)
Required Courses:
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select three:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

(students without previous masters-level management course)
Required Courses:
LI805 Management and Information Organizations
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select two:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):
new Certificate in Informatics

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.
We propose to add a Certificate in Informatics.

B. What is the rationale for the proposal?
We are now actively recruiting students for the new MS in Informatics with a concentration in Nursing Informatics. At the same time, we want to use the already existing informatics courses to provide additional options for our MLS and PhD students, so they may graduate

with a concentration in informatics, as well as adding a Certificate in Informatics for those who do not require the full masters degree. A new concentration in Healthcare and Wellness in the MS degree allows us to recruit a broader range of healthcare professionals, using the existing concentration coursework.

Please refer to the attached program chart.

The new certificate aligns with our goals as part of the new strategic plan.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The certificate will use courses that are already being offered as part of the MS in Informatics.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

○ Yes
◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

◉ Library resources are adequate ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is

modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

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EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

New Certificate Programs

Submitted January 16, 2015

Proposed Curriculum

Certificate in Youth Services – 18 credit hours

Required Courses:

LI825 Multicultural Resources and Services in Libraries (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Select one:
LI755 Special Topics: School Library Media Summer Institute (1)
LI857 Advanced Programming for Youth Services (1)

Select one:
LI822 Multiple Literacies in Libraries (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

Certificate in Informatics – 18 credit hours

Required Courses:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)
LI889 Knowledge Management (3)
LI874 Informatics Practicum (6)

Total Required Course Credit Hours: 18

Certificate in Leadership and Administration in Information Organizations – 18 credit hours

(students with previous masters-level management course)
Required Courses:
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select three:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

(students without previous masters-level management course)
Required Courses:
LI805 Management and Information Organizations
LI850 Leadership and Information Organizations (3)
LI859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Select two:
LI811 Community Needs Analysis (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI863 Current Issues in Management of Information Organizations (3)
LI870 Practicum (3)

Total Required Course Credit Hours: 18

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department:

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	LI 802	3.0	Information-seeking Behavior and User-centered Services
New:	LI 802	3.0	Information-seeking Behavior and Reference Services

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Title and description change of LI802, which is a required course for the Master of Library Science degree as well as for the School Library Media Licensure program.

The SLIM Faculty propose to change the course title and course description of LI802 as follows:

CURRENT: An introduction to the theories of information-seeking behavior and their application to user-centered services. Students are introduced to models of information seeking, retrieval and sharing; the selection, evaluation, and use of appropriate electronic and print resources; information literacy, learning styles, and best practices in providing user-centered services. (Required) Prerequisite: LI 801 or concurrent enrollment.

NEW: An introduction to user-centered services and the application of theories of information behavior. Students are introduced to models of information seeking, retrieval, and sharing;

the selection, evaluation, and use of appropriate resources; information literacy, learning styles, and best practices in providing user-centered services. (Required) Prerequisite: LI 801 or concurrent enrollment.

B. What is the rationale for the proposal?

The proposed course title and description of LI802 provide a more precise explanation of the goals and learning outcomes, identifying this as the introductory reference course, and aligns with current professional standards usage.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI802 is required for the Master of Library Science degree and the School Library Media Licensure program.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ◉ Yes
- ○ No

If yes, explain:

LI802 is required by the School Library Media Licensure program.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for

disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

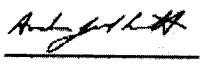
If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

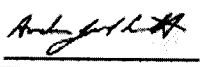
X 

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

9/4/2014

X 

Signed by: asmith37

Academic Affairs

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Current User: panderso Next Route: kermler@empori... My Other Routes:

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Message from previous Router(s):

Hi Joan:

This is a relatively minor change to LI 802, principally making sure it is recognized as our basic ref course, which is not clear from the original title.

☐ Disp

Attachment:

Program Changes in MLS Curriculum January 2015.docx
Microsoft Word Document
126 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Master of Library Science Degree Program

Submitted January 16, 2015

Current Curriculum

Current Master of Library Science – 36 credit hours
Prerequisite:
LI513 Technology Skills for Graduate Students
Required Courses:
LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and User-centered Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience
Total Required Course Credit Hours: 22
Elective Course Credit Hours: 14
Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Tech. (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI846 Computer Networking for Libraries and Information Organizations
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)

Proposed Curriculum

Proposed Master of Library Science – 36 credit hours
No prerequisite

Required Courses:
LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and Reference Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience
Total Required Course Credit Hours: 22
Elective Course Credit Hours: 14
Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Advanced Reference Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI822 Multiple Literacies in Libraries (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI857 Advanced Programming for Youth Services (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI867 Nursing and Health Informatics (3)

LI866 Introduction to Copyright and Licensing (3)
LI867: Nursing and Health Informatics (3)
LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Librarianship for Children and Young Adults

Required:
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI857 Designing and Implementing Programs for Children and Young Adults (1)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Youth Services

Required:
LI829 Resources and Services for Young Learners (3)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Concentration in Informatics

Required:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

MLS Concentration in librarianship for children and young adults - change in title and in required courses.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to remove LI 857 from the concentration.

We also propose to change the name to Concentration in Youth Services to match current usage and to standardize our terminology across all our youth services offerings.

Please see attached MLS program document

B. What is the rationale for the proposal?

We introduced the MLS concentration in librarianship for children and young adults three years ago. Having seen the concentration in operation, we now wish to make some changes to its structure, based on the needs of our students and our experiences of teaching LI 829.

The content of LI829 will remain the same, but the topic is really too broad to be handled in the current 2 credit course, so an increase to 3 credit hours will reflect the actual amount of work within the course. (Please see separate proposal)

We propose to remove LI 857 from the concentration, as programming is already covered within each of LI 829, LI831 and LI 832. (Please see separate proposal for LI 857)

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This change will allow us more time in LI 829 to concentrate on the important area of early literacy within the library, and will also make scheduling of the concentration easier with three 3-hour courses.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ○ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

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Microsoft Word Document
126 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Master of Library Science Degree Program

Submitted January 16, 2015

Current Curriculum

Current Master of Library Science – 36 credit hours

Prerequisite:

LI513 Technology Skills for Graduate Students

Required Courses:

LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and User-centered Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14

Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Reference and User Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI834 Information Transfer in Information Centers (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI840 Structure and Organization of Information Tech. (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI846 Computer Networking for Libraries and Information Organizations
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI853 Technology Institutions, Policies, and Operations (2)
LI857 Designing and Implementing Programs for Children and Young Adults (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)

Proposed Curriculum

Proposed Master of Library Science – 36 credit hours

No prerequisite

Required Courses:

LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and Reference Services
LI804 Organization of Information
LI805 Management and Information Organizations
LI810 Research in Library and Information Science
LI815 Information Technology
LI855 Collection Development and Management
LI880 Capstone Course: Assessing the MLS Experience

Total Required Course Credit Hours: 22

Elective Course Credit Hours: 14

Total of 14 hours from the SLIM MLS course catalog

LI755 Special Topics: School Library Media Summer Institute (1)
LI800 Introduction to Informatics (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI813 Advanced Reference Services (3)
LI814 Cataloging and Classification (2)
LI816 Legal Information Research and Retrieval (3)
LI818 Archival Arrangement and Description (3)
LI819 Information Retrieval (3)
LI822 Multiple Literacies in Libraries (3)
LI825 Multicultural Resources and Services in Libraries (3)
LI827 Preservation Strategies (3)
LI829 Resources and Services for Young Learners (3)
LI830 Current Issues in Youth Services (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI833 Resources and Services for Diverse Populations (2)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI839 History of Libraries (2)
LI842 Indexing and Abstracting (2)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI848 Issues in Preservation, Access, and Digitization (2)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI851 Managing the School Library Media Center (3)
LI857 Advanced Programming for Youth Services (1)
LI858 Information Literacy and Instructional Collaboration (2)
LI859 Project Management in Information Organizations (3)
LI860 Current Issues in Global Information Infrastructure (1-3)
LI861 Current Issues in Information Transfer (1-3)
LI862 Current Issues in Technology (1-3)
LI863 Current Issues in Management of Information Organizations (1-3)
LI865 Independent Study (1-2)
LI866 Introduction to Copyright and Licensing (3)
LI867 Nursing and Health Informatics (3)

LI866 Introduction to Copyright and Licensing (3)
LI867: Nursing and Health Informatics (3)
LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Librarianship for Children and Young Adults

Required:
LI829 Resources and Services for Young Learners (2)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)
LI857 Designing and Implementing Programs for Children and Young Adults (1)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

LI868 Advocacy and Information Organizations (3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 Practicum (1-3)
LI873 Archives Studies Certificate Practicum (3-6)
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI887 System Analysis and Design (3)
LI888 Information Technology Project Management (3)
LI889 Knowledge Management (3)
LI890 Advanced Research Strategies (3)

Concentration in Archives Studies

Required:
LI809 Introduction to Archives (3)
LI818 Archival Arrangement and Description (3)
LI827 Preservation Strategies (3)

Concentration in Youth Services

Required:
LI829 Resources and Services for Young Learners (3)
LI831 Resources and Services for Children (3)
LI832 Resources and Services for Young Adults (3)

Concentration in Leadership and Administration

Required:
LI850 Management of Information Agencies (3)
LI 859 Project Management in Information Organizations (3)
LI868 Advocacy and Information Organizations (3)

Concentration in Informatics

Required:
LI800 Introduction to Informatics (3)
LI819 Information Retrieval (3)
LI887 System Analysis and Design (3)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	LI 813	3	Reference and User Services
New:	LI 813	3	Advanced Reference Services

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose changing the title to Advanced Reference Services

Current catalog description:

Introduction to a wide variety of print and electronic reference sources and current issues in the provision of reference services. Students learn effective ways to select information retrieval tools and resources, develop search strategies, and evaluate search results. Evaluation of print and electronic sources is also addressed. Prerequisite: LI 801 & LI 802. (Approved 2/20/2012)

Proposed catalog description:

This is an advanced skills course in reference services that focuses on the reference interview and the use of information resources. Emphasis is placed on developing expertise in the use

and assessment of the content and functionality of information resources by developing an understanding of the technologies upon which they rely. Attention is paid to emerging issues in reference services and information discovery. The course builds on concepts introduced in LI802, LI804, and LI810. Prerequisite: LI 802.

B. What is the rationale for the proposal?

This has been an orphan course for many years as it was once the introductory reference course, but has had no specific purpose since the introductory reference material was moved several years ago to LI 802. Now that the title of 802 is being clarified it makes sense to change this to a course in advanced reference services that will provide more in-depth study of reference techniques and emerging issues within the field.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI 813 will be an elective course for MLS students who wish more advanced study in reference services.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements

regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

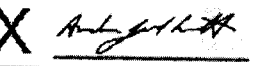
If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

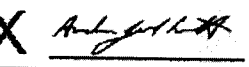
X 

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X 

Signed by: asmith37

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

Form will be routed via E-Mail as indicated below.

Current User: panderso Next Route: kermler@empori... My Other Routes:

☐ Reroute to:

Message from previous Router(s):

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EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Course Syllabus

LI 813 XI

Advanced Reference Services

Fall Semester 2015

Faculty:	Put name here as you wish it to appear.
E-mail:	**@emporia.edu
Primary Phone:	(620) 341-5203
Online Course Login:	canvas.emporia.edu
Credit Hours:	3
Meetings:	online

Important Dates for Fall 2015

1/21 First Day of Class	*2/3 Last Day to Add/Drop*	*4/8 Last Day to Withdraw*
5/8 Last Day of Classes	*5/16 Commencement*	*5/19 Final Grades Due*

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

Catalog Description

This is an advanced skills course in reference services that focuses on the reference interview and the use of information resources. Emphasis is placed on developing expertise in the use and assessment of the content and functionality of information resources by developing an understanding of the technologies upon which they rely. Attention is paid to emerging issues in reference services and information discovery. The course builds on concepts introduced in LI802, LI804, and LI810. Prerequisite LI802.

Course Learning Outcomes

	By the end of the semester, the student will be able to:	MLS Program Outcomes	MLS Professional Values	ALA Core Competence(s)
1	Conduct a skillfully guided conversation with a patron that results in the identification and/or clarification of a specific information need.	PO 5	PV 1	5C
2	Employ advanced search strategies and advanced information retrieval skills to identify and select information resource(s) appropriate to the patron and complex information needs.	PO 4, PO5	PV 1	4A, 5B, 5C
3	Evaluate and assess information resources in terms of both content and functionality.	PO 4, PO5		4C, 5B
5	Recognize current issues in both reference and information resources discovery.	PO 4, PO5	PV 1	4D, 5G
6	Advocate appropriately for change within a library or information agency in response to current issues in reference and information resource discovery.	PO 5	PV 2	5E

Course Overview

(This section is optional - you may provide this if you want to elaborate upon the official course description with a summary of your own. If so, it should be compatible with and expand upon the official course description above.)

Instructor Contact Information

(This section is optional - your primary email and phone will be automatically provided in your syllabus header)

Suggested: You may add here any additional information that you would want to give students about your contact information that the standard syllabus header does not include.

Regularly scheduled office hours are required, and you may elect to be available via Adobe Connect or the built in Canvas tool called "Chat." For information and assistance on setting up virtual office hours, please contact slimhelp@emporia.edu.

Required Readings

Bauder, J (2014). *The reference guide to data sources.* Chicago, IL: ALA Editions.

Radford, M. L., & Lankes, D. (2010). Reference renaissance: Current and future trends. Chicago, IL: ALA Editions.

Learning Activities

Learning Activity	Point Value	Due Date
Biographical Post	5	
Online Group Discussions	20	Various
Reference question generation	10	
Reference Interview	15	
Reference answers (x3)	30	
Reference Services evaluation	20	Midterm/Final
Total	**100 points**	

Grading Criteria

Rubrics for all assignments are available in Canvas. Please refer to these for guidance on the criteria used to grade each assignment.

SLIM Grading Scale

96 -100	A	77 - 79	C+
90 - 95	A-	74 - 76	C

87 - 89	B+	70 - 73	D
84 - 86	B	0 - 69	F
80 - 83	B-		

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM's master's programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student's record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student's academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM's master's degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnscpt/grades.html).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the

instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student's record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university's policy of faculty-initiated student withdrawal which states:

> If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for

withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.
Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	LI	830	Current Issues in Youth Services

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

New Course - Proposed Title Current Issues in Youth Services

Proposed Catalog Description
The course focuses on selected topics of current significance within the context of Youth Services. Each course may focus on topics relevant to early learners, children or young adults, as appropriate, or may examine issues across the whole spectrum of youth services.

B. What is the rationale for the proposal?

Although we have three current issues classes, none focus on youth services, or are really an easy fit for these topics. We would like the flexibility to offer current issues courses in youth services that will reflect on the students' transcripts the something the more closely

approximates the course content.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This will be an elective in the MLS or Ph.D. program.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/19/2014

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

12/19/2014

X

Signed by: asmith37

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

Form will be routed via E-Mail as indicated below.

Current User: panderso Next Route: kermler@empori... My Other Routes:

☐ Reroute to:

Message from previous Router(s):

☐ Disp

Attachment:

Current Issues in Youth Services.docx
Microsoft Word Document
74.7 KB

EMPORIA STATE
UNIVERSITY
■ *School of* LIBRARY &
INFORMATION MANAGEMENT

Course Syllabus

LI 830 XI

Current Issues in Youth Services

Fall Semester 2015

Faculty:	Put name here as you wish it to appear.
E-mail:	**@emporia.edu
Primary Phone:	(620) 341-5203
Online Course Login:	canvas.emporia.edu
Credit Hours:	3
Meetings:	online

Important Dates for Fall 2015

1/21 First Day of Class	*2/3 Last Day to Add/Drop*	*4/8 Last Day to Withdraw*
5/8 Last Day of Classes	*5/16 Commencement*	*5/19 Final Grades Due*

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

Catalog Description

The course focuses on selected topics of current significance within the context of Youth Services. Each course may focus on topics relevant to early learners, children or young adults, as appropriate, or may examine issues across the whole spectrum of youth services.

Course Learning Outcomes

	By the end of the semester, the student will be able to:	MLS Program Outcomes	MLS Professional Values	ALA Core Competence(s)
1	Vary by topic			
2				
3				
4				
5				
6				
7				

Course Overview

(This section is optional - you may provide this if you want to elaborate upon the official course description with a summary of your own. If so, it should be compatible with and expand upon the official course description above.)

Instructor Contact Information

(This section is optional - your primary email and phone will be automatically provided in your syllabus header)

Suggested: You may add here any additional information that you would want to give students about your contact information that the standard syllabus header does not include.

Regularly scheduled office hours are required, and you may elect to be available via Adobe Connect or the built in Canvas tool called "Chat." For information and assistance on setting up virtual office hours, please contact slimhelp@emporia.edu.

Required Readings

Will vary by course.

Learning Activities

Will vary by course

Grading Criteria

Rubrics for all assignments are available in Canvas. Please refer to these for guidance on the criteria used to grade each assignment.

SLIM Grading Scale

96 -100	A	77 - 79	C+
90 - 95	A-	74 - 76	C
87 - 89	B+	70 - 73	D
84 - 86	B	0 - 69	F
80 - 83	B-		

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM's master's programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

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If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM's master's degree programs, certificate

programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

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SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnscpt/grades.html).

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If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student's record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

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Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness

of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

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SLIM instructors follow the university's policy of faculty-initiated student withdrawal which states:

> If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.
>
> Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are

implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

PhD degree new concentration in informatics

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to add a concentration in informatics to the PhD in Library and Information Management, so students would have a choice of three concentrations: Instructional Design Technology, Information Systems or Informatics.

B. What is the rationale for the proposal?

We are now actively recruiting students for the new MS in Informatics with a concentration in Nursing Informatics. At the same time, we want to use the already existing informatics courses to provide additional options for our MLS and PhD students, so they may graduate

with a concentration in informatics. Some of our new PhD students who began the program this past fall have already expressed interest in this concentration, and it is a logical addition to the PhD program.

Please refer to the attached program chart.

The new concentration also aligns with our goals for the new strategic plan.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

All the courses in the proposed concentration are already being taught as part of the MS in Informatics. The concentration fits well into the framework of the PhD in Library and Information Management.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed

requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

☐ Finalize

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Attachment:

Program Changes in PhD Curriculum January 2015.docx
Microsoft Word Document
124 KB

EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY & INFORMATION MANAGEMENT

Doctor of Philosophy – Library and Information Management Degree Program

Submitted January 16, 2015

Current Curriculum

Tier 1 – Introduction to Research and Theory – 13 credit hours

Required Courses:
LI 900 Introduction to Doctoral Studies (1)
LI 903 Research Philosophy (3)
LI 904 Research Strategies: Quantitative Methods and Theory
LI 905 Research Strategies: Qualitative Methods and Theory
LI 890 Advanced Research Strategies (3)

Tier 2 – Foundational Courses – 12 credit hours

Required Courses:
LI 891 Seminar in Information Transfer (3)
LI 892 Seminar in Information Psychology (3)
LI 893 Seminar in Administrative Theory (3)
LI 894 Seminar in Organization of Information (3)

Tier 3 – Advanced work in concentrations – 12 credit hours

Instructional Design Technology (choice of 12 credit hours)

IT 800 Instructional Design (3)
IT 810 Multimedia Design (3)
IT 820 Designing/developing Web-based Instruction (3)
IT 830 Contemporary Issues in Distance Education (3)
IT 850 Implementation of Corporate Learning Systems (3)

Information Systems (choice of 12 credit hours)

IS 805 Special Topics in Computer Information Systems (1-3)
IS 813 Information Technology Project Management (3)
IS823 Systems Analysis and Design (3)
IS 843 Electronic Commerce (3)
IS 872 Information Systems for Managerial Decision Making (3)

Tier 4 – Teaching, readings and examination – 4 credit hours

Required courses:
LI 940 Teaching and Learning in Organizations (3)
LI 946 Directed Readings (1)

Tier 5 – Proposal and Dissertation – 15 credit hours

Proposed Curriculum

Tier 1 – Introduction to Research and Theory – 13 credit hours

Required Courses:
LI 900 Introduction to Doctoral Studies (1)
LI 903 Research Philosophy (3)
LI 904 Research Strategies: Quantitative Methods and Theory
LI 905 Research Strategies: Qualitative Methods and Theory
LI 890 Advanced Research Strategies (3)

Tier 2 – Foundational Courses – 12 credit hours

Required Courses:
LI 891 Seminar in Information Transfer (3)
LI 892 Seminar in Information Psychology (3)
LI 893 Seminar in Administrative Theory (3)
LI 894 Seminar in Organization of Information (3)

Tier 3 – Advanced work in concentrations – 12 credit hours

Instructional Design Technology (choice of 12 credit hours)

IT 800 Instructional Design (3)
IT 810 Multimedia Design (3)
IT 820 Designing/developing Web-based Instruction (3)
IT 830 Contemporary Issues in Distance Education (3)
IT 850 Implementation of Corporate Learning Systems (3)

Information Systems (choice of 12 credit hours)

IS 805 Special Topics in Computer Information Systems (1-3)
IS 813 Information Technology Project Management (3)
IS823 Systems Analysis and Design (3)
IS 843 Electronic Commerce (3)
IS 872 Information Systems for Managerial Decision Making (3)

Informatics – 12 credit hours

LI 800 Introduction to Informatics (3)
LI 819 Information Retrieval (3)
LI 887 Systems Analysis and Design (3)
LI 889 Knowledge Management (3)

Tier 4 – Teaching, readings and examination – 4 credit hours

Required courses:
LI 940 Teaching and Learning in Organizations (3)
LI 946 Directed Readings (1)

Tier 5 – Proposal and Dissertation – 15 credit hours

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

PhD - modify program to add concentration in informatics.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to modify the official program in line with the various prerequisite, course and concentration changes proposed separately.

Please see the attached explanation.

B. What is the rationale for the proposal?

We propose to modify the official program in line with the various prerequisite, course and concentration changes proposed separately.

Please see the attached explanation.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/16/2015

X

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

1/16/2015

X

Signed by: asmith37

Academic Affairs

☐ Finalize

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SLIM Curriculum Changes Summary.docx
Microsoft Word Document
133 KB

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management

Department: SLIM

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

MS in Informatics - modify program to add concentration in healthcare and wellness informatics proposed in separate submission.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

We propose to modify the official program in line with the various prerequisite, course and concentration changes proposed separately.

Please see the attached explanation.

B. What is the rationale for the proposal?

We propose to modify the official program in line with the various prerequisite, course and concentration changes proposed separately.

Please see the attached explanation.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

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Signature Order: Chair, Dean, Academic Affairs

Chair

X 1/16/2015

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

X 1/16/2015

Signed by: asmith37

Academic Affairs

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133 KB

EMPORIA STATE UNIVERSITY

Graduate School

TO: Members of the Graduate Council

FROM: Brenda Koerner, Chair, Graduate Council

DATE: June 23, 2015

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, February 19, 2015 in the President's Conference Room.

AGENDA

1. Approval of minutes from the January 22, 2015 meeting.

2. Reports/discussion
   - Qiang Shi recruiting report
   - Gaelynn Wolf Bordonaro recruiting report
   - Substituting shared hours
   - Thesis committee requirements

3. Information
   - Graduate headcount data
   - IP grades

4. Action
   - Full-time graduate status
   - Grade requirement in 500-699 level courses—transfer work

5. Regular Graduate Faculty
   - John Morton, Associate Professor, School Leadership/MSTE

6. Curricular changes
   - IT 875
   - IT 899
   - School Psychology
   - MA 732
   - SD 850
   - SD 851
   - MA 832
   - MA 820
   - MA 835
   - MA 825
   - MA 742
   - MA 743

- MBA
- Curriculum and Instruction program

EMPORIA STATE
UNIVERSITY
Graduate School

Present: Butler, Church, Ermler, Fulmer, Howell, Koerner, Liss, Smith (Miracle), Petersen, Sasidaharan, Schrader, Storm, Wiley, Williams, Cuellar

Absent: Eichenberg, Morales, and Smith.

Guests: Qiang Shi, Gaelynn Wolf Bordonaro

The Council of Graduate Studies met at 3:30 p.m. on Thursday, February 19, 2015 in the President's Conference Room. Dr. Brenda Koerner called the meeting to order.

Action

- Minutes from the February 19, 2015 meeting were unanimously approved.
  Graduate Council recommended a change in full time graduate status from 6 credit hours to 9 hours with one council member abstaining.
- Grade requirements were clarified to include B- in 500-699 level courses and transfer credits. Council members approved with one council member abstaining and one council member against.

Reports/Discussion

- Qiang Shi discussed his recruiting activities in China.
- Gaelynn Wolf Bordonaro discussed her recruiting activities in Cyprus.
  Shared hours for students with three graduate degrees was discussed. After council discussion, she asked council members to discuss the issue related to shared hours with their respective departments. This will be an item on the next agenda.
- Council members discussed Thesis committee requirements. Council members recommended that any person who was going to serve on a thesis committee, must qualify for graduate faculty status (regular, associate or temporary) and that no temporary graduate faculty could be approved without at least a minimum of a master's degree. If a department wishes to add a content expert who does not have at least a master's degree, the person could serve as a content consultant, but could not sign off as a thesis committee member or be appointed as temporary graduate faculty.

Information

- Council members were provided with spring, 2015 graduate data.

Regular Graduate Faculty

- Regular Graduate Faculty status for John Morton, Associate Professor, School Leadership/MSTE was unanimously approved.

Curricular Changes

- The following listed curricular changes were unanimously approved:

a. IT 875 and IT899
b. School Psychology
c. MA832, MA820, MA835 and MA825
d. MBA
e. Curriculum and Instruction program (Change in title)

- The following listed curricular changes were tabled:

a. SD850 and SD851 were tabled until some questions could be answered.
b. MA732, MA742 and MA743 were tabled changes were made in the syllabi

Comments

- Dr. Williams congratulated the council members on the graduate enrollment growth. The graduate council will meet with HLC in March.
- The Graduate Council thanked Peggy Anderson for her outstanding service at graduate council.

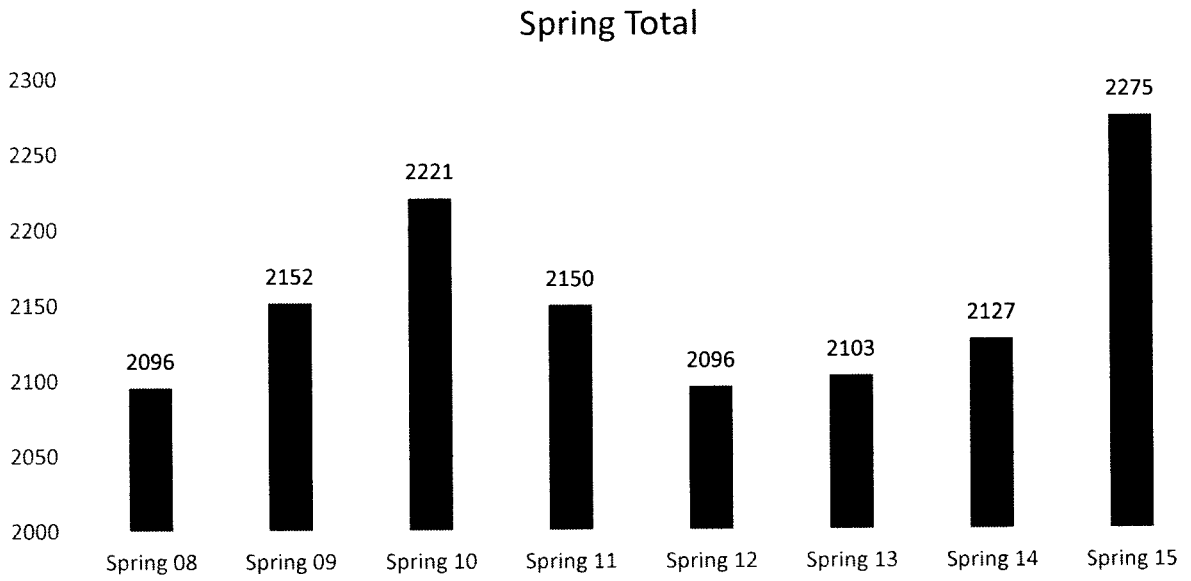
Adjourned at 4:20 p.m.
Next meeting on April 16, 2015

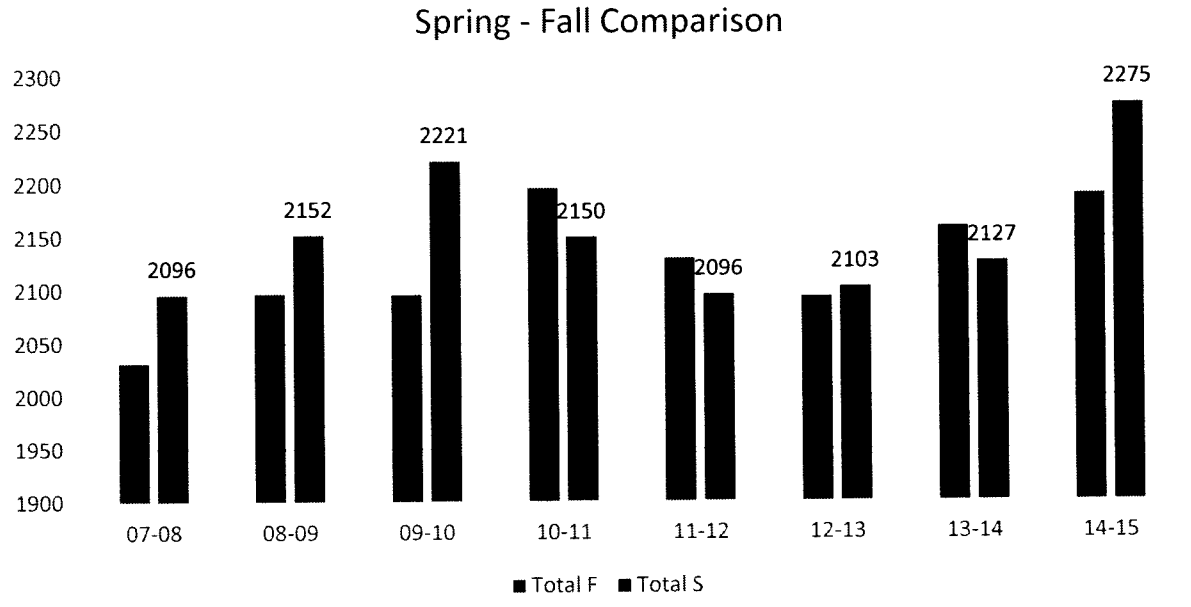
Attachment:
File Attachment

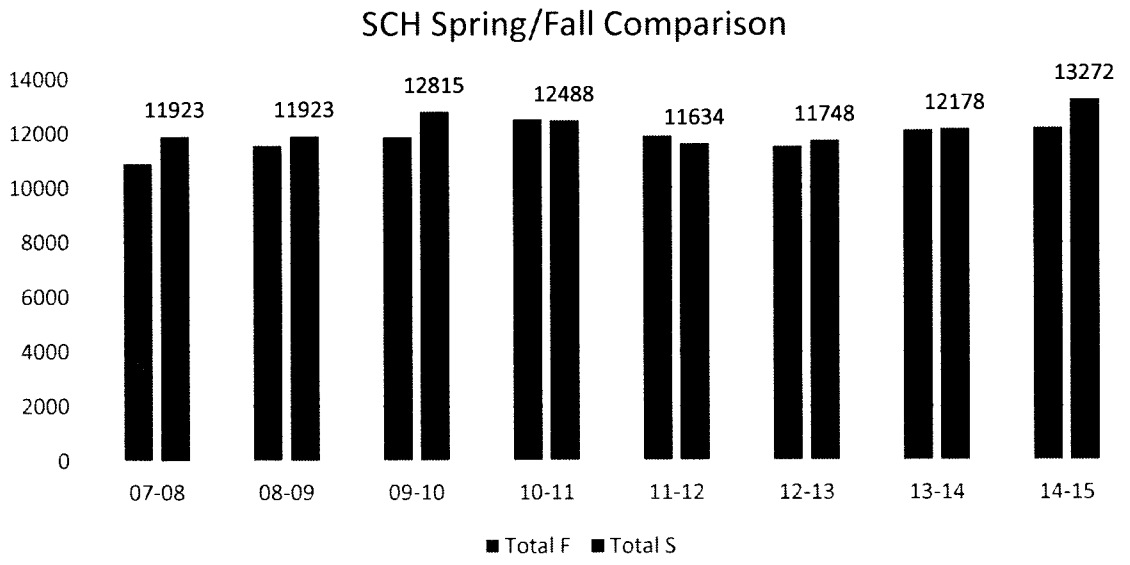
Graduate Headcount for Spring, 2015

Up 6.9% in HC and 9% in SCH

Dashboards at http://www.emporia.edu/grad/gradadvisors/graddashboard.html



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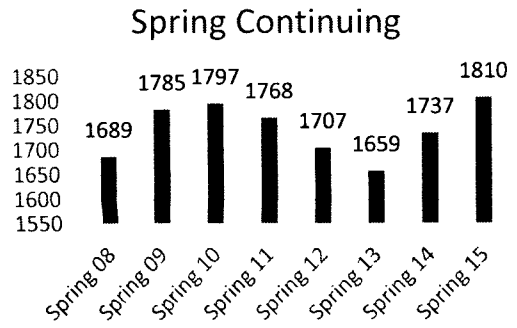
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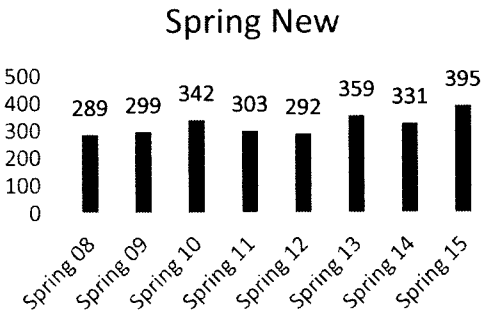
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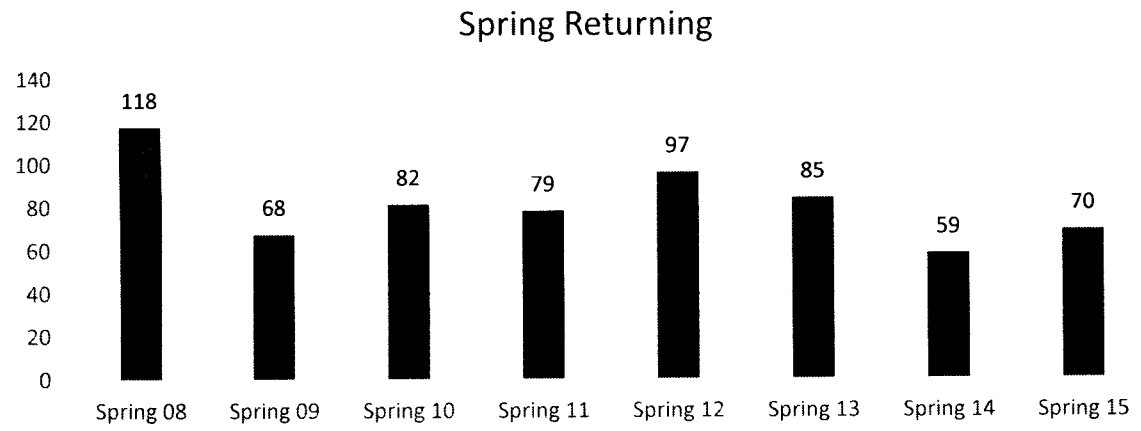
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Spring 14
Spring 15

2/24/13

Peggy Anderson

To: Kim Massoth
Cc: Barb Kern
Subject: Curricular changes

Kim, the following curricular changes were approved by the Graduate Council at their February 19 meeting.

MA 832, MA 820, MA 835, and MA 825

The following changes were returned to the department for revisions.

MA 732, MA 742, and MA 743

Peggy Anderson
Graduate School
Emporia State University
panderso@emporia.edu
620-341-5508

Peggy Anderson

From: Peggy Anderson
Sent: Tuesday, February 24, 2015 10:32 AM
To: Mary Benjamin
Cc: Barb Kern
Subject: Curricular changes

Mary, the following curricular changes were approved at the February 19 meeting of the Graduate Council. Thanks!

IT 875 and IT 899
School Psychology
Curriculum and Instruction program

The following changes were tabled for the March meeting. Council had questions that needed to be answered.

SD 850 and SD 851

Peggy Anderson
Graduate School
Emporia State University
panderso@emporia.edu
620-341-5508

2/20/13

Peggy Anderson

To: Barb Kern
Subject: Policy changes

Kathy wanted me to let you know the Graduate Council approved the following policy changes at their February 19 meeting. I have highlighted the changes in each area. Thanks!

Grades

Candidates for the Specialist in Education degree may use no grade lower than B or P in meeting degree requirements.
Candidates for the Master of Accountancy, Master of Arts, Master of Business Administration, Master of Education, Master of Science, Master of Music, and Master of Library Science degrees must earn a grade point average of B (3.0) in all courses used for the degree. A grade of A, B, **(inclusive of B-)** or P (no C, D or F grades) may be used in 500 and 600 level courses, and no grade lower than C may be used in other graduate classes. P grades will not be calculated in the GPA. Courses in which grades of C, D or F are earned may be retaken. Only those courses in which a grade of B **(inclusive of B-)** or higher has been earned may be transferred from another institution. Courses in which P grades have been earned may be transferred from another accredited college or university, but the total of transfer P grades and P grades earned at ESU used to meet degree requirements cannot exceed two-fifths of the total credit hours for the degree. Although transfer credit may be accepted and used on the degree plan, no grades earned on transfer credit may be used in determining grade point averages. (Revised by the Graduate Council January 20, 2011).

Transfer Credit

Graduate credit earned in regionally accredited institutions may be transferred for credit toward the Master's, Specialist in Education, or Ph.D. degrees subject to the following conditions:

1) No more than nine (9) semester hours of credit may be transferred into an ESU program requiring fewer than 40 hours of graduate coursework, or fifteen (15) into an ESU program requiring 40 or more hours of graduate coursework. Individual programs may reduce this limit at their discretion.
2) **A grade of B- or higher must have been earned in all such transfer credit.**
3) Official transcripts of all transfer work must be on file in the Graduate School prior to submitting degree plans.
4) Transfer courses must be approved by the chair of the major department and the Dean of the Graduate School and Distance Education.
5) The transfer credit must be applicable toward a graduate degree at the university at which the course work was taken.

Students who have completed graduate level course work at accredited international universities must submit their transcripts to an approved foreign credential evaluation service which is a member of the National Association of Credential Evaluation Services. Students with questions should consult with the Office of International Education, Registration Office, or the Graduate School. All of the usual criteria for transfer credits apply (approved by Graduate Council March, 2005).

Loads

A graduate student enrolled in **nine** or more graduate semester hours in a given semester during the academic year or in four or more semester hours during a five-week summer term is classified as a full-time student. (Graduate assistants are required to enroll in a minimum of 6 graduate credit hours to maintain their assistantship.)

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: Teachers College

Department: Instructional Design and Technology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	IT 875	1-3	Internship

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Adding IT 875 Internship provides a course students can take concurrently with a paid/unpaid internship position or other position allowing for practical experience in a professional setting. The course that is currently being used, IT 575 Internship in Instructional Technology, is 500 level which is primarily used for undergraduate courses. This course is an elective.

Add IT 875 Internship, Variable 1-3 credit hours
Course Description: This course is designed as a practical experience where the student is assigned duties in a professional setting. Students apply their knowledge and skills in instructional design and technology by assisting a professional with "real world" issues in the field. A minimum of 50 clock hours is required per credit hour. An internship agreement and additional course work is required. Graded Pass-No Credit.

B. What is the rationale for the proposal?

Adding IT 875 Internship provides a course students take concurrently with a paid or unpaid internship position or other position allowing for practical experience in a professional setting. The course that is currently being used, IT 575 Internship in Instructional Technology, is 500 level which is primarily used for undergraduate courses. The Dean of Graduate Studies has advised the Department of Instructional Design and Technology to create a 700 or 800 level course number for this class since the 500 level is considered an undergraduate course level.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Graduate students will take IT 875 instead of IT 575. Any undergraduate student interested in an internship can still take IT 575. This is an elective class and does not change program requirements.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty,

attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

11/21/2014

X

Signed by: jcolorad

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

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Changes made per Joan. For second reading at next ALC meeting.

☐ Dis

Attachment:

IT875 Internship Syllabus.pdf
Adobe Acrobat Document
239 KB

IT 875: Internship
Variable Credit: 1-3
Instructional Design and Technology Department

Course Syllabus

Course Description

This course is designed as a practical experience where the student is assigned duties in a professional setting. Students in apply their knowledge and skills in instructional design and technology by assisting a professional with "real world" issues in the field. A minimum of 50 clock hours is required per credit hour. An internship agreement and additional course work is required. Graded Pass-No Credit.

Prerequisite: Permission only

Course Goal

The major goal of this course is for students to apply the processes or practices related to the instructional design process (research, theory, and practice) and the use of technology in instruction in order to facilitate the design, development and evaluation of instructional programs in a professional setting.

The IT875 course may be taken during the summer, fall, or spring semester of any academic year. Interns must work the minimum number of hours as indicated below to earn the credit hours:

50 work hours = 1 hour academic credits
100 work hours = 2 hours academic credits
150 work hours = 3 hours academic credits

Masters of Science in Instructional Design and Technology Program Standards

Standard 1: Evaluate and use computer and related technologies to support the instructional process.

Standard 2: Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.

Standard 3: Demonstrate knowledge of computer usage for problem solving, data collection, information management, communications, presentations, and decision-making utilizing multimedia, hypermedia and telecommunications technologies.

Standard 4: Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.

Standard 5: Demonstrate knowledge of multimedia, hypermedia, distance education and online learning theories and practices to support instruction.

Standard 6: Possess functional knowledge of practices, theories, major research findings and trends related to the field of instructional design and technology.

Standard 7: Possess functional knowledge of currently accepted principles of design and implementation as they relate to careers in the field of instructional design and technology.

Student Outcomes

The Teachers College produces professionals who are critical thinkers, creative planners, and effective practitioners. The major outcomes for this course include the following items.

Upon completion of the course students will be able to:

- Apply the basic premises underlying the instructional design process. (Standards 2 and 6)
- Apply the connections among instructional design research, theory, and practices. (Standards 2 and 6)
- Apply the steps of the instructional design process. (Standards 1, 2, 4, 5, and 7)
- Examine, analyze and evaluate instructional design projects. (Standards 6 and 7)
- Discuss, design, and implement Instructional Design processes. (Standards 1, 2, 4, 5, and 7)
- Use the instructional design process to plan, implement, and evaluate a major instructional design project. (Standards 1, 2, 4, 5, and 7)
- Reflect upon, evaluate, and discuss a major instructional design project through the design and development of an ePortfolio and a paper. (Standards 1, 2, 3, 5, 6, and 7)

Course Requirements

Students will be required to do the following:

- complete a minimum of 50 clock hours for each credit hour,
- create and maintain a log of internship activities and an ePortfolio of products created during internship
- develop an internship plan
- meet with IDT internship supervisor as required and maintain communications throughout the internship, and
- prepare a written paper reporting and reflecting upon the internship experience.

Course Materials
No textbook required. Technology and software required to complete internship activities as well as create and maintain an ePortfolio and write required paper.

Course Evaluation

The IDT internship supervisor will have primary responsibilities for evaluation. The IDT supervisor may consult with the internship supervisor, whose input will be considered in the final evaluation. Sources of the evaluation will also include the internship plan, internship products and projects as documented in the internship ePortfolio, and the final reflection paper. The class will be graded PASS/NO CREDIT.

Assignments

Internship Plan

In order to facilitate the planning and implementation of the internship, students must write an internship plan. This plan must be submitted and approved prior to enrolling in the internship class.

The plan must include the following requirements:

- With whom will the internship be completed
- Purpose or Goal of the Internship
- Objectives/Expected Outcomes
- Description of Activities that will help you achieve your objectives (Activities, or work load, should reflect the number of credit hours for which you signed up. eg. 1, 2, or 3 credit hours)
- Description of End product(s) that will demonstrate your work
- Email or Letter from Internship Supervisor agreeing with the plan.

ePortfolio

Create and maintain an ePortfolio throughout the internship. The ePortfolio functions as a log of your internship activities as well as a repository for the projects and products you complete. The ePortfolio can be in the digital format of your choice, but should be easily shared. Create the ePortfolio at the beginning of your Internship and maintain it as you complete your activities to avoid a backlog of documentation at the end of the semester.

By the end of your Internship, please submit an ePorfolio containing the following:

1. Artifacts/Documentation (pictures, files, etc.) of activities and end products completed/developed to help you achieve your objectives
2. Reflection upon each of these artifacts/documentation:
   - What did you learn?
   - What worked and what did not?
   - What would you do differently were to do it again?
   - Other observations

Final Paper

Write an APA Style formatted paper describing your internship plan and a general reflection upon the internship. Use the same reflection questions from your ePorfolio to guide you.

STUDENT ACADEMIC DISHONESTY POLICY

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

SPECIAL ACCOMMODATIONS

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. Contact information for the Office of Disability Services and Non-Traditional Student Programs: 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.

Writing Center

Emporia State University maintains a Writing Center that offers support for online learners. Note at the website that there is a different username to use for graduate students.
http://www.emporia.edu/writinglab/

Other ESU Information "Syllabus Attachment"

Please find additional information at Please find additional information at
http://www.emporia.edu/regist/enroll/syll.htm

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
Adopted November 4, 2009

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Outcomes for Teacher Candidates and Other School-Based Professionals

Knowledge

Candidates exhibit knowledge of:
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
14. appropriate techniques for teaching and using self-reflection strategies.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Skills

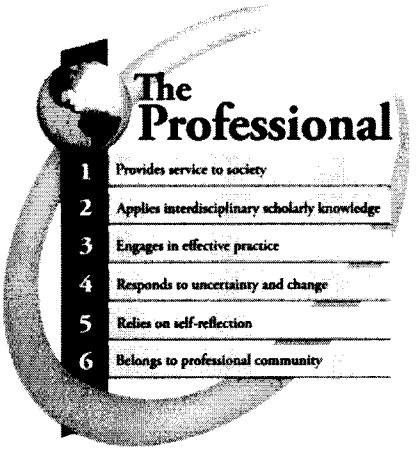
Candidates demonstrate ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student's level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Dispositions

Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive,

social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

Conceptual Framework Model



Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

- END -

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Instructional Design and Technology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:	IT899	3	Masters Project in Instructional Design & Technology
New:	IT899	1-6	Masters Project/Thesis in Instructional Design & Technology

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change IT899 credit hours from 3 to variable credit of 1-6
Change course title from "Masters Project in Instructional Design & Technology" to "Masters Project/Thesis in Instructional Design & Technology"

Change Old Course Description to New Course Description

Old Course Description:
(Prerequisite, IT800 and consent of instructor or department chair.) This project is designed for field practitioners. Completion of the course will require the student to demonstrate in an open forum a culminating Instructional Design project. The project will be conceptualized at the beginning of the student's program, approved by their advisor, updated, and refined as the student completes class work during the course of study. The final project will form a coherent package integrating the student's instructional design and educational technology experiences related to anticipated or ongoing professional responsibilities.

New Course Description:
(Prerequisite, IT800 and consent of instructor or department chair.) This course is designed to facilitate the completion of the capstone project/thesis. Completion of the project/thesis will require the student to demonstrate/defend in an open forum the culminating Instructional Design project/thesis. The project/thesis will be conceptualized in consultation with the advisor, approved by the advisor, updated, and refined as the student completes class work during the course of study. The final project/thesis will form a coherent package integrating the student's instructional design and technology experiences and research related to anticipated or ongoing professional responsibilities. Project/Non-thesis Track requires 3 hours of IT 899; Thesis Track requires 6 hours of IT 899.

B. What is the rationale for the proposal?

A program change has been submitted to add a Thesis/Non-thesis option to the Instructional Design & Technology program. This change to IT899 integrates the Thesis/Non-thesis options into the IDT Curriculum. Instead of creating a separate course to facilitate the completion of the thesis, IT 899 will be able to facilitate both the project and the thesis options. The current structure of IT 899 allows for this change to easily occur.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

As part of new program change adding Thesis/Non-thesis option, all students, both Thesis and Non-Thesis Track, will be required to take IT 899. Thesis Track requires 6 hours. Project/Non-Thesis Track requires 3 hours. Required program hours for both thesis and non-thesis tracks remain 36 hours.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on

the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

12/1/2014

X

Signed by: jcolorad

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

Form will be routed via E-Mail as indicated below.

Current User: mbenjami Next Route: jmorrow@empo... My Other Routes:

☐ Reroute to:

Message from previous Router(s):

With suggested changes - up for second reading at next ALC

Attachment:

Sample Syllabus LI 813 Advanced Reference Services.docx Microsoft Word Document 76.8 KB

☐ Dis

IT899: Masters Project/Thesis in Instructional Design and Technology
Variable Credit: 1-6 Hours
Instructional Design and Technology Department

Course Syllabus

IT 899 as IDT Masters Requirement

IT899 is a requirement for the Masters Degree in Instructional Design & Technology. When you successfully complete this course, you will have demonstrated the knowledge, skills, and dispositions that will help you in your current or future position in the Instructional Design and Technology field.

Course Overview

This course is designed to facilitate the completion of the capstone project/thesis. Completion of the project/thesis will require the student to demonstrate/defend in an open forum the culminating Instructional Design project/thesis. The project/thesis will be conceptualized in consultation with the advisor, approved by the advisor, updated, and refined as the student completes class work during the course of study. The final project/thesis will form a coherent package integrating the student's instructional design and technology experiences and research related to anticipated or ongoing professional responsibilities. Project/Non-thesis Track requires 3 hours of IT 899; Thesis Track requires 6 hours of IT 899.

Pre-requisites: IT800 or Permission of Instructor or Department Chair

Variable Credit: Students can take 1-6 credit hours in any give semester. Project/Non-thesis Track requires 3 credit hours. Thesis Track requires 6 hours. For each semester credit is taken leading up to the final semester, a grade will be assigned for the work of that semester. If the project/thesis is not finished in the last semester, an In Progress (IP) will be given until the project/thesis is completed. A final grade will be given once the project/thesis requirements are completed.

Course Goal

The major goal of this course is for students to review the theories and principles of instructional design, the integration of instructional technology, and processes or practices related to the instructional design process (research, theory, and practice) in order to facilitate the design, development, implementation, evaluation, and research of instructional programs and instructional technology.

Masters of Science in Instructional Design and Technology Program Standards

Standard 1: Evaluate and use computer and related technologies to support the instructional process.

Standard 2: Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.

Standard 3: Demonstrate knowledge of computer usage for problem solving, data collection, information management, communications, presentations, and decision-making utilizing multimedia, hypermedia and telecommunications technologies.

Standard 4: Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.

Standard 5: Demonstrate knowledge of multimedia, hypermedia, distance education and online learning theories and practices to support instruction.

Standard 6: Possess functional knowledge of practices, theories, major research findings and trends related to the field of instructional design and technology.

Standard 7: Possess functional knowledge of currently accepted principles of design and implementation as they relate to careers in the field of instructional design and technology.

Student Outcomes for IT 899

The Teachers College produces professionals who are critical thinkers, creative planners, and effective practitioners. The major outcomes for this course include the following items.

Upon completion of the course students will be able to:

Apply the basic premises underlying the instructional design process. (Standards 2 and 6)

Apply the connections among instructional design research, theory, and practices. (Standards 2 and 6)

Identify and explain the steps of the instructional design process. (Standards 1, 2, 4, 5, and 7)

Examine, analyze and evaluate your instructional design project or research study. (Standards 6 and 7)

Apply the instructional design and/or research design process to design, develop, implement, and evaluate a major instructional design project or research study. (Standards 1, 2, 4, 5, and 7)

Explain and discuss the instructional design or research design process, project, and results through a project presentation or a written thesis and thesis defense. (Standards 1, 2, 3, 4, 5, and 7)

COURSE GRADING SCALE:
A = 100%-90%

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

ASSIGNMENT POLICIES:
Assignments are to be turned in on the due date. Work received after the due date will be lowered one letter grade per day.

STUDENT ACADEMIC DISHONESTY POLICY

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

It is important for students to practice different processes to demonstrate the acquisition of knowledge and skills necessary to succeed in the field of instructional design and technology. The completion of different types of assignments, projects, and activities within different classes is essential to learning these processes. Therefore, work completed for a different class is not acceptable toward fulfillment of this class's requirements.

SPECIAL ACCOMMODATIONS

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Use of Human Subjects

The federal government requires that any institution receiving federal money exercise oversight on any research or activity that utilizes 'human subjects.' Research using 'normal educational practices' (i.e., regular assessment) is exempt, but IDT students must read these standards and, along with the IT899 course professor and/or the chair and the committee, determine if the project needs to undergo this review process. An Emporia State Committee (Institutional Review Board) meets regularly to approve, suggest modifications, or possibly reject projects. A form is included at the webpage and requires the signature of the investigator and the faculty member overseeing the project. This process takes about two weeks after receipt by the committee.
http://www.emporia.edu/grad/research/irb.htm

ESU Library Reference Sources

The Emporia State University Library serves both on-campus and off-campus students. It has several support staff whose primary mission is support of distance students. It is open many hours, including Sundays, and the hours are listed on the webpage. As with most organizations, it prefers that you to first contact their generic help desk at 877.613.7323.

The reference desk e-mail address is libref01@emporia.edu. Check the library's webpage at http://library.emporia.edu/ The library has extensive access to online journals and other materials. Note that many of their resources require a 'subscription,' (payment) and these 'genuine' resources are ***NOT*** available on any traditional websites. Your tuition dollars helps pay for these services, you are encouraged to use them! The specific page for distance students is http://www.emporia.edu/libsv/disted/disted.htm

Writing Center

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12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
14. appropriate techniques for teaching and using self-reflection strategies.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Skills

Candidates demonstrate ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
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5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
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7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student's level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
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17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
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Candidates exhibit dispositions that exemplify:
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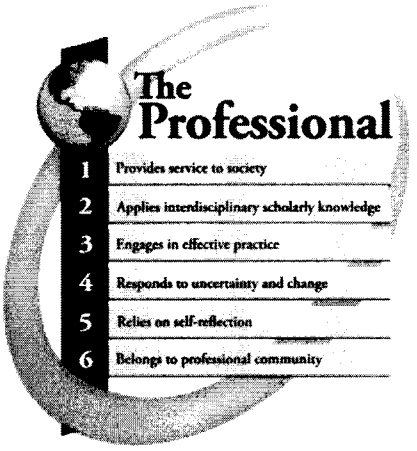
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.

8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

Conceptual Framework Model



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Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

- END

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Psychology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Modify the M.S. in School Psychology.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

This curriculum change proposes to modify the M.S. in School Psychology by replacing SC810 Pre-Practicum Counseling Skills Development with CE810 Pre-Practicum Counseling Skills Development.

B. What is the rationale for the proposal?

The current catalog listing for the MS degree in School Psychology lists SC810 Pre-Practicum Counseling Skills Development. The reference to SC810 is to be removed from the degree plan and replaced with the correct course listed as CE810 Pre-Practicum Counseling Skills

Development. The SC prefix is no longer used.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The proposed curriculum change updates the catalog listing for the M.S. in School Psychology to reflect current course prefixes.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- (•) Yes
- ( ) No

If yes, explain:

School Psychology is a licensure area. The proposed change will update the course catalog to reflect the current course prefix.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- (•) Library resources are adequate
- ( ) Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/20/2015

X

Signed by: bschrade

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

Form will be routed via E-Mail as indicated below.

Current User: mbenjami Next Route: jmorrow@empo... My Other Routes:

☐ Reroute to:

Message from previous Router(s):

☐ Dis

Attachment:

Degree Plan Revisions - School.docx
Microsoft Word Document
20.6 KB

EMPORIA STATE UNIVERSITY-DEPARTMENT OF PSYCHOLOGY
MASTER OF SCIENCE (M.S.) DEGREE PLAN in SCHOOL PSYCHOLOGY
(Effective Fall 12)

Name:_____
Address:_____ E-mail _____
E#:_____ Telephone:_____ Circle One: Thesis Track Project Track

REQUIRED COURSES						SUBSTITUTIONS				
DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE
PY	835	Seminar in School Psychology	3							
PY	722	Theories of Learning	3							
SD	700	Characteristics of Students with Mild/Moderate Disabilities	3							
PY	714	Assessing Young Children Special Needs	3							
PY	841	Assessment of Intelligence	3							
ER OR ER	752 OR 851	Analysis of Research (project track) OR Research Design and Writing (thesis track)	3 3							
SC	810	Pre-Practicum Counseling Skills Development	2							
PY	812	Foundations of Assessment in Special Education and Student Support	3							
EA	885	Human Relations / Group Process in Education	2							
PY	709	Intro to Neuropsychology	1							
PY	836	School-Based Prevention/Intervention Mental Health	3							
PY	801	School Psychological Consultation	3							
PY	860	Leading Processes to Meet Diverse Student Needs	3							

EMPORIA STATE UNIVERSITY-DEPARTMENT OF PSYCHOLOGY
MASTER OF SCIENCE (M.S.) DEGREE PLAN in SCHOOL PSYCHOLOGY
(Effective Fall 15)

Name:_____
Address:_____ E-mail _____
E#:_____ Telephone:_____ Circle One: Thesis Track Project Track

REQUIRED COURSES						SUBSTITUTIONS				
DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE
PY	835	Seminar in School Psychology	3							
PY	722	Theories of Learning	3							
SD	700	Characteristics of Students with Mild/Moderate Disabilities	3							
PY	714	Assessing Young Children Special Needs	3							
PY	841	Assessment of Intelligence	3							
ER OR ER	752 OR 851	Analysis of Research (project track) OR Research Design and Writing (thesis track)	3 3							
CE	810	Pre-Practicum Counseling Skills Development	2							
PY	812	Foundations of Assessment in Special Education and Student Support	3							
EA	885	Human Relations / Group Process in Education	2							
PY	709	Intro to Neuropsychology	1							
PY	836	School-Based Prevention/Intervention Mental Health	3							
PY	801	School Psychological Consultation	3							
PY	860	Leading Processes to Meet Diverse Student Needs	3							

Rev. 12/2014

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	MA 732	3	Categorical Data Analysis

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add a new course, MA 732 Categorical Data Analysis, to the course catalog.

Catalog Entry
MA 732 Categorical Data Analysis
(Prerequisite MA 262)
This course covers the most important methods for analyzing categorical data. Topics include Wald, score, and likelihood-ratio inference for binomial parameters, tests of association in two-way contingence tables; measures of association; Cochran-Mantel-Haenzel tests for 3-way tables; generalized linear models; logistic regression; loglinear models.

B. What is the rationale for the proposal?

We are adding a course in Categorical Data Analysis. This is an applied statistics course. These techniques have became very important in areas like cancer research and

clinical trials required in the drug approval process. This course should be very beneficial for some of our mathematics majors who interested in careers in these areas.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course meets the Statistics/Applied Mathematics area requirement for the Master's in mathematics degree.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

X _____

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X _____

Signed by: slidzy

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

Form will be routed via E-Mail as indicated below.

Current User: panderso Next Route: kermler@empori... My Other Routes:

☐ Reroute to:

Message from previous Router(s):

Chairs Approved: 1/29/15
Dr. Lidzy Approved:1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disp

Attachment:

Syl014.docx
Microsoft Word Document
15.4 KB

MA 791C/XC – Categorical Data Analysis
Spring 2014

Instructor: Larry Scott
Office: Science Hall 141E
e-mail: lscott@emporia.edu

Chat: I plan to be available to "Chat" at least once per week
Office Hours: 1:00 – 1:50 MWF, 2:00 – 2:50 TR, and by appointment

Office Phone: 620-341-5633
Home Phone: 620-528-3348

Text: An Introduction to Categorical Data Analysis by Alan Agresti, second edition, ISBN: 978-0-471-22618-5

Assignments: I plan to give you assignments on a regular basis. Assignments will be posted on Blackboard approximately one week before they are due. There will be a 20% penalty for assignments that are turned in after the due date. Late assignments may not be graded as carefully as assignments turned in on time.

Exams: We will have two mid-term exams.

Final Exam: There will be a final exam for this course given at the end of the semester. The final exam will be comprehensive and is required for everyone.

Grades: Grades will be determined as follows:

Exams	200 points
Assignments	150 points
Final	150 points
TOTAL	500 points

90% and above	A
80% to 89%	B
70% to 79%	C
60% to 69%	D
Below 60%	F

Dishonesty: This class will follow the ESU Academic Dishonesty Policy.

ADA Policy: "Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential."

Digital Curricular Change

Alert! See Routing Control Panel for message from previous router!

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level One Change Form

This form should be used for any modification to a course that affects only the department where the course is housed and does not require review by any other governing body. These changes are minor modifications where the course description and course content (including syllabus) remain essentially the same. These modifications include changing a course number within the same level, changing a course title, changing a prerequisite that exists only within that department, changing the number of hours, and deleting a course.

School/College: Teachers College

Department: Elementary Education/Early Childhood/Special Education

I. COURSE INFORMATION:

This request is proposed to: ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	SD 850	3	Characteristics of the Gifted
New:	SD 750	3	Characteristics of the Gifted

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change SD850, Characteristics for the Gifted, course number to a 700 level course to meet requirements for the Bachelor's/Master's Accelerated Degree Program (4+1) in Gifted Special Education.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/28/2015

X

Signed by: cseimear

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X Kenneth A. Ularo

Signed by: mbenjami

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

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Current User: panderso Next Route: kermler@empori... My Other Routes:

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Message from previous Router(s):
ALC approved 1/28/15

Does Grad Council need to approve this?

☑ Dis

Digital Curricular Change

Alert! See Routing Control Panel for message from previous router!

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level One Change Form

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School/College: Teachers College

Department: Elementary Education/Early Childhood/Special Education

I. COURSE INFORMATION:

This request is proposed to: ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	SD 851	3	Education of the Gifted
New:	SD 751	3	Education of the Gifted

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change SD851, Education of the Gifted, course number to a 700 level course to meet requirements for the Bachelor's/Master's Accelerated Degree Program (4+1) in Gifted Special Education.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/28/2015

X

Signed by: cseimear

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X Kenneth A. Weaver

Signed by: mbenjami

Academic Affairs

☐ Finalize

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Message from previous Router(s):
ALC approved 1/28/15

Does Grad Council need to approve this?

☑ Disp

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level One Change Form

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School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE INFORMATION:

This request is proposed to: ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	MA 832	3	Differential Equations II
New:	MA 738	3	Applied Differential Equations

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change the number and name to best reflect the level of the course. Aside from name and number, the catalog entry is unchanged.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

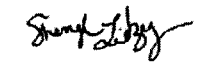
X _____

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X 

Signed by: slidzy

Academic Affairs

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Message from previous Router(s):

Chairs Approved: 1/29/15
Dr. Lidzy Approved:1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs:

☐ Disp

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

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School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE INFORMATION:

This request is proposed to: ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	MA 820	3	Differential Geometry
New:	MA 750	3	Differential Geometry

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change of course number to best reflect the level of the course. We also propose to change the listed prerequisite in the catalog from MA 263 to MA 363 to reflect the renumbering of MA 263 some time ago. Aside from those changes, the catalog entry remains the same.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

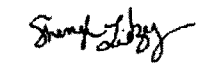
X _____

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X 

Signed by: slidzy

Academic Affairs

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Chairs Approved: 1/29/15
Dr. Lidzy Approved:1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs:

☐ Disl

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level One Change Form

This form should be used for any modification to a course that affects only the department where the course is housed and does not require review by any other governing body. These changes are minor modifications where the course description and course content (including syllabus) remain essentially the same. These modifications include changing a course number within the same level, changing a course title, changing a prerequisite that exists only within that department, changing the number of hours, and deleting a course.

School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE INFORMATION:

This request is proposed to: ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	MA 835	3	Functions of a Real Variable
New:	MA 737	3	Functions of a Real Variable

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change the course number to best reflect the level of the course. Aside from the course number, the catalog entry is unchanged.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

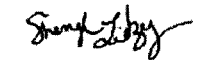
X _____

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X 

Signed by: slidzy

Academic Affairs

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Message from previous Router(s):
Chairs Approved: 1/29/15
Dr. Lidzy Approved: 1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs:

☐ Disl

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level One Change Form

This form should be used for any modification to a course that affects only the department where the course is housed and does not require review by any other governing body. These changes are minor modifications where the course description and course content (including syllabus) remain essentially the same. These modifications include changing a course number within the same level, changing a course title, changing a prerequisite that exists only within that department, changing the number of hours, and deleting a course.

School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE INFORMATION:

This request is proposed to: ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	MA 825	3	Group Theory
New:	MA 741	3	Group Theory

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change the course number of this course. The new catalog description of this course is as follows:

Group Theory
3 Hours
(Prerequisite, MA 425 or MA 701) An introduction to the theory of groups. Topics include are properties of groups, cyclic and abelian groups, homomorphisms and isomorphisms, types of subgroups and factor groups.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

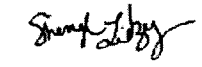
X _____

Signed by: hyanik

☐ Send to Academic Affairs

School/College Dean

1/29/2015

X 

Signed by: slidzy

Academic Affairs

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Current User: panderso Next Route: kermler@empori... My Other Routes:

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Chairs Approved: 1/29/15
Dr. Lidzy Approved:1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disp

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	MA 742	3	Ring Theory

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add a new course to the catalog. The course MA 727 Groups, Rings, and Fields is being split into three separate courses . MA 742 will be focused on the topic of ring theory.

Catalog Entry:
MA 742
3 Hours
(Prerequisite, MA 425 or MA 701) This course is designed to serve as an introduction to the basic ideas and techniques of ring theory. The course will include such topics as ideals, isomorphism theorems, types of domains, types of ideals, and polynomial rings.

B. What is the rationale for the proposal?

This change is being made in order to cover each topic from MA 727 more thoroughly so that each course is more consistent with mathematics graduate courses across the country.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

X _____

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X _____

Signed by: slidzy

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

Form will be routed via E-Mail as indicated below.

Current User: panderso Next Route: kermler@empori... My Other Routes:

☐ Reroute to:

Message from previous Router(s):

Chairs Approved: 1/29/15
Dr. Lidzy Approved:1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disl

Attachment:

MA 791 B Rings.pdf
Adobe Acrobat Document
84.2 KB

Rings MA 791B/XB

Spring 2014

5:10-6:30 PM, TR, SH 247 + evening chat

Instructor: Dr. Essam Abotteen
Office: SH 141D, 341-5634
E-mail: eabottee@emporia.edu
Course Material: Ava liable as pdf files on Bb Course Content.

Content: This course is designed to serve as an introduction to the basic ideas and techniques of ring theory.

1. Introductory Concepts.
2. Ideals and their operations
3. The Classical Isomorphism Theorems
4. Integral, Euclidean, Principal Ideal & Unique Factorization Domains.
5. Maximal, Prime & Primary Ideals.
6. Divisibility Theory in Integral Domains.
7. Polynomial Rings.

If time allow we will cover more selected topics.

Online component:

This course will be delivered in a "hybrid" format. Class will be held twice a week on-campus while the lecture is being video-streamed via Adobe Connect Pro for off-campus students. Lectures will be recorded and can be watched at any time. These meetings will be used to introduce new material and highlight major concepts and discuss proof strategies. Between classes you will need to read the text and work the assigned exercises.

You may bring questions to an instructor-led online chat held each week. The chats will be recorded for anyone who can not attend. A discussion board will also be available for students to post questions and answers. All students are encouraged to use these resources often.

Assignments:

Assignments will generally be homework problems from the online course material. Students may work on the homework individually, or in groups of at most 3 students. Students working individually will submit a PDF file via Google Drive. Students working in groups, will submit one file for each group, until each student in a group has submitted at least one assignment. Late homework will be accepted for partial credit. Your lowest score will be dropped.

Exams:

We will have two shorter take-home exams and a midterm. The comprehensive final exam will be 5:10 – 7:10 pm on Thursday, May 16. If you can not be in Emporia for the in-class exams, then you will need to arrange to take the exam with a proctor. Proctor forms are available on Bb under Course Content. Please fill out the form and email it to me by the end of January.

Grading:

Here is the breakdown of points for the semester. Plus/minus grades will not be used.

Two take-home exams	100
Midterm	100
Weekly assignments	150
Final	150
Total	500

Academic Dishonesty:

Cheating and plagiarism are very serious offenses and will be reported. Refer to the student handbook for the ESU Academic Dishonesty Policy.

ADA Statement:

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE/PROGRAM INFORMATION

This request is proposed to: (•) Add ( ) Modify ( ) Delete

	Course:	Credit Hours	Course Title
Old:			
New:	MA 743	3	Field Theory

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add a new course to the catalog. The course MA 727 Groups, Rings, and Fields is being split into three separate courses . MA 743 will be focused on the topic of field theory.

Catalog Entry:
MA 743 Field Theory
3 Hours
(Prerequisite, MA 425 or MA 701) This course is designed to serve as an introduction to the basic ideas and techniques of Field Theory. The course will include such topics as finite and infinite field extensions, algebraic numbers, and solvability by radicals.

B. What is the rationale for the proposal?

This change is being made in order to cover each topic from MA 727 more thoroughly so that each course is more consistent with mathematics graduate courses across the country.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course meets the Algebra area requirement for the Master's degree in mathematics.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

X _____

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X _____

Signed by: slidzy

Academic Affairs

☐ Finalize

Click here to sign this section

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Chairs Approved: 1/29/15
Dr. Lidzy Approved: 1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs:

☐ Disp

Attachment:

SyllabusMA791Fields.pdf
Adobe Acrobat Document
7.67 KB

MA 791
Fields
Fall 2014

Instructor- Joe Yanik **Phone-** 620-341-5639

Office- SH 141F **Office Hours-** 10-10:50 MTWRF

e-mail address- hyanik@emporia.edu

Text- *Abstract Algebra: A Concrete Introduction,* by Robert H. Redfield, Pearson/Addison Wesley, ISBN 0-201-43721-X

We will focus on the first 12 chapters of the text.

Grading

2 tests (17% each)	34%
Homework (drop 1 grade)	33%
Final Exam	33%
Total	100%

Usual 10 point grading scale (90%-100% is an A, 80%-89% is a B, etc.)

Canvas –Much important information about this course will be available at http://canvas.emporia.edu Here is where you will access Discussion Forums, Conferences, Assignments, Grades and all relevant information about the course.

Extra Credit Discussion Points – You will earn one extra credit point for any discussion group in which you make at least one posting. Two extra credit points will count as one extra point on the 200 point final exam.

Homework – The homework assignments will be available through the Canvas site. The homework should be turned through the Canvas site

Academic Dishonesty - Academic dishonesty will not be tolerated. The ESU Academic Dishonesty Policy may be found in the Student Handbook. A separate document on Academic Integrity is available on the Canvas site

Disabilities - Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Business

Department: Business

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

MBA

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Update the MBA Background Competency Requirements.

B. What is the rationale for the proposal?

To more clearly state the Background Requirements and communicate how the Background Requirements can be satisfied. (See attachment)

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No impact on the curriculum or general education.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/4/2015

X Larry Falcetto

Signed by: lfalcett

School/College Dean

☐ Send to Academic Affairs

2/6/2015

X

Signed by: kogilvie

Academic Affairs

☐ Finalize

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Attachment:

MBA background requirements current and proposed.docx
Microsoft Word Document
12.0 KB

MASTERS OF BUSINESS ADMINISTRATION

Background Competency Requirements – Current

Background - All MBA students must have a background in the following areas prior to enrolling in courses for which the background is necessary.

A. Accounting (including Financial and Managerial)
B. Business Law (United States)*
C. College Algebra (or equivalent)
D. Computing
E. Economics (including Micro and Macro)
F. Finance
G. Statistics

*This requirement may be met by taking an undergraduate- or graduate-level law course approved by the MBA Director.

Some or all of the background requirements may be met through academic credit or professional experience. Students otherwise admitted may take any courses for which they have met the background requirement.

Background Competency Requirements – Proposed

All MBA students must have subject matter knowledge in the following areas as demonstrated by coursework or work experience:

Financial and Managerial Accounting
Office Computing
Finance
Business Law
College Algebra
Macro and Micro Economics
Statistics

EMPORIA STATE
UNIVERSITY

The Teachers College

School Leadership / Middle & Secondary Teacher Education

Curriculum & Instruction Master's Degree

Current Curriculum

ED 535	Cultural Awareness for Educators
ED 805	Restructuring Classrooms with Technology
ED 820	Curriculum Leadership: Models & Strategies
ED 833	Beliefs, Values & Issues in Educational Practices
ED 837	Brain Based Learning for Educators
ED 887	Developing Authentic Assessments
ED 879	Classroom Management through Positive Reinforcement
ER 752	Analysis of Research
ED 895	*Practicum in Curriculum Leadership

Areas of Concentration (students pick 1 of 3 options):

Curriculum Leadership (CL):

EA830	School Leadership Theory
ED865	Advanced Theory & Practice in Teaching
ED886	Designing Instructional Programs

Effective Practitioner (EP):

Nine credits of upper level graduate, advisor approved electives (700+)

National Board Certification (NBC):

NBC Website: http://www.emporia.edu/jones/nbpts/process.html

ED842	NBC Portfolio Development
ED843	NBC School Based Project

*All coursework is to be completed prior to the practicum.

Total Required Course Credit Hours: 25

Concentration Elective Credit Hours: 9

Total Hours for C & I MS degree: 34

Proposed Curriculum

ED 535	Cultural Awareness for Educators
ED 805	Restructuring Classrooms with Technology
ED 820	Curriculum Leadership: Models & Strategies
ED 833	Beliefs, Values & Issues in Educational Practices
ED 837	Brain Based Learning for Educators
ED 887	Developing Authentic Assessments
ED 879	Classroom Management through Positive Reinforcement
ER 752	Analysis of Research
ED 895	*Practicum in Curriculum & Instruction*

Areas of Concentration (students pick 1 of 3 options):

Curriculum Leadership (CL):

EA830	School Leadership Theory
ED865	Advanced Theory & Practice in Teaching
ED886	Designing Instructional Programs

Effective Practitioner (EP):

Nine credits of upper level graduate, advisor approved electives (700+)

National Board Certification (NBC):

NBC Website: http://www.emporia.edu/jones/nbpts/process.html

ED842	NBC Portfolio Development
ED843	NBC School Based Project

*All coursework is to be completed prior to the practicum.

Total Required Course Credit Hours: 25

Concentration Elective Credit Hours: 9

Total Hours for C & I MS degree: 34

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: Teachers College

Department: School Leadership / Middle & Secondary Teacher Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Program Change - new course title for ED 895

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change in program to reflect change in course title for ED 895 from "Practicum in Curriculum Leadership" to "Practicum in Curriculum & Instruction"

B. What is the rationale for the proposal?

To avoid confusion with our Instructional Leadership program.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The program change reflects a course title change for ED 895, proposed under a separate curriculum change form, which provides a more precise explanation of the course, identifying this as the practicum course.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

ED 895 is required for the Curriculum & Instruction Master's Degree.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/29/2015

X

Signed by: mnurnber

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

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Attachment:

SLMSTE-Current and Proposed Curriculum.pdf
Adobe Acrobat Document
456 KB

EMPORIA STATE UNIVERSITY

Graduate School

TO: Members of the Graduate Council

FROM: Brenda Koerner, Chair, Graduate Council

DATE: June 23, 2015

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, April 16, 2015 in the President's Conference Room. This is the last meeting of the Graduate Council for AY14-15.

AGENDA

1. Approval of minutes from the February 19, 2015 meeting.

2. Information/Congratulations/News

3. **Action**
   Election of Council Vice Chair 2015-2016

4. **Reports/discussion**
   Course term limits for licensure
   Transfer courses for licensure
   Boylan Scholarship criteria
   Shared Hours
   Modification of English Proficiency Testing and Placement Requirements

5. **Regular Graduate Faculty**
   Richard Schrock, Professor, Biological Sciences
   Jennifer Thomas, Associate Professor, Health, PE and Recreation
   Brenda Koerner, Associate Professor, Biological Sciences
   Max McCoy, Associate Professor, English/Modern Languages/Journalism

6. **Associate Graduate Faculty**
   Larry Scott, Associate Professor, Mathematics and Economics

7. **Curricular Changes**
   IT720
   MA743
   MA732
   MA742
   Rehabilitation Counseling Requirements
   Psych Admission Requirements (Clinical Psych)
   Psych Admission Requirements (Experimental and I-O Concentrations)

Psych Admission Requirements (MS & EdS)
HPER Thesis – PE865 name change
HPER – Non-Thesis – PE865 name change
HPER Thesis – Remove Certificate Areas

HPER Non-Thesis –Remove Certificate Areas
EL743
Special Education-Adaptive – GPA Requirement
TESOL – Certificate
AC 820
AC 821
MBA Accounting Concentration
Master of Accountancy Modification/Professional
MBA Requirements

8. **Comments**

EMPORIA STATE UNIVERSITY

Graduate School

Present: Butler, Church, Cuellar, Wolf Bordonaro (for Fulmer), Howell, Koerner, Liss, Miracle, Morales, Sasidaharan, Schrader, Smith, Storm, Wiley

Absent: Eichenberg

The Council of Graduate Studies met at 3:30 p.m. on Thursday, April 16, 2015 in the President's Conference Room. Dr. Brenda Koerner called the meeting to order.

Action

- Minutes from the February 19, 2015 meeting were unanimously approved.
- Brian Schrader was unanimously elected to serve as Vice Chair for the 2015-2016 Graduate Council.

Reports/Discussion

- Council members discussed course term limits and course transfers for licensure programs. At present there is no time limits for the courses used in licensure programs, degree programs have a 7 year limit on courses that can be used in a degree program. No guiding policy for licensure courses, only for degree plans. It was suggested by Brian Schrader that the Deans be made aware that 10 years plus courses are being used for licensure programs. Council members will discuss this issue with their respective departments and this would be an item at the September meeting.
- Council members discussed the issues regarding The Boylan Scholarship criteria for distance students. Council members was concerned certain criteria was not comparable for the distance students. After council discussion, it was decided to discuss this issue with the foundation if criteria wording can be replaced.
- Council members discussed the shared credit hours for dual programs proposal. Council members will discuss the issue with their respective departments and this will be an agenda item at the September meeting.
- Brenda Koerner discussed the issues of the modifications of English proficiency testing and placement requirements for international students. Council members accepted the addendum that was added for the international students to validate IEP courses. The faculty senate will review this bill at the next senate meeting.

Regular Graduate Faculty

The following listed faculty were unanimously approved as Regular Graduate Faculty.
Richard Schrock, Professor, Biological Sciences
Jennifer Thomas, Associate Professor, Health, PE and Recreation
Brenda Koerner, Associate Professor, Biological Sciences

Regular Graduate Faculty status for Max McCoy was approved with one council member abstaining

Associate Graduate Faculty

The following listed faculty were unanimously approved as Associate Graduate Faculty.
Larry Scott, Associate Professor, Mathematics and Economics

Curricular Changes

The following listed curricular changes were unanimously approved:
IT720
MA743, MA732 and MA742
Rehabilitation Counseling Requirements
Psych Admission Requirements (Clinical Psych)
Psych Admission Requirements (Experimental and I-O Concentrations)
Psych Admission Requirements (MS & EdS)
HPER Non-Thesis/Thesis – PE865 name change
HPER Non-Thesis/Thesis – Remove Certificate
TESOL – Certificate
AC820 and AC821
MBA Accounting Concentration
Master of Accountancy Modification

EL743 changes were approved with two abstention

Special Education – Adaptive – GPA Requirements was tabled, until some questions can be answered, regarding both concentrations Adaptive and Gifted, Talented and Creative.
MBA Requirements/Professional – was tabled, until some questions can be answered, regarding the ability to have two different admission standards for the same program.

Comments

Council members discussed the issues regarding the change of full time credit hours for graduate students, how it affects the International students and financial aid. Council members would like to revisit this item at the September meeting.

Adjourned at 4:45pm
Next Meeting September 17, 2015

Date Passed Senate _____

Date of ESU President's Approval _____

FSB 14013

MODIFICATION OF ENGLISH PROFICIENCY TESTING AND PLACEMENT REQUIREMENTS FOR INTERNATIONAL STUDENTS

Date of First Reading: April 7, 2015

Date of Second Reading: April 21, 2015

Senate Sponsor: Academic Affairs Committee
Melissa Bailey, Chair

I. **Purpose:** To update the policies on English proficiency for undergraduate and graduate students.

II. **Previous Senate Action:** None.

III. **Rationale:** Tests other than the TOEFL such as the International English Testing System (IELTS) and the Pearson Language Assessments (PTE) are commonly used to assess of English language proficiency. This bill would modify the *University Policy Manual* to reflect that tests other than the TOEFL may be used when assessing English language proficiency in international students. This bill also clarifies the procedures used when students apply without appropriate English language proficiency test scores and reflects that a new, beginner level series of courses has been established by the Intensive English Program.

IV. **Guidance:** The text of this bill revise the existing text of the English Proficiency Testing and Placement Requirements for International Students (currently index number 4C.10) of the *University Policy Manual*. The first paragraph under 4C.1001 Undergraduate is to be moved to section 4C.10. Existing text to be removed is in ~~strikethrough~~. New text to be added is in **bold underline**. Only these changes are proposed.

FSB 14013

MODIFICATION OF ENGLISH PROFICIENCY TESTING AND PLACEMENT REQUIREMENTS FOR INTERNATIONAL STUDENTS

4C.10 ENGLISH PROFICIENCY TESTING AND PLACEMENT REQUIREMENTS FOR INTERNATIONAL STUDENTS

The University has established certain standards with regard to English proficiency which non-native speakers of English must meet. The University offers an Intensive English Program designed to meet the

specific needs of international students in preparing them for academic study. For all international students whose native language is not English, the following items are pertinent.

All international ~~undergraduate~~ students who have been accepted for admission but who have not submitted at the time of application ~~a TOEFL score of 500 or above~~ **the results of a recognized English-proficiency exam or submit scores below those required for admission** will ~~be required to~~ take a diagnostic test of English proficiency upon arrival at Emporia State University. The test is administered prior to the beginning of each semester. The results of this English proficiency test will be used to determine the student's placement in intensive English and/or other academic courses. If the scores on all parts of this exam are satisfactory, new students may enroll full time in academic courses. However, new students who are deficient in any skill area must enroll in ~~an~~ **the** **I**~~i~~ntensive English **P**~~p~~rogram (IEP) ~~course in that area~~. ~~Courses offered through IEP are non-credit English courses.~~ Students will take IEP courses sequentially and must satisfy the requirements of ~~1~~ **a** level before admission to the next. If initially placed in a beginner ~~intermediate~~ level course, students will, upon satisfactory completion of the course, move to the intermediate ~~advanced~~ level; if initially placed in an advanced level course, students will, upon satisfactory completion, be exempt from IEP placement in that skill area.

4C.1001 UNDERGRADUATE

~~All international undergraduate students who have been accepted for admission but who have not submitted at the time of application a TOEFL score of 500 or above will be required to take a diagnostic test of English proficiency upon arrival at Emporia State University. The test is administered prior to the beginning of each semester. The results of this English proficiency test will be used to determine the student's placement in intensive English and/or other academic courses. If the scores on all parts of this exam are satisfactory, new students may enroll full time in academic courses. However, new students who are deficient in any skill area must enroll in an intensive English program (IEP) course in that area. Courses offered through IEP are non-credit English courses. Students will take IEP courses sequentially and must satisfy the requirements of 1 level before admission to the next. If initially placed in an intermediate level course, students will, upon satisfactory completion of the course, move to the advanced level; if initially placed in an advanced level course, students will, upon satisfactory completion, be exempt from IEP placement in that skill area.~~

~~Undergraduate students with TOEFL scores between 500 and 520 will need to sit for the writing component only of the IEP placement test. If they are found deficient in their writing skills, they will be placed in an IEP writing course commensurate with their writing skills.~~

Students placed in IEP can advance or become exempt by satisfactorily completing the course(s) in which they are enrolled. They can also exit all but writing courses at the end of a given term by ~~acquiring~~ **demonstrating** the prescribed ~~TOEFL score of 500. Students enrolled in or required to enroll in IEP writing courses must submit a score of 520 to be exempt~~ **minimum English-proficiency scores on recognized English-proficiency exams**.

4C.1002 GRADUATE

The following guidelines are used to verify the English proficiency of graduate students being admitted to ESU. These guidelines are subject to change by official action of the appropriate governance bodies: a) verification that the applicant's native language is English, as shown to a high degree of probability by citizenship in an English-speaking country such as ~~Great Britain,~~ Australia, **Belize, Canada (except Quebec), Ireland,** New Zealand, **Liberia, United Kingdom (England, Wales, Scotland, Northern Ireland), the Commonwealth Carribean, and the United States** ~~Jamaica, or English-speaking provinces of Canada~~; b) graduation with a baccalaureate degree, or higher, from an accredited U.S. institution of higher education, or from such an institution in one of the countries listed above whose medium of instruction is English; c) receipt of institutional copy, not student's copy, of **scores from a recognized English-proficiency exam administered** ~~applicant's TOEFL scores achieved~~ no more than **two** ~~2~~ years prior to the

semester of admission. ~~A minimum TOEFL score of 450 is needed to be admitted to the Intensive English Program and a~~

A minimum **TOEFL (iBT)** score of **90** ~~550~~ **(or equivalent score on other recognized tests)** is needed to be exempted from testing by the Intensive English Program **(IEP)** and for admission to a graduate degree program. ~~A graduate student must have a minimum TOEFL score of 500 or its equivalent before enrolling in any academic courses for graduate credit.~~ Graduate students with TOEFL scores between **79 and 89** ~~550 and 575~~ **(or equivalent scores on other recognized tests)** must **enroll in** ~~take~~ the graduate level IEP course ~~FL~~ **IE** 075, Communication Skills for International Students. Students enrolling in this course may be subject to placement in Intensive English Program (IEP) Intermediate or Advanced Writing. If the diagnostic test they take in ~~FL~~ **IE** 075 shows they need instruction of the developmental level, they will be placed in the appropriate IEP writing course and must then meet the IEP requirements for advancement and/or exemption.

Provide comments about this bill to your department's senator or the President of the Faculty Manjula Shinge at mshinge@emporia.edu

Amendment to **FSB 14013**

MODIFICATION OF ENGLISH PROFICIENCY TESTING AND PLACEMENT REQUIREMENTS FOR INTERNATIONAL STUDENTS

Senate Sponsor: Melissa Bailey, Chair Academic Affairs Committee

I. **Rationale:** Amends FSB 14013 to include an exit-by-exam option.

Line 109:

4C. 1003 GRADUATE AND UNDERGRADUATE STUDENTS

Undergraduate and graduate students may exit the IEP by achieving minimum scores required for admission on a recognized English-proficiency exam. In that event, the student may exit the IEP after completing the semester in course. The exit-by-exam option is not available to students who have delayed a required IEP course or students on academic probation, placed on academic probation, or who have withdrawn from ESU. In addition, this option does not apply to IE 075 Communication Skills for International Students once a student has been placed in this course.

Provide comments about this amendment to your department's senator or to the President of the Faculty at mshinge@emporia.edu.

Shared Credit Hours for Dual Degree Programs

Students in dual degree programs may share a limited number of credit hours toward the requirements of both degrees. The term "shared hours" refers to the use of a limited number of credit hours toward the requirements of two separate degrees or programs. The principle of shared-hours allows the student to earn two degrees for fewer credit hours than would normally be required if both programs were taken independently.

Sharing credit hours for two certificate programs is not allowed.

- A student wishing to secure a second master's degree at Emporia State University may share a maximum of ten semester hours of credit from the first degree, provided the credits are approved by the chair of the major department and Dean of the Graduate School and Distance Education AND are within the seven year time limit.
- Any exception to the ten-hour limit must be requested by the chair of the major department and approved by the Graduate Council and Dean of Graduate School and Distance Education. To preserve the integrity of each graduate degree, requests that exceed the maximum of 10 shared hours must demonstrate that at least half of the minimum required credit hours for each graduate degree are earned in the individual graduate program and counted solely for that degree. Examples:
    - A student enrolled in a 36-hour Emporia State University master's program may not request more than a combination of 18 transfer and/or shared credit hours toward the graduate program.
    - A student enrolled in a 60-hour Emporia State University master's program may not request more than a combination of 30 transfer and/or shared credit hours toward the graduate program.
- A graduate program may overlap with only **one other program** for the purpose of shared credit hours. Credit hours may never be used for **three** or more programs. If a student seeks a third certificate or degree, it must stand alone.
- Graduate programs may limit the shared of credit hours below the Emporia State University Graduate School maximum, but may not allow double-counting above the ESU Graduate School limit.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Instructional Design and Technology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: (•) Add ( ) Modify ( ) Delete

	Course:	Credit Hours	Course Title
Old:			
New:	IT 720	3	Digital Storytelling

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add New Course: IT 720 Digital Storytelling for 3 credit hours

Course Description:

Digital Storytelling takes the timeless art of storytelling to a new level by using easy to learn software to create and tell captivating stories. After learning the basic elements of powerful script writing and storyboarding, students will translate these into digital media that speak to the emotions. This powerful new way of communicating is a great way to reach out and share stories with a growing "YouTube" Generation."

B. What is the rationale for the proposal?

This course has been offered previously with the umbrella course number IT743. It has proven to be a consistently offered elective with high demand.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course counts as an elective of the Instructional Design and Technology program, and does not affect any other aspect of the program.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ○ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/16/2015

X

Signed by: jcolorad

School/College Dean

☐ Send to Academic Affairs

Click here to sign this section

Academic Affairs

☐ Finalize

Click here to sign this section

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Attachment:

IT 720 -Digital Storytelling syllabus.pdf
Adobe Acrobat Document
660 KB

IT 720 Digital Storytelling (3 Credits) Summer 2015 Course Syllabus

Dusti Howell, Ph.D. (dhowell@emporia.edu)

Course Overview:

Digital Storytelling takes the timeless art of storytelling to a new level by using easy to learn software to create and tell captivating stories. After learning the basic elements of powerful script writing and storyboarding, students will translate these into digital media that speak to the emotions. This powerful new way of communicating is a great way to reach out and share stories with a growing "YouTube" Generation."

Required Course Materials:

- *Digital Storytelling: Capturing Lives, Creating Community* by Joe Lambert (2013, Routledge)
- iMovie, Windows Movie Maker, or other similar software.

Recommended Course Materials:

- *Digital Storytelling* by Dusti Howell and Deanne Howell (2003, Linworth Publishing)
- *Digital Storytelling Cookbook* by Joe Lambert (2007, Digital Diner Press). Download the first four chapters at http://www.storycenter.org/cookbook.pdf. A link to the fifth chapter is provided later in the course.

Learning Outcomes

In the process of taking this course, students will become digital raconteurs with a large array of new knowledge, skills and dispositions. By the end of this course students will be able to:

- demonstrate the essential components of creating an interesting story.
- develop story scripts using storytelling strategies from leading experts.
- create powerful narratives and learn how to share these online.
- create storyboards that visualize scriptwriting in a creative and concrete way.
- explore a variety of digital software and hardware tools used in digital storytelling for the purpose of mastering the craft of digital storytelling.
- use green screen technology and other special effects and discover how these can be creative additions or distractions in a digital story.
- create and share two polished digital stories with the class using cloud based tools.
- use these powerful tools to open new avenues of communication with those in need.

Additional Resources

Websites

- The Center for Digital Storytelling http://www.storycenter.org/
- The Digital Storytelling Festival http://www.dstory.com/
- Digital Storytelling Resources http://www.dstory.com/dsf6/links.html

Books

- Bruner, J.S. (1990). *Acts of Meaning.* Cambridge, Massachusetts: Harvard University

- Schank, R.C. (1990). *Tell Me a Story: Narrative and Intelligence.* Evanston, Illinois: Northwestern University Press.
- Simpson, C. (2001). *Copyright for Schools: a Practical Guide.* Worthington, OH: Linworth.

Course Assignments:

	TOPIC	DUE	TASKS
Module 1	Introductions & Getting Started with Digital Story Telling	May 19	1) Complete the Digital Storytelling Survey 2) Create a video account 3) Create a blog account and add a link to it on the Student Blog Links Wiki 4) Read: *Lambert* Chapter 2: Stories in Our Lives (pages 15-22) 5) What makes a good digital story Discussion 6) Create an audio story 7) Audio story critiques 8) Tools of the Trade Glossary (Module 4)
Module 2:	Tools of the Trade	May 21	1) Read: *Lambert* Chapter 5: Seven Steps of DS (pages 53-69) & *Evaluating Digital Stories* http://www.digitales.us/evaluating-projects 2) Fair Use & Copyright Quiz 3) Single Picture Story Discussion 4) Create a Single Picture Digital Story and Critique
Module 3:	Storywriting, Storyboarding, & Storymapping	May 26	1) Read: *Lambert* Chapter 7: Approaches to the Scripting Process (pgs. 88-96) & *Lambert* Chapter 8: Storyboarding (pages 97-102) 2) View Green Screen Storytelling Project 3) Write two story scripts 4) Create Storyboard 1 5) Create Storyboard 2 with a story map
Module 4:	7 Elements of Digital Storytelling	May 28	1) Read: *Lambert* Interludes: The Legacy of Tanya (pages 23-4), Wynne's Story (50-1), Elizabeth's Story (85-7), Ray's Story (103-4), Zahid's Story (123-5) 2) Compare/Contrast Discussion 3) Storyboard 1 or 2 Upgrade and Critiques 4) Digital Story 1 Version 1 and Critiques
Module 5:	Strategies to Telling Better Digital Stories	June 2	1) Read: *Lambert* Chapter 9: Designing in Digital (pages 105-116) 2) Digital Story 1 Version 2 3) Digital Story 2 Version 1 and Critiques
Module 6:	The Future of Digital Storytelling	June 4	1) Digital Story 2 Version 2 2) Post your best digital story 3) Academy Awards Vote 4) What makes a good digital story Re-look discussion

*Most assignments are due by the end of class on posted dates at 4:50pm.

Grading

Assignments	%
Module 1: What Makes a Good Story Discussion (5); Audio Story Activity (10)	**15**
Module 2: Fair Use & Copyright Quiz (5); Single Picture Story Discussion (5); Single Picture Story Activity and Critiques (10)	**20**
Module 3: Write 2 short scripts and Digital Storyboards 1 and 2 (storymap) (5)	**5**
Module 4: SB 1 or 2 Upgrade and Critiques (5); Compare/Contrast What Makes a Good Story (5); Digital Story 1 version 1 and Critiques (10); Tools of the Trade Glossary (10)	**30**
Module 5: Digital Story 1 version 2 (5); Digital Story 2 version 1 & Critiques (10)	**15**
Module 6: Digital Story 2 version 2 (5); What Makes a Good Story: Re-Look Discussion (5); DS Academy awards reflections and votes (5)	**15**
Total	**100**

Grading Scale: The final grade will be based on the following percentage scale.

100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59-0% = F

Major Assignments:

Discussions and Critiques:

When I grade discussions and critiques in your blog comments I am looking for participation. A rubric for the discussions would stifle the fun and enjoyment of watching and commenting from the heart. If your comments are meaningful and helpful (what you liked, what you didn't like, how the project could be improved, or ideas you can share) you will earn full credit.

Audio Story:

The main emphasis is the power of sound. I will be grading on the quality of sound and the quality of delivery. Full credit will be given to stories that exhibit feeling, energy and passion in the voice. I am also looking for clear enunciation and clearly articulated words. You will be counted down for beeps, hisses, and crackling sounds that disrupt the enjoyment of listening.

Single Picture Story:

I am looking at what you can do with your image. There are tools and software that allow you to use special effects and manipulate images. Be creative. For example, in iMovie you can use the Ken Burns effect to slowly pan the image and then zoom in on it, and zoom out on it.

Full Digital Stories:

High quality projects that combine the elements of digital stories you have been learning about and that have great sound quality will get full points. I look for mood, pacing, energy and I really focus on the introductions and conclusions of your stories. Don't forget fair use and copyright guidelines. I will count down if you don't follow them!

Basic Course Standards, Requirements and Information:

Class Participation:

The success of this class depends upon the participation of each member of the group. Each student is expected to complete and share each project assignment, as well as to critique and make suggestions for improving the work of others. Each week, every student will discuss problems and successes with digital media generation/manipulation and multimedia design. Participation will count towards the Discussion Board grade. No assignments will be accepted after the due date has passed OR after the week deadline has passed.

Reading Assignments/Expectations:

The student is expected to not only have read assigned textbook and related readings prior to the class session during which the topic(s) is discussed, but to have done additional research in the related areas.

Academic Dishonesty Policy

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Student Accommodations Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. For further information or questions, please contact Office of Disability Services and Non-Traditional Student Programs in 242 SE Morse Hall, 620/341-6637 (Voice), 620/341-6646 (TTY), or via e-mail disabser@emporia.edu.

Drop/Add & Withdrawal:

Students who wish to change courses or withdraw should be aware of the appropriate dates. http://www.emporia.edu/calendar/

Writing Standards:

Class participants are graduate university students. Effective communication skills are demanded in today's world. Thus, high standards for written and oral communication are expected and the quality of such will be graded. Sources must be cited in American Psychological Association (APA) format and plagiarism is not allowed.

Cultural Diversity:

The following topics include elements dealing with cultural diversity: Internet and World-Wide-Web, Software Evaluation, Legal and Ethical Issues, Searching the Internet, Project Ideas.

The Teachers College Conceptual Framework

The mission of The Teachers College is embodied in our conceptual framework as follows.

Vision

Emporia State University will be recognized as a premier student-centered University that provides high quality, state-of-the-art academic programs and experiential opportunities preparing graduates for successful professional careers in the dynamic environment of the information age and knowledge economy.

Mission

The unit, The Teachers College, affirms the institution's vision as a premier student-centered university. The mission of The Teachers College and personnel preparation unit of Emporia State University is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills and dispositions in fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Philosophy, Purposes, Goals/Institutional Standards of the Unit

The conceptual framework defines the philosophy, purpose, goals and institutional standards of the program and integrates diversity, appropriate technology, and field experiences throughout the education program. Our conceptual framework has evolved from the current, revised definition of the mission statement based on a 20th century view of the professional to a new definition and model of The Professional, who provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to professional community. The graphic above presents the new conceptual framework with the six proficiencies, exemplifying initial and advanced programs, defining quality, and preparing professionals for success in a complex, global information society.

The unit developed the new conceptual framework titled "The Professional" with

program goals, outcomes, and assessment procedures that build on our earlier program goals, outcomes and assessment procedures. This new conceptual framework captures the continuing philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The unit embraces the idea that while successful professionals can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning.

Our philosophy, expressed in this new framework, is built on a knowledge base about teaching and learning from *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* edited by Linda Darling-Hammond and Joan Baratz-Snowden (2005), and *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able To Do* edited by Linda Darling-Hammond and John Bransford (2005), both sponsored by The National Academy of Education. In addition to professional consensus, contributors to these documents used four kinds of research evidence to support recommendations for preparing teachers: basic research on how people learn within social contexts; the influences of different conditions, including specific teaching strategies on what and how people learn; what kind of teacher learning opportunities are associated with teaching practices that, in turn, influence student learning; and how teachers learn (p. 10). Contributors utilized John Dewey's notion outlined in *The Child and the Curriculum* (1902) that the needs of the child and the demands of the curriculum are mediated by teachers to create a model that helps to organize vast amounts of information relevant to effective teaching and learning.

Underlying our philosophy are beliefs that the world has become a global society that, through the use of technology, is becoming "smaller." Educators must have knowledge of and respect for all people. To be successful in a world without cultural boundaries requires a commitment to work with all children and youth in the context of their families and/or communities. Educators must have knowledge of and experiences with many cultures. We believe that throughout the education program, students should develop and possess upon graduation, the knowledge, skills and dispositions outlined herein. In addition to providing opportunities to learn about diversity within course content and related learning experiences, the unit is committed to including diverse faculty, as well as diversity of candidates in the program.

Emporia State University's (ESU) faculty, including professional education and content area faculty, support a program designed to develop educators to instruct learners. ESU's candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and practical experiences.

The candidate preparing for a career in the field of education is immersed in an academic milieu that values a number of tenets the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially, the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of collaboration; the value of leadership; the significance of access to information; the usefulness of appropriate technology; and the power of reflection.

ESU's professional education programs offered through The Teachers College are devoted to the proposition that candidates who learn and grow in such an atmosphere and

who integrate knowledge, theory, and practice begin their professional lives as professional educators.

Education is a Profession

The Professional understands roles and responsibilities as a professional who upholds ethics and promotes equity and diversity in a democratic society. The professional educator prepares independent learners who use knowledge, skills, dispositions, and self-assessment strategies to thrive in a complex, global information society. This view of The Professional grows out of research by the Carnegie Foundation for the Advancement of Teaching, which investigates the fields of law, engineering, teaching, nursing, and the clergy. Drawing from several professions, Shulman (1998, p. 516) identified "six commonplaces" shared by all professionals (see also Gardner & Shulman, 2005). These six proficiencies inform the characteristics of our vision of The Professional: provides service to society; applies interdisciplinary scholarly knowledge; engages in effective practice; responds to uncertainty and change; relies on self-reflection; and belongs to professional community.

Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions

Following is each proficiency and its respective list of candidate knowledge, practical ability, and dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards.

***Proficiency 1*: Provides Service to Society**. The Professional provides service to society through ethical and moral commitment to instruct students to seek diverse and global perspectives. Service to society means that educators responsibly serve others by moving beyond their own personal knowledge and experiences to using a wider set of understandings of the problems of helping all students learn.

A. Candidates exhibit knowledge of

1) characteristics of diverse learners.
2) legal issues and ethical standards that apply to sound educational practices.
3) educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

B. Candidates demonstrate practical ability to

1) integrate and use concepts from their general, content, and professional studies in their educational environment.
2) demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3) implement non-biased techniques for meeting needs of diverse learners.

C. Candidates exhibit dispositions that exemplify

1) professionalism and ethical standards.
2) respect for cultural and individual differences by providing equitable learning opportunities for all students.

***Proficiency 2*: Applies Interdisciplinary Scholarly Knowledge.** The Professional utilizes a body of interdisciplinary scholarly knowledge that forms the scientific basis for entitlement to practice. There is a systematic and principled aspect of education and a base

of verifiable evidence or knowledge that supports the work. Research on practices and outcomes suggests principles that guide the judgments practitioners must make.

A. Candidates exhibit knowledge of

1) general education within an intellectual framework.
2) subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
3) philosophical, historical, social, and theoretical foundations of education.

B. Candidates demonstrate practical ability to

1) integrate knowledge across and within disciplines.
2) use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
3) determine and assess what students need to know and be able to do in order to succeed.

C. Candidates exhibit dispositions that exemplify

1) a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
2) the belief that educating children and adults requires the integration of multiple kinds of knowledge.

***Proficiency 3*: Engages in Effective Practice**. The Professional engages in theory-based effective practice and decision making. Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support students, and collaborate in ways that advance their combined understandings and skills.

A. Candidates exhibit knowledge of

1) on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
2) teaching and learning as a dynamic, constructive, and metacognitive process.
3) a repertoire of teaching and learning strategies, designed to help students increase their power as learners.

B. Candidates demonstrate practical ability to

1) utilize creative planning and curriculum integration to promote learning of all students.
2) create learning experiences commensurate with a student's level of readiness.
3) assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

C. Candidates exhibit dispositions that exemplify

1) a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
2) a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

***Proficiency 4*: Responds to Uncertainty and Change**. The Professional responds to uncertainty caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate. Educators need to know a great deal about how to achieve their goals for students in situations that are unpredictable and uncertain.

A. Candidates exhibit knowledge of

1) ever changing educational needs of students living in a global society.
2) appropriate technology and how it may be used to enhance teaching and learning.
3) various instructional strategies that can be used to meet the needs and learning styles of individual students.

B. Candidates demonstrate practical ability to

1) use and support effective communication techniques in order to develop a positive learning environment.
2) make use of appropriate technology to support student learning.
3) integrate effective behavior management into all interactions with students.

C. Candidates exhibit dispositions that exemplify

1) a commitment to challenge all students to learn and to help every child to succeed.
2) an awareness of the larger social contexts within which learning occurs.

***Proficiency 5*: Relies on Self-Reflection.** The Professional recognizes the importance of experience and the ability to reflect on one's practice and its outcomes. Self-reflection includes such things as problem-solving, self-evaluation, and critical thinking. Critical self-reflection was recognized by John Dewey as the most important teacher quality. The educator who has the ability to engage in self-reflection can evaluate, synthesize information, and make decisions about how to modify practices and how to appropriately assess student learning outcomes.

A. Candidates exhibit knowledge of

1) theories of human physical, cognitive, social, and emotional development.
2) appropriate techniques for teaching and using self-reflection strategies.
3) a variety of assessment strategies to diagnose and respond to individual learning needs.

B. Candidates demonstrate practical ability to

1) apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
2) employ appropriate assessment techniques in order to measure student performance and growth.
3) develop a storehouse of learning strategies that help students understand and integrate knowledge.

C. Candidates exhibit dispositions that exemplify

1) a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
2) a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

***Proficiency 6*: Belongs to Professional Community.** The Professional is a member of a professional community that creates, records, reproduces, disseminates, organizes, diffuses, utilizes, preserves, and deletes information and develops professional standards. The work of educators in schools is greater than the sum of the individual parts. Schools that provide healthy environments for learning and teaching require the common efforts of all their members.

A. Candidates exhibit knowledge of

1) professional ethics and standards for practice.

2) teamwork and practices for creating healthy environments for learning and teaching.
3) effective communication techniques in order to develop a positive learning environment.

B. Candidates demonstrate practical ability to

1) respond respectfully to ideas and views of others.
2) recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
3) utilize student learning standards to promote student learning and achievement.

C. Candidates exhibit dispositions that exemplify

1) a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
2) a willingness to learn from other professionals in the field.

Syllabus Attachment:

This link includes additional information put forth by Emporia State University including important dates to remember and holidays.
http://www.emporia.edu/regist/enroll/syll.htm

Disclaimer:

This syllabus is subject to change in part at the discretion of the instructor in accordance with the policies and guidelines set by Emporia State University.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	MA 743	3	Field Theory

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add a new course to the catalog. The course MA 727 Groups, Rings, and Fields is being split into three separate courses . MA 743 will be focused on the topic of field theory.

Catalog Entry:
MA 743 Field Theory
3 Hours
(Prerequisite, MA 425 or MA 701) This course is designed to serve as an introduction to the basic ideas and techniques of Field Theory. The course will include such topics as finite and infinite field extensions, algebraic numbers, and solvability by radicals.

B. What is the rationale for the proposal?

This change is being made in order to cover each topic from MA 727 more thoroughly so that each course is more consistent with mathematics graduate courses across the country.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course meets the Algebra area requirement for the Master's degree in mathematics.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

X

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X

Signed by: slidzy

Academic Affairs

☐ Finalize

Click here to sign this section

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Chairs Approved: 1/29/15
Dr. Lidzy Approved: 1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs:

☐ Disp

Attachment:

SyllabusMA791Fields.pdf
Adobe Acrobat Document
7.67 KB

MA 791
Fields
Fall 2014

Instructor – Joe Yanik
Office – SH 141F
e-mail address – hyanik@emporia.edu
Phone – 620-341-5639
Office Hours – 10-10:50 MTWRF

Text – *Abstract Algebra: A Concrete Introduction,* by Robert H. Redfield, Pearson/Addison Wesley, ISBN 0-201-43721-X
We will focus on the first 12 chapters of the text.

Student Learning Outcomes: After completing this course students will
1. Understand the process of solving both quadratic and cubic equations;
2. The properties that a set with two binary operations must satisfy to in order to be a field.
3. The properties of a ring.
4. What is meant by the term principal ideal.

Grading

2 tests (17% each)	34%
Homework (drop 1 grade)	33%
Final Exam	33%
Total	100%

Usual 10 point grading scale (90%-100% is an A, 80%-89% is a B, etc.)

Canvas - Much important information about this course will be available at http://canvas.emporia.edu. Here is where you will access Discussion Forums, Conferences, Assignments, Grades and all relevant information about the course.

Extra Credit Discussion Points – You will earn one extra credit point for any discussion group in which you make at least one posting. Two extra credit points will count as one extra point on the 200 point final exam.

Homework – The homework assignments will be available through the Canvas site. The homework should be turned in through the Canvas site.

Academic Dishonesty – Academic dishonesty will not be tolerated. The ESU Academic Dishonesty Policy may be found in the Student Handbook. A separate document on Academic Integrity is available on the Canvas site.

Disabilities – Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	MA 732	3	Categorical Data Analysis

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add a new course, MA 732 Categorical Data Analysis, to the course catalog.

Catalog Entry
MA 732 Categorical Data Analysis
(Prerequisite MA 262)
This course covers the most important methods for analyzing categorical data. Topics include Wald, score, and likelihood-ratio inference for binomial parameters, tests of association in two-way contingence tables; measures of association; Cochran-Mantel-Haenzel tests for 3-way tables; generalized linear models; logistic regression; loglinear models.

B. What is the rationale for the proposal?

We are adding a course in Categorical Data Analysis. This is an applied statistics course. These techniques have became very important in areas like cancer research and

clinical trials required in the drug approval process. This course should be very beneficial for some of our mathematics majors who interested in careers in these areas.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course meets the Statistics/Applied Mathematics area requirement for the Master's in mathematics degree.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

X _____

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X _____

Signed by: slidzy

Academic Affairs

☐ Finalize

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Document Routing Control Panel

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Chairs Approved: 1/29/15
Dr. Lidzy Approved:1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disp

Attachment:

Syl014.docx
Microsoft Word
Document
15.4 KB

MA 791C/XC – Categorical Data Analysis
Spring 2014

Instructor: Larry Scott
Office: Science Hall 141E
e-mail: lscott@emporia.edu

Chat: I plan to be available to "Chat" at least once per week
Office Hours: 1:00 – 1:50 MWF, 2:00 – 2:50 TR, and by appointment

Office Phone: 620-341-5633
Home Phone: 620-528-3348

Overview: This is a Statistical Methods course. It is based on a textbook written by Allen Agresti from the University of Florida. He is widely recognized as one of the leading authorities in Categorical Data Analysis. His book is used at many leading universities across the United States including the Department of Statistics at Kansas State University. Categorical Data Analysis plays an important role in Cancer research as well as in the drug approval process. Students wishing to pursue careers in Statistics/Biostatistics should benefit from knowing the material in this course.

Text: An Introduction to Categorical Data Analysis by Alan Agresti, second edition, ISBN: 978-0-471-22618-5

Student Learning Outcomes: After completing this course students will

1. Understand the differences and difficulties in analyzing data where the responses are categorical in nature.
2. Understand the basic ideas behind Statistical Inference.
3. Understand the differences between discrete and continuous random variables.
4. Understand the uses and missuses of Relative Risk and Odds Ratios.
5. Understand the Probability Structure for Contingency Tables.
6. Understand Test of Independence for Ordinal Data.
7. Understand the Generalized Linear Model Approach to Hypothesis Testing.
8. Understand how to Build and Apply Logistic Regression Models.
9. Understand the Differences and Similarities between Linear Regression and Logistic Regression.
10. Understand how to use SAS to Perform Categorical Data Analysis.

Assignments: I plan to give you assignments on a regular basis. Assignments will be posted on Blackboard approximately one week before they are due. There will be a 20% penalty for assignments that are turned in after the due date. Late assignments may not be graded as carefully as assignments turned in on time.

Exams: We will have two mid-term exams.

Final Exam: There will be a final exam for this course given at the end of the semester. The final exam will be comprehensive and is required for everyone.

Grades: Grades will be determined as follows:

Exams	200 points
Assignments	150 points
Final	150 points
TOTAL	500 points

90% and above	A
80% to 89%	B
70% to 79%	C
60% to 69%	D
Below 60%	F

Dishonesty: This class will follow the ESU Academic Dishonesty Policy.

ADA Policy: "Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential."

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: Liberal Arts & Sciences

Department: Mathematics & Economics

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add ○ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	MA 742	3	Ring Theory

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add a new course to the catalog. The course MA 727 Groups, Rings, and Fields is being split into three separate courses . MA 742 will be focused on the topic of ring theory.

Catalog Entry:
MA 742
3 Hours
(Prerequisite, MA 425 or MA 701) This course is designed to serve as an introduction to the basic ideas and techniques of ring theory. The course will include such topics as ideals, isomorphism theorems, types of domains, types of ideals, and polynomial rings.

B. What is the rationale for the proposal?

This change is being made in order to cover each topic from MA 727 more thoroughly so that each course is more consistent with mathematics graduate courses across the country.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

1/27/2015

X _____

Signed by: hyanik

School/College Dean

☐ Send to Academic Affairs

1/29/2015

X _____

Signed by: slidzy

Academic Affairs

☐ Finalize

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Chairs Approved: 1/29/15
Dr. Lidzy Approved:1/29/15
Gen. Ed Council: n/a
Graduate Council: n/a
Council Teacher Education: n/a
Committee on Adv. Programs: n/a

☐ Disl

Attachment:

MA 791 B Rings.pdf
Adobe Acrobat Document
84.2 KB

Rings MA 791B/XB

Spring 2014

5:10-6:30 PM, TR, SH 247 + evening chat

Instructor: Dr. Essam Abotteen
Office: SH 141D, 341-5634
E-mail: eabottee@emporia.edu

Course Material: No Textbook is required. Course material will be provided online.

Suggestions for Farther Reading: Here is a list of books & Journals that you may consult for farther reading and more information about ring theory.

1. Topics in Commutative Ring Theory, by J. J. Watkins, Princeton Univ. press, 2007.
2. Introduction to Commutative Algebra, by M. F. Atiyah & I. G. Macdonald, AW 1969.
3. Introduction to Ring Theory, P. M. Cohn, Springer, 2000.
4. A History of Abstract Algebra, by I. Kleiner, Binkhauser, 2007.
5. Algebras and Representation Theory, Publisher Springer-Verlag.
6. Journal of Algebra, Publisher Elsevier.

Content: This course is designed to serve as an introduction to the basic ideas and techniques of ring theory.

1. Introductory Concepts.
2. Ideals and their operations
3. The Classical Isomorphism Theorems
4. Integral, Euclidean, Principal Ideal & Unique Factorization Domains.
5. Maximal, Prime & Primary Ideals.
6. Divisibility Theory in Integral Domains.
7. Polynomial Rings.

If time allow we will cover more selected topics.

Student Learning Outcomes: After completing this course students will

1. Demonstrate a knowledge of the definitions of rings, ideals, and associated algebraic structures.
2. Demonstrate a knowledge, understanding, and a proficiency in utilizing the core theorems of abstract algebra.
3. Demonstrate a sound conceptual understanding of abstract algebra through the construction of mathematically rigorous and logically correct proofs.
4. Be able to give examples of the structures of abstract algebra from various subjects in mathematics and the real world.
5. Prepare students to take more advanced courses in mathematics that require the use of the tools of ring theory, such as algebraic geometry and Galois Theory.

Online component:

This course will be delivered in a "hybrid" format. Class will be held twice a week on-campus while the lecture is being video-streamed via Adobe Connect Pro for off-campus students. Lectures will be recorded and can be watched at any time. These meetings will be used to introduce new material and highlight major concepts and discuss proof strategies. Between classes you will need to read the text and work the assigned exercises.

You may bring questions to an instructor-led online chat held each week. The chats will be recorded for anyone who can not attend. A discussion board will also be available for students to post questions and answers. All students are encouraged to use these resources often.

Assignments:

Assignments will generally be homework problems from the online course material. Students may work on the homework individually, or in groups of at most 3 students. Students working individually will submit a PDF file via Google Drive. Students working in groups, will submit one file for each group, until each student in a group has submitted at least one assignment. **Late homework will be accepted for partial credit.** Your lowest score will be dropped.

Exams:

We will have two shorter take-home exams and a midterm. The comprehensive final exam will be 5:10 – 7:10 pm on Thursday, May 15. If you can not be in Emporia for the in-class exams, then you will need to arrange to take the exam with a proctor. Proctor forms are available on Bb under Course Content. Please fill out the form and email it to me by the end of January.

Grading:

Here is the breakdown of points for the semester. Plus/minus grades will not be used.

Two take-home exams	100
Midterm	100
Weekly assignments	150
Final	150
Total	500

Academic Dishonesty:

Cheating and plagiarism are very serious offenses and will be reported. Refer to the student handbook for the ESU Academic Dishonesty Policy.

ADA Statement:

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level One Change Form

This form should be used for any modification to a course that affects only the department where the course is housed and does not require review by any other governing body. These changes are minor modifications where the course description and course content (including syllabus) remain essentially the same. These modifications include changing a course number within the same level, changing a course title, changing a prerequisite that exists only within that department, changing the number of hours, and deleting a course.

School/College: Teachers College

Department: Counselor Education

I. COURSE INFORMATION:

This request is proposed to: ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Modify the program admission requirements for the Rehabilitation Counseling degree. The modification will change the Graduate Record Examination (GRE) minimum scores. Currently, the minimum score is identified as 181, and it needs to be 300 (150 verbal reasoning, and 150 quantitative reasoning).

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

3/30/2015

X

Signed by: jcostell

School/College Dean

☐ Send to Academic Affairs

4/1/2015

X Kenneth A. Weber

Signed by: mbenjami

Academic Affairs

☐ Finalize

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Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Psychology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Change the Admissions Requirements for the Clinical Psychology graduate program and make some wording changes for catalog. Changes are marked in yellow on the attached Word document for the Proposed information and the deleted course is marked in red.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

A) Delete Psychological Testing as a required undergraduate course and replace it with any additional Psychology course. Proposed Point #6 on attached document has also been reworded (but content remains the same).
B) An English Proficiency Test Score is now being required of international applicants for admission into the program.

B. What is the rationale for the proposal?

For item A above, it was determined that the Psychological Testing course would be redundant redundant with a graduate level course that students would take as part of the Clinical Psychology curriculum, it was thus removed and replaced with any additional Psychology

course. The paragraph was also reworded for the purpose of the catalog entry.
For item B above, the Psychology Department decided that all of its graduate programs would add an English Proficiency Test Score requirement so that students with insufficient English skills would not risk being admitted into a program and then not being able to meet and perform at sufficient levels due to poor English language skills.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The proposed change is modifying Admission Requirements and catalog wording. It is not changing the curriculum or Gen Ed requirements.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/23/2015

X

Signed by: bschrade

School/College Dean

☐ Send to Academic Affairs

3/13/2015

X

Signed by: mbenjami

Academic Affairs

☐ Finalize

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Attachment:

CLINICAL PSYCHOLOGY ADMISSION REQUIREMENTS Curriculum Change.docx
Microsoft Word Document
15.5 KB

CURRENT

CLINICAL PSYCHOLOGY ADMISSION REQUIREMENTS

The following requirements must be met for admission into the Clinical Psychology program:

1) An overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
2) Three letters of recommendation.
3) Graduate Record Examination or Miller Analogies Test scores.
4) A B.S., B.A., B.F.A., or B.S.E. degree.
5) A personal letter that addresses the following: research experience (presentations, lab work, conference attendance), work/volunteer experience especially jobs relating to your area of interest in psychology, why you want to pursue a Master's degree, and your future plans with your Master's degree.
6) A minimum of 24 semester hours of background work in psychology excluding introductory or general psychology. This must include work in developmental psychology, statistics, experimental psychology, psychological testing, abnormal psychology, theories of personality, and foundations of psychology. Courses taken to fulfill undergraduate deficiencies may not be counted toward the Master's degree.

PROPOSED

CLINICAL PSYCHOLOGY ADMISSION REQUIREMENTS

The following requirements must be met for admission into the Clinical Psychology program:

1) An overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
2) Three letters of recommendation.
3) Graduate Record Examination or Miller Analogies Test scores.
4) A B.S., B.A., B.F.A., or B.S.E. degree.
5) A personal letter that addresses the following: research experience (presentations, lab work, conference attendance), work/volunteer experience especially jobs relating to your area of interest in psychology, why you want to pursue a Master's degree, and your future plans with your Master's degree.
6) **A minimum of 24 semester hours of background work in psychology (beyond an Introductory Psychology course) including: developmental psychology, statistics, experimental psychology,** psychological testing (DELETED), **abnormal psychology, theories of personality, foundations of psychology, and any additional Psychology course. Courses taken to fulfill undergraduate deficiencies may not be counted toward the Master's degree.**
7) **International Students must have a satisfactory English proficiency test score submitted as part of their application to be admitted into the program and before they will be allowed to take classes. The following English proficiency tests will be accepted so long as the listed minimum test score (or higher) is obtained: 1) TOEFL = 567, 2) TOEFL iBT = 86, 3) TOEFL CBT = 227, or 4) IELTS = 6.5**

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Psychology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Change the Admissions Requirements for the Psychology (Experimental and I/O concentrations) graduate program and make some wording changes for catalog. Changes are marked in yellow on the attached Word document for the Proposed information.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

A) Add the name of the concentrations (Experimental and I/O Concentrations) in the header
B) Remove the GRE/MAT requirement (Proposed Point #3 on attached document) from the I/O Concentration for applicants with a 3.40 or higher GPA
C) Proposed Point #6 on attached document has been reworded (but content remains the same)
D) An English Proficiency Test Score is now being required of international applicants for admission into the program.

B. What is the rationale for the proposal?

For items A and C above, these are just wording changes for the purpose of the catalog entry. For item B above, we no longer feel a GRE/MAT score is necessary for students with a sufficiently high GPA.

For item D above, the Psychology Department decided that all of its graduate programs would add an English Proficiency Test Score requirement so that students with insufficient English skills would not risk being admitted into a program and then not being able to meet and perform at sufficient levels due to poor English language skills.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The proposed change is modifying Admission Requirements and catalog wording. It is not changing the curriculum or Gen Ed requirements.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/23/2015

X

Signed by: bschrade

School/College Dean

☐ Send to Academic Affairs

3/13/2015

X

Signed by: mbenjami

Academic Affairs

☐ Finalize

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Attachment:

PSYCHOLOGY ADMISSION REQUIREMENTS Curriculum Change.docx Microsoft Word Document 15.4 KB

CURRENT

PSYCHOLOGY ADMISSION REQUIREMENTS

The following requirements must be met for admission into the desired program:

1) An overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
2) Three letters of recommendation.
3) Graduate Record Examination or Miller's Analogy Test.
4) A B.S., B.A., B.F.A., or B.S.E. degree.
5) A personal letter that addresses the following: research experience (presentations, lab work, conference attendance), work/volunteer experience especially jobs relating to your area of interest in psychology, why you want to pursue a Master's degree, and your future plans with your Master's degree.
6) For General and Industrial/Organizational: a minimum of 24 semester hours of background work in psychology excluding introductory or general psychology and including statistics, experimental psychology, developmental or social psychology, learning or cognitive psychology or memory, abnormal psychology or personality, psychological testing or foundations/history of psychology, and any additional 6 hours of other psychology course work.

PROPOSED

PSYCHOLOGY (Experimental and I/O Concentrations) ADMISSION REQUIREMENTS

The following requirements must be met for admission into the desired program:

1) An overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
2) Three letters of recommendation.
3) **Graduate Record Examination OR a Miller's Analogy Test (applicants for the I/O Psychology concentration do NOT need to submit a GRE/MAT if their cumulative undergraduate GPA is 3.40 or higher [4.0 scale]).**
4) A B.S., B.A., B.F.A., or B.S.E. degree.
5) A personal letter that addresses the following: research experience (presentations, lab work, conference attendance), work/volunteer experience especially jobs relating to your area of interest in psychology, why you want to pursue a Master's degree, and your future plans with your Master's degree.
6) **A minimum of 24 semester hours of background work in psychology (beyond an Introductory Psychology course) including statistics, experimental psychology, developmental or social psychology, learning or cognitive psychology or memory, abnormal psychology or personality, psychological testing or foundations/history of psychology, and any additional 6 hours of other psychology course work.**
7) **International Students must have a satisfactory English proficiency test score submitted as part of their application to be admitted into the program and before they will be allowed to take classes. The following English proficiency tests will be accepted so long as the listed minimum test score (or higher) is obtained: 1) TOEFL = 567, 2) TOEFL iBT = 86, 3) TOEFL CBT = 227, or 4) IELTS = 6.5**

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

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School/College: Teachers College

Department: Psychology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Change the Admissions Requirements for the School Psychology graduate programs (M.S and Ed.S.) and make some wording changes for catalog. Changes are marked in yellow on the attached Word document for the Proposed information and the deletion is marked in red.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

A) Delete the MAT requirement for both the M.S. and Ed.S. degrees (this will also cause a numbering change in the Ed.S. listing)
B) An English Proficiency Test Score is now being required of international applicants for admission into the programs.

B. What is the rationale for the proposal?

For item A above, we now longer feel a GRE/MAT score is necessary for students to determine their eligibility and will utilize the other Admission Requirement information.
For item B above, the Psychology Department decided that all of its graduate programs would

add an English Proficiency Test Score requirement so that students with insufficient English skills would not risk being admitted into a program and then not being able to perform at sufficient levels due to poor English language skills.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The proposed change is modifying Admission Requirements and catalog wording. It is not changing the curriculum or Gen Ed requirements.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/23/2015

X

Signed by: bschrade

School/College Dean

☐ Send to Academic Affairs

3/13/2015

X

Signed by: mbenjami

Academic Affairs

☐ Finalize

Click here to sign this section

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Attachment:

SCHOOL PSYCHOLOGY ADMISSION REQUIREMENTS Curriculum Change.docx
Microsoft Word Document
17.2 KB

CURRENT

SCHOOL PSYCHOLOGY (M.S.) ADMISSION REQUIREMENTS

Students seeking acceptance into the graduate degree programs for Master of Science/Specialist in Education in School Psychology must first be admitted to the Graduate School of the University.
This occurs by meeting the following requirements:

- Submission of an "Application for Admission to Graduate Study" form online at http://www.emporia.edu/grad/appinstr.htm.
- Submission of all undergraduate and graduate transcripts.
- Completion of a bachelor's degree from a regionally accredited college or university.
- A grade point average of not less than 3.0 overall, or a 3.25 on the last 60 semester hours for the master's program, and 3.50 on the master's program coursework for admission to the Education Specialist degree.
- Course prerequisites: A minimum of 20 semester hours of background courses in undergraduate psychology (not including introductory psychology), or the content of those courses completed via course equivalents as determined by core program faculty. This must include work in statistics, descriptive and/or experimental methods, developmental, history/foundations, personality theory, and learning theory (or a cognitive or educational psychology equivalent to a learning theory course). Abnormal psychology and psychological testing courses are suggested as part of this background, but are not required. In addition, a 3 semester hour Survey of Exceptionality (sometimes called Introduction to Special Education) course is needed. It is not uncommon that some prerequisite course work is missing for applicants; certain aspects may be met concurrently with School Psychology Program studies.
- Documented supervised work experience in working with, supervising, and/or caring for children and youth in a supervised setting is a required part of the application process for all licensure programs approved in the state of Kansas. Required documentation forms with instructions are available in the Appendix.
- Submission of scores that are, in the least, within the average range on either the Graduate Record Examination or Miller Analogies Test. Applicants with an M.S. in school psychology or a related field such as clinical psychology or special education may meet this requirement if they show exceptional performance in their M.S. course work.
- Three letters of recommendation (form in Appendix) from professionals who can comment on the applicant's potential for completing advanced graduate studies. Additional letters (e.g., from friends or family members), which address issues you believe relevant may also be submitted, but the application is not complete without the three letters from professionals that provide the information requested in the form.
- Completion of an admissions interview, which may be done via phone, with a member of the School Psychology Program faculty.
- Although applications are accepted year-round, in order to offer applicants an assurance that an admissions decision and enrollment may begin on the desired schedule, applications should meet specified deadlines. Applications should be completed by March 1 to assure that a program of study may begin during the fall semester, and October 1st for a program of study which begins during the spring semester. Materials arriving after those dates will be given due consideration, but an admissions decision may not be completed in time for

enrollment during the desired semester.

• Applicants must include a statement of purpose or letter of intent with their materials. It's purpose is to introduce you to the committee. What do you want to study? Why do you want to study it? What experience or background do you have that is relevant to this area? What do you plan to do with this degree once you have it? It should also explain anything in the application materials that you believe should be elaborated upon, make clear you understand and care about the professions of school psychology, and demonstrate that you have the academic background, maturity, and diligence to succeed in the program. Some helpful suggestions as to what such a letter might contain can be seen at http://www.unm.edu/~olit/pdf/letterOfIntentGuidelines.pdf. Applications are not accepted without a letter of intent, as providing one helps the admission committee understand the context of the application and can facilitate admissions decisions.

SCHOOL PSYCHOLOGY (Ed.S.) ADMISSION REQUIREMENTS

Admission requirements for the Ed.S. program are the same as M.S. above except 20 instead of 24 hours of undergraduate psychology course work is required including either Experimental Psychology or Foundations of Psychology. If applicants are not licensed as a regular classroom teacher, they must complete the Survey of Exceptionality course and an approved field experience with exceptional students concurrently while taking course work in the MS program. Admission to the Ed.S. program requires the following:

1. A master's degree from an accredited college or university with a GPA of 3.5 on the most recent master's degree.
2. A letter of educational goals and professional interests unless written for a School Psychology master's degree at ESU.
3. One recommendation for graduate study by an individual who can attest to the candidate's capacity for advanced study.
4. If the master's degree was awarded by Emporia State University, then the student will not be required to repeat the Graduate Essay Examination of The Teachers College. The student is encouraged to consult the Graduate Catalog for additional details pertaining to the Specialist in Education degree, as well as all other graduate programs offered by ESU.
5. Achieve a state of Kansas passing score on the Praxis II series School Psychologist examination. Full results, including subscores for all content areas, must be made available to the Program Director.

PROPOSED

SCHOOL PSYCHOLOGY (M.S.) ADMISSION REQUIREMENTS

Students seeking acceptance into the graduate degree programs for Master of Science/Specialist in Education in School Psychology must first be admitted to the Graduate School of the University.
This occurs by meeting the following requirements:

- Submission of an "Application for Admission to Graduate Study" form online at http://www.emporia.edu/grad/appinstr.htm.
- Submission of all undergraduate and graduate transcripts.
- Completion of a bachelor's degree from a regionally accredited college or university.
- A grade point average of not less than 3.0 overall, or a 3.25 on the last 60 semester hours for the master's program, and 3.50 on the master's program coursework for admission to the Education Specialist degree.
- Course prerequisites: A minimum of 20 semester hours of background courses in undergraduate psychology (not including introductory psychology), or the content of those courses completed via course equivalents as determined by core program faculty. This must include work in statistics, descriptive and/or experimental methods, developmental, history/foundations, personality theory, and learning theory (or a cognitive or educational psychology equivalent to a learning theory course). Abnormal psychology and psychological testing courses are suggested as part of this background, but are not required. In addition, a 3 semester hour Survey of Exceptionality (sometimes called Introduction to Special Education) course is needed. It is not uncommon that some prerequisite course work is missing for applicants; certain aspects may be met concurrently with School Psychology Program studies.
- Documented supervised work experience in working with, supervising, and/or caring for children and youth in a supervised setting is a required part of the application process for all licensure programs approved in the state of Kansas. Required documentation forms with instructions are available in the Appendix.
- Submission of scores that are, in the least, within the average range on either the Graduate Record Examination or Miller Analogies Test. Applicants with an M.S. in school psychology or a related field such as clinical psychology or special education may meet this requirement if they show exceptional performance in their M.S. course work (To be DELETED)
- Three letters of recommendation (form in Appendix) from professionals who can comment on the applicant's potential for completing advanced graduate studies. Additional letters (e.g., from friends or family members), which address issues you believe relevant may also be submitted, but the application is not complete without the three letters from professionals that provide the information requested in the form.
- **International Students must have a satisfactory English proficiency test score submitted as part of their application to be admitted into the program and before they will be allowed to take classes. The following English proficiency tests will be accepted so long as the listed minimum test score (or higher) is obtained:** 1) TOEFL = 567, 2) TOEFL iBT = 86, 3) TOEFL CBT = 227, or 4) IELTS = 6.5
- Completion of an admissions interview, which may be done via phone, with a member of the School Psychology Program faculty.
- Although applications are accepted year-round, in order to offer applicants an assurance that an admissions decision and enrollment may begin on the desired schedule, applications

should meet specified deadlines. Applications should be completed by March 1 to assure that a program of study may begin during the fall semester, and October 1st for a program of study which begins during the spring semester. Materials arriving after those dates will be given due consideration, but an admissions decision may not be completed in time for enrollment during the desired semester.

- Applicants must include a statement of purpose or letter of intent with their materials. It's purpose is to introduce you to the committee. What do you want to study? Why do you want to study it? What experience or background do you have that is relevant to this area? What do you plan to do with this degree once you have it? It should also explain anything in the application materials that you believe should be elaborated upon, make clear you understand and care about the professions of school psychology, and demonstrate that you have the academic background, maturity, and diligence to succeed in the program. Some helpful suggestions as to what such a letter might contain can be seen at http://www.unm.edu/~olit/pdf/letterOfIntentGuidelines.pdf. Applications are not accepted without a letter of intent, as providing one helps the admission committee understand the context of the application and can facilitate admissions decisions.

SCHOOL PSYCHOLOGY (Ed.S.) ADMISSION REQUIREMENTS

Admission requirements for the Ed.S. program are the same as M.S. above except 20 instead of 24 hours of undergraduate psychology course work is required including either Experimental Psychology or Foundations of Psychology. If applicants are not licensed as a regular classroom teacher, they must complete the Survey of Exceptionality course and an approved field experience with exceptional students concurrently while taking course work in the MS program. Admission to the Ed.S. program requires the following:

1. A master's degree from an accredited college or university with a GPA of 3.5 on the most recent master's degree.
2. A letter of educational goals and professional interests unless written for a School Psychology master's degree at ESU.
3. One recommendation for graduate study by an individual who can attest to the candidate's capacity for advanced study.
4. If the master's degree was awarded by Emporia State University, then the student will not be required to repeat the Graduate Essay Examination of The Teachers College. The student is encouraged to consult the Graduate Catalog for additional details pertaining to the Specialist in Education degree, as well as all other graduate programs offered by ESU. (To be DELETED)
4. Achieve a state of Kansas passing score on the Praxis II series School Psychologist examination. Full results, including subscores for all content areas, must be made available to the Program Director.
5. **International Students must have a satisfactory English proficiency test score submitted as part of their application to be admitted into the program and before they will be allowed to take classes. The following English proficiency tests will be accepted so long as the listed minimum test score (or higher) is obtained: 1) TOEFL = 567, 2) TOEFL iBT = 86, 3) TOEFL CBT = 227, or 4) IELTS = 6.5**

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Health, Physical Education and Recreation

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Program change to MS in Health, Physical Education and Recreation (Non-Thesis)

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

MS in Health, Physical Education and Recreation (Non-Thesis) program change to incorporate name change to course PE 865: Statistics in HPER.

B. What is the rationale for the proposal?

The course PE865: Statistics in HPER is a recent name change and it now needs to be reflected in the MS in Health, Physical Education and Recreation (Non-Thesis) program.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This change only updates the course PE865: Statistics in HPER name change. There is no impact on general education.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/27/2015

X Shawn D. Shane

Signed by: sshane@emporia.edu

School/College Dean

☐ Send to Academic Affairs

3/13/2015

X Kenneth A. Weber

Signed by: mbenjami

Academic Affairs

☐ Finalize

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Document Routing Control Panel

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Attachment: MS in HPER NON-thesis.docx Microsoft Word Document 13.1 KB

MS in HPER (NON-THESIS)
Current Program

Required/Core Classes: 18 credits

Course Title and Number
PE 707: Applied Psychology in HPER (3 credits)
PE 738: Advanced Tech in HPER (3 credits)
PE 768: Advanced Exercise Physiology (3 credits)
PE 858: Ethics in HPER and Sport (3 credits)
PE 865: Design and Assessment (3 credits)
PE 868: Masters Project (3 credits)

Electives: 15 credits of electives are required.

All elective courses are 3 credits each
Elective Course Choices
PE 715: History of Sport and Politics
PE 720: Assessment in K-12 Physical Education
PE 725: Art and Science of Coaching
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning
PE 804: Biomechanics
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
PE 862: Instructional Innovations in PE
PE 864: Sociology of Sport
HL 710: Advanced Critical Issues in Health
HL 720: Curriculum Development in Health Education
HL 735: Instructional Strategies in Sex Education
HL 780: School Health Issues and Trends
HL 800: Applied Risk Behavior Ed and Strategies
HL 820: Instructional Methods in Health Education
HL 850: Wellness Concepts and Prevention Strategies

MS in HPER (NON-THESIS)
Proposed Program

Required/Core Classes: 18 credits

Course Title and Number
PE 707: Applied Psychology in HPER (3 credits)
PE 738: Advanced Tech in HPER (3 credits)
PE 768: Advanced Exercise Physiology (3 credits)
PE 858: Ethics in HPER and Sport (3 credits)
PE 865: Statistics in HPER (3 credits)
PE 868: Masters Project (3 credits)

Electives: 15 credits of electives are required.

All elective courses are 3 credits each
Elective Course Choices
PE 715: History of Sport and Politics
PE 720: Assessment in K-12 Physical Education
PE 725: Art and Science of Coaching
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning
PE 804: Biomechanics
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
PE 862: Instructional Innovations in PE
PE 864: Sociology of Sport
HL 710: Advanced Critical Issues in Health
HL 720: Curriculum Development in Health Education
HL 735: Instructional Strategies in Sex Education
HL 780: School Health Issues and Trends
HL 800: Applied Risk Behavior Ed and Strategies
HL 820: Instructional Methods in Health Education
HL 850: Wellness Concepts and Prevention Strategies

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Health, Physical Education and Recreation

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Program change to MS in Health, Physical Education and Recreation (Thesis)

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

MS in Health, Physical Education and Recreation (Thesis) program change to incorporate name change to course PE 865: Statistics in HPER.

B. What is the rationale for the proposal?

The course PE865: Statistics in HPER is a recent name change and it now needs to be reflected in the MS in Health, Physical Education and Recreation program.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This change only updates the course PE865: Statistics in HPER name change. There is no impact on general education.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/27/2015

X Shane D. Shane

Signed by: sshane@emporia.edu

School/College Dean

☐ Send to Academic Affairs

3/13/2015

X Kenneth A. Ubaro

Signed by: mbenjami

Academic Affairs

☐ Finalize

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Attachment: MS in HPER (THESIS).docx Microsoft Word Document 13.5 KB

MS in HPER (THESIS)
Current Program

Required/Core Classes: 20 credits

Course Title and Number
PE 707: Applied Psychology in HPER (3 credits)
PE 738: Advanced Tech in HPER (3 credits)
PE 768: Advanced Exercise Physiology (3 credits)
PE 858: Ethics in HPER and Sport (3 credits)
PE 865: Design and Assessment (3 credits)
PE 869: Thesis (5 credits)

Electives: 12 credits of electives are required.

All elective courses are 3 credits each
Elective Course Choices
PE 715: History of Sport and Politics
PE 720: Assessment in K-12 Physical Education
PE 725: Art and Science of Coaching
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning
PE 804: Biomechanics
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
PE 862: Instructional Innovations in PE
PE 864: Sociology of Sport
HL 710: Advanced Critical Issues in Health
HL 720: Curriculum Development in Health Education
HL 735: Instructional Strategies in Sex Education
HL 780: School Health Issues and Trends
HL 800: Applied Risk Behavior Ed and Strategies
HL 820: Instructional Methods in Health Education
HL 850: Wellness Concepts and Prevention Strategies

MS in HPER (THESIS)
Proposed Program

Required/Core Classes: 20 credits

Course Title and Number
PE 707: Applied Psychology in HPER (3 credits)
PE 738: Advanced Tech in HPER (3 credits)
PE 768: Advanced Exercise Physiology (3 credits)
PE 858: Ethics in HPER and Sport (3 credits)
PE 865: Statistics in HPER (3 credits)
PE 869: Thesis (5 credits)

Electives: 12 credits of electives are required.

All elective courses are 3 credits each
Elective Course Choices
PE 715: History of Sport and Politics
PE 720: Assessment in K-12 Physical Education
PE 725: Art and Science of Coaching
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning
PE 804: Biomechanics
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
PE 862: Instructional Innovations in PE
PE 864: Sociology of Sport
HL 710: Advanced Critical Issues in Health
HL 720: Curriculum Development in Health Education
HL 735: Instructional Strategies in Sex Education
HL 780: School Health Issues and Trends
HL 800: Applied Risk Behavior Ed and Strategies
HL 820: Instructional Methods in Health Education
HL 850: Wellness Concepts and Prevention Strategies

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Health, Physical Education and Recreation

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Program change in MS in Health, Physical Education and Recreation (Non-Thesis) in order to remove the certificate areas.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Removal of the certificate areas in the MS in Health, Physical Education and Recreation (Thesis) program.

B. What is the rationale for the proposal?

The MS in Health, Physical Education and Recreation (Non-Thesis) program currently has certificate areas that are optional for students to complete with their required elective coursework. These certificate areas create a lot of confusion for applicants and have shown to

be unnecessary.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The proposed change of removing the certificate areas from the MS in Health, Physical Education and Recreation (Non-Thesis) program does not change the curriculum as the reduction from 15 to 12 hours of electives was approved in a previous program change.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/10/2015

X Shawn D. Shane

Signed by: sshane@emporia.edu

School/College Dean

☐ Send to Academic Affairs

3/13/2015

X Kenneth A. Weaver

Signed by: mbenjami

Academic Affairs

☐ Finalize

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Attachment: MS in HPER NON-thesis.docx Microsoft Word Document 13.3 KB

MS in HPER (NON-THESIS)
Current Program

Required/Core Classes: 18 credits

Course Title and Number
PE 707: Applied Psychology in HPER (3 credits)
PE 738: Advanced Tech in HPER (3 credits)
PE 768: Advanced Exercise Physiology (3 credits)
PE 858: Ethics in HPER and Sport (3 credits)
PE 865: Design and Assessment (3 credits)
PE 868: Masters Project (3 credits)

Electives: 15 credits of electives are required.
(Option to complete certification area)

All elective courses are 3 credits each
Coaching Certificate
Complete 12 credits within the following electives
PE 725: Art and Science of Coaching
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning and Biomechanics
PE 840: Exercise Metabolism
PE 864: Sociology of Sport
Pedagogy Certificate
Complete 12 credits within the following electives
PE 720: Assessment in K-12 Physical Education
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning and Biomechanics
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
PE 862: Instructional Innovations in PE
Health Certificate
Complete 12 credits within the following electives
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
HL 559: Methods of Teaching Health
HL 650: School Health Issues and Trends
HL 700: Current Dev in Adolescent Health Issues
HL 735: Instructional Strategies in Sex Education
HL 800: Applied Risk Behavior Ed and Strategies
HL 850: Wellness Concepts and Prevention Strategies

MS in HPER (NON-THESIS)
Proposed Program

Required/Core Classes: 18 credits

Course Title and Number
PE 707: Applied Psychology in HPER (3 credits)
PE 738: Advanced Tech in HPER (3 credits)
PE 768: Advanced Exercise Physiology (3 credits)
PE 858: Ethics in HPER and Sport (3 credits)
PE 865: Design and Assessment (3 credits)
PE 868: Masters Project (3 credits)

Electives: 15 credits of electives are required.

All elective courses are 3 credits each
Elective Course Choices
PE 715: History of Sport and Politics
PE 720: Assessment in K-12 Physical Education
PE 725: Art and Science of Coaching
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning
PE 804: Biomechanics
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
PE 862: Instructional Innovations in PE
PE 864: Sociology of Sport
HL 710: Advanced Critical Issues in Health
HL 720: Curriculum Development in Health Education
HL 735: Instructional Strategies in Sex Education
HL 780: School Health Issues and Trends
HL 800: Applied Risk Behavior Ed and Strategies
HL 820: Instructional Methods in Health Education
HL 850: Wellness Concepts and Prevention Strategies

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: Health, Physical Education and Recreation

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Program change in MS in Health, Physical Education and Recreation (Non-Thesis) in order to remove the certificate areas.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Removal of the certificate areas in the MS in Health, Physical Education and Recreation (Thesis) program.

B. What is the rationale for the proposal?

The MS in Health, Physical Education and Recreation (Non-Thesis) program currently has certificate areas that are optional for students to complete with their required elective coursework. These certificate areas create a lot of confusion for applicants and have shown to

be unnecessary.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The proposed change of removing the certificate areas from the MS in Health, Physical Education and Recreation (Non-Thesis) program does not change the curriculum as the reduction from 15 to 12 hours of electives was approved in a previous program change.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/10/2015

X Steven D. Shane

Signed by: sshane@emporia.edu

School/College Dean

☐ Send to Academic Affairs

3/13/2015

X Kenneth A. Weaver

Signed by: mbenjami

Academic Affairs

☐ Finalize

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Attachment: MS in HPER NON-thesis.docx Microsoft Word Document 13.3 KB

MS in HPER (NON-THESIS)
Current Program

Required/Core Classes: 18 credits

Course Title and Number
PE 707: Applied Psychology in HPER (3 credits)
PE 738: Advanced Tech in HPER (3 credits)
PE 768: Advanced Exercise Physiology (3 credits)
PE 858: Ethics in HPER and Sport (3 credits)
PE 865: Design and Assessment (3 credits)
PE 868: Masters Project (3 credits)

Electives: 15 credits of electives are required.
(Option to complete certification area)

All elective courses are 3 credits each
Coaching Certificate
Complete 12 credits within the following electives
PE 725: Art and Science of Coaching
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning and Biomechanics
PE 840: Exercise Metabolism
PE 864: Sociology of Sport
Pedagogy Certificate
Complete 12 credits within the following electives
PE 720: Assessment in K-12 Physical Education
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning and Biomechanics
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
PE 862: Instructional Innovations in PE
Health Certificate
Complete 12 credits within the following electives
PE 835: Teaching Online Health and PE
PE 840: Exercise Metabolism
HL 559: Methods of Teaching Health
HL 650: School Health Issues and Trends
HL 700: Current Dev in Adolescent Health Issues
HL 735: Instructional Strategies in Sex Education
HL 800: Applied Risk Behavior Ed and Strategies
HL 850: Wellness Concepts and Prevention Strategies

MS in HPER (NON-THESIS)
Proposed Program

Required/Core Classes: 18 credits

Course Title and Number
PE 707: Applied Psychology in HPER (3 credits)
PE 738: Advanced Tech in HPER (3 credits)
PE 768: Advanced Exercise Physiology (3 credits)
PE 858: Ethics in HPER and Sport (3 credits)
PE 865: Design and Assessment (3 credits)
PE 868: Masters Project (3 credits)

Electives: 15 credits of electives are required.

All elective courses are 3 credits each
Elective Course Choices
PE 715: History of Sport and Politics
PE 720: Assessment in K-12 Physical Education
PE 725: Art and Science of Coaching
PE 740: Legal Issues in HPER
PE 745: Leadership in HPER
PE 762: Analysis of Teaching and Coaching
PE 803: Motor Learning
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HL 720: Curriculum Development in Health Education
HL 735: Instructional Strategies in Sex Education
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HL 800: Applied Risk Behavior Ed and Strategies
HL 820: Instructional Methods in Health Education
HL 850: Wellness Concepts and Prevention Strategies

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: Teachers College

Department: Elementary Education/Early Childhood/Special Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

To change the grade point average (GPA) admission requirement for the endorsement and the MS in Adaptive Special Education from a minimum 2.75 GPA based on a 4.0 scale to a minimum 3.00 GPA based on a 4.0 scale for the total undergraduate record, or for the last 60 hours of undergraduate coursework, or for a completed master's degree.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

A change in the grade point average (GPA) requirement for admission into the Adaptive Special Education Program is being proposed. The change would be from the current 2.75 GPA requirement based on a 4.0 scale on the total undergraduate record or on the last 60 hours to a minimum 3.00 GPA based on a 4.0 scale requirement for the total undergraduate record, or for the last 60 hours of undergraduate coursework, or for a completed master's degree.

B. What is the rationale for the proposal?

Most of the Adaptive Special Education graduate students currently meet this new requirement. Historically, those not meeting the proposed 3.0 GPA requirement are much more likely to have to repeat one or more courses in the program (when they earn a C or

lower in the courses).
Additionally, the Adaptive Program does not use formal assessments, such as scores on the GRE, as an entrance requirement. Consequently, the GPA is used to select students who will be successful with the program coursework.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This change fits into the grade point average expectations the Adaptive Program faculty members have for individuals applying to the program.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- (•) Yes
- ( ) No

If yes, explain:

The Adaptive Special Education Program prepares students who already have a valid teaching license to add the endorsement in Adaptive Special Education at the K – 6 and/or 6 – 12 levels.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ( ) Library resources are adequate
- ( ) Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

3/13/2015

X

Signed by: cseimear

School/College Dean

☐ Send to Academic Affairs

3/13/2015

X

Signed by: mbenjami

Academic Affairs

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Attachment:

Current and Proposed GPA Requirements_Adaptive Program.pdf
Adobe Acrobat Document
64.8 KB

Adaptive Special Education Program

Current and Proposed Change to the GPA Admission Requirement

Current GPA Admission Requirement	Proposed GPA Admission Requirement
The candidate must: Have a minimum grade point average of **2.75** based on a 4.0 scale. The average may be on the total undergraduate record or on the last 60 hours.	The candidate must: Have a minimum grade point average of **3.00** based on a 4.0 scale for the total undergraduate record, or for the last 60 hours of undergraduate coursework, or for a completed master's degree.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: Teachers College

Department: Elementary Education/Early Childhood/Special Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ☐ Add ☐ Modify ☐ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	EL 743	3	Advanced Research and Development

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

A new course, EL743: Advanced Research and Development, is proposed.

B. What is the rationale for the proposal?

A strength of the Kansas City Center for Educational Research and Development is that its researchers are both graduate and undergraduate students, and those who are either practicing teachers or preparing to become teachers. In all cases, the Center's student

researchers have previously demonstrated considerable interest in growing professionally, providing insights based on research findings, and ultimately becoming key academic leaders in the schools of Kansas and the nation.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This is an elective for students located in the Kansas City area who decide to go through the Kansas City Center for Educational Research and Development: Student Researchers and Center Classes.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☐ Yes
☐ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate ☐ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/25/2015

X C. Mdl.

Signed by: cseimear

School/College Dean

☐ Send to Academic Affairs

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Attachment:

EL 743 syllabus.pdf
Adobe Acrobat Document
322 KB

EL 743
Advanced Research and Development
Kansas City Center for Educational Research and Development
The Teachers College - Emporia State University

Instructor: C. Matt Seimears Ph.D.
Office Address: 1 Kellogg Circle, Box 4037, Emporia, KS 6680
Office Phone: 620-341-6057
E-Mail: cseimear@emporia.edu
Fax: 620-341-5939

Graduate Credit: three semester hours
Textbook: no textbook will be used for this product-oriented class

Course Description: This course is designed to develop the educators' knowledge and skills in appropriate research techniques with the participants developing an independent study project that will be implemented in the fall and spring semesters. Students will produce a research proposal and then complete a final paper that reports the outcome of the proposed research activity.

Course Outcomes	Outcomes for Teacher Candidates and Other School-based Professionals	Teachers College Conceptual Framework
1. Students will complete a research proposal that satisfactorily speaks to the elements included in this course syllabus.	Knowledge Level: 1, 4, 5, 6 Disposition Level: 3, 5	*Critical Thinker* *Creative Planner*
2. Students will conduct the research proposed in a timely and efficient manner.	Skills Level: 1, 2, 3, 6, 7	*Effective Planner*
3. Students will complete a paper that is based on the proposed research, one that displays appropriate methods and leads to logical findings and conclusions.	Knowledge Level: 7 Skills Level: 1, 2 Disposition Level: 2, 6, 7	*Critical Thinker* *Creative Planner*

EXPECTED KNOWLEDGE, SKILLS AND DISPOSITIONS

Class Requirements:

1. Good interaction with the instructor in person or via distance media.
2. The primary focus of this class is to develop and execute an action research project. The specific tasks required will lead the student toward the fulfillment of the course requirements.

Academic Dishonesty Policy:
Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources).The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The division chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

Statement of Accommodations:

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. To reach the office, contact: 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.

Specific Student Outcomes in the *Kansas City Center for Educational Research and Development*

Students will:

- participate in activities that help them become leaders in the development and administration of high quality public school academic programs.

- participate in and contribute to the:

  - ✓ intense study of American school development and existing models and projects.
  - ✓ evaluative activities using historical and contemporary evidence.
  - ✓ dynamic dialogue between and among all enrollees and other invited participants.
  - ✓ systematic processes to draw conclusions and make recommendations based on accepted experimental or qualitative research techniques and findings.
  - ✓ development of original improvement models using sufficient detail to guide practitioners in their implementation.
  - ✓ individual or team preparation of manuscripts suitable for publication or distribution through other means.
  - ✓ preparation of strategies for seeking and being offered positions in public school academic leadership.

Action Research Blueprint Used in the *Kansas City Center for Educational Research and Development*

The action research blueprint used in the ***Kansas City Center for Educational Research and Development*** is more than an individual study that is part of the typical graduate program, largely because Center participants are members of a dynamic and interactive team of researchers. Those researchers examine school improvement initiatives that are much broader in the context of academic systems. They also make programmatic recommendations that go far beyond classroom teaching methods. The following processes are inherent to the Center's work.

Kansas City Center Research Blueprint

- Problem
- Primary Research Question
- Subordinate Questions
- Main Points Found in the Literature
- Strategies for Conducting the Study
- Techniques for Collecting and Analyzing Data
- Methods for Drawing Conclusions
- Methods for Establishing Significance
- Presentation of Findings (final paper only)
- Conclusions and Recommendations (final paper only)

Evaluation Criteria for the Final Research Project

Category	Explanation	Points Possible	Points Earned
Title	The title clearly focuses on the nature of the study, using words and terms that are appropriately descriptive	5	
Problem	The problem is easy to discern, and is clearly appropriate in terms of scope for a limited action research study in education	5	
Primary research question	The primary question is easy to discern, well written, and clearly appropriate to a study of the stated problem	10	
Subordinate questions	Research objectives or subordinate questions are well written, and clearly appropriate to finding answers to the primary question	10	
Main points found in the literature	There are sufficient references found in the review of the literature to assure a reader that this study was conducted by a researcher who is acceptably acquainted with the subject, and therefore qualified to conduct the study	10	
Strategies for conducting the study	Strategies for conducting the study are aligned with the research objectives or questions, give sufficient attention to the scope of the investigation, and use a design that clearly makes sense in the context of the goals and objectives of the study	20	
Techniques for collecting/analyzing data	Techniques for collecting and analyzing data are aligned with the research objectives or questions, as well as the strategies for conducting the study. Processes used are compatible with good research theory and practice. As necessary, validity and reliability are taken into account	10	
Presentation of findings	Findings are presented clearly, and are carefully aligned with the research objectives or questions	10	
Methods for drawing conclusions/Presentation of conclusions/Making recommendations	***Conclusions drawn from this study are highly compatible with the*** findings, and can easily be justified in the context of those findings. Recommendations are clear and based on findings and conclusions.	10	
Methods for establishing significance/Statement of significance	If the researcher has concluded that the findings and conclusions are in some fashion significant, the method of establishing significance is presented, and points of significance are presented	10	

Grading Rubrics for the Final Research Paper

CRITERIA	ACCEPTABLE (-1 to 10)	PROFICIENT (-1 to 5)	EXEMPLARY (no deductions)
TITLE (5)	The title focuses on the study's topic, using words and terms that are sufficiently descriptive.	The title focuses on the nature of the study, using words and terms that are appropriately descriptive.	The title clearly focuses on the nature of the study, using words and terms that are appropriately descriptive.
PROBLEM (5)	The problem is discernible, and seems appropriate for a limited action research study in education	The problem is easy to discern, and is appropriate for a limited action research study in education	The problem is easy to discern, and is clearly appropriate in terms of scope for a limited action research study in education
OBJECTIVES (10)	Research objectives or subordinate questions align with the primary research goal or question.	Research objectives or subordinate questions are appropriate to finding answers to the primary research goal or question.	Research objectives or subordinate questions are well written, and clearly appropriate to finding answers to the primary research goal or question.
LITERATURE (10)	There are references found in the review of the literature.	There are references in the review of literature that would suggest to a reader that this study was conducted by a researcher acquainted with the subject.	There are sufficient references found in the review of the literature, to assure a reader that this study was conducted by a researcher who is acceptably acquainted with the subject, and therefore qualified to conduct the study
CONDUCT OF THE STUDY (20)	Strategies for conducting the study are aligned with the research objectives or questions.	Strategies for conducting the study are aligned with the research objectives or questions, give attention to the scope of the investigation, and use a design that makes sense.	Strategies for conducting the study are aligned with the research objectives or questions, give sufficient attention to the scope of the investigation, and use a design that clearly makes sense in the context of the goals and objectives of the study
COLLECTING AND ANALYZING DATA (10)	Techniques for collecting and analyzing data align with the research objectives or questions. Processes used are compatible with research theory and practice.	Techniques for collecting and analyzing data are aligned with the research objectives or questions, as well as the strategies for conducting the study. Processes used are compatible with good research theory and practice.	Techniques for collecting and analyzing data are aligned with the research objectives or questions, as well as the strategies for conducting the study. Processes used are compatible with good research theory and practice. As necessary, validity and reliability are taken into account
PRESENTATION OF FINDINGS (10)	Findings are presented, and are somewhat aligned with the research objectives or questions	Findings are presented clearly, and are aligned with the research objectives or questions	Findings are presented clearly, and are carefully aligned with the research objectives or questions
CONCLUSIONS and RECOMMENDATIONS (10)	***Conclusions drawn from this study are compatible with the findings, and can be justified in those findings. Recommendations align with the conclusions.***	***Conclusions drawn from this study are compatible with the findings, and can easily be justified in the context of those findings. Recommendations are particularly appropriate***	***Conclusions drawn from this study are highly compatible with the findings, and can easily be justified in the context of those findings. Recommendations include implementation strategies for additional research or corrective action.***
SIGNIFICANCE (10)	If the researcher has determined that the findings and conclusions are deemed significant, the method of establishing significance is presented.	If the researcher has determined that the findings and conclusions are significant, the method of establishing significance is presented, and points of significance are presented	If the researcher has determined that the findings and conclusions are in clearly significant, the method of establishing significance is presented, and points of significance are presented

Proposal for Developmental Practice (model)

The following are steps you will use in transferring your research findings, conclusions, and recommendations into a proposed change model. While creating a viable change model requires the kind of deep understanding and insights only careful research can provide, it also calls for considerable common sense about human nature, and practical knowledge of how schools and school districts work. Asking practitioners to change requires considerable understanding of a local culture, diligence, patience, and ongoing guidance, so your model must incorporate all of those dimensions. The guidance necessary can be found in the steps in the chart shown below. In the left column is a list of each change dimension, and in the right column are spaces for you to elaborate on those tasks in terms of your own proposed methods.

TITLE OF RESEARCH STUDY:	
TITLE OF PROPOSAL FOR DEVELOPMENTAL PRACTICE (MODEL):	
NAME OF STUDENT-RESEARCHER:	
CHANGE DIMENSIONS (STEPS)	**PROPOSED METHODS SUGGESTED BY RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDA-TIONS (SUMMARIZATION ONLY – DETAILS ARE PROVIDED IN A MORE COMPLETE PAPER)**
Credibility of the student-researcher, as well as the research intent, protocol, findings and conclusions must be addressed. Also addressed in a forthright manner is a justification for the change model being suggested. Both aspects are essential for a proposal to be seriously considered by local educational leaders. They must be convinced the research and proposed model were well thought-through (conceptualized), and that the student-researcher is professionally and experientially credible.	
Credibility of the student-researcher is also achieved through the ability to address the work of other educational researchers, theorists, and leading practitioners. While a "what works" justification is important, it is far from enough to convince local academic leaders that a proposed model is worthwhile.	
While public school organizations are somewhat unique in their mission and structure, they are also quite similar to other professional services and helping professions such as medicine, care of the elderly, and community-based agencies. They can also be amazingly similar to training programs in business and government. Educational change agents must acknowledge that condition, and offer analogous situations as much as possible, especially with school board members.	
A change model must be presented in a way that makes the key points clear and precise. That means a proposed model must include steps to be taken that are succinctly stated, yet clear enough for local decision-makers and action-takers to use as a guide. Local leaders always seek to achieve much in a short time and, if that is not possible with the proposed change model, the reasons must be made clear. A workable change model must be substantive and clear enough for local educators to assume much of the leadership themselves either immediately or over time.	
If the student-researcher, or local academic leaders using his or her recommendations were to present the change model, key leaders and professional persons in that organization will likely be interested in its possibilities to improve student learning and the quality of curriculum and instruction. Provide sufficient information to assure possible clients that student learning will improve in discernible ways, and that the quality of curriculum and instruction will also measurably improve,	

PROPOSED MODEL VIABILITY SCALE

In any activity associated with the linkage of research and development, there must be a rigorous critique of each change model presented as being (1) fully thought-through, (2) vigorously and carefully researched, (3) supported by collateral principles used in other organizations similar to educational institutions, (4) practical in the context of good pedagogical practice, (5) and actually worthy of consideration by public school leaders and advocates.

Here is the scale judges will use to determine whether or not a proposed program is viable:

TITLE OF RESEARCH STUDY:			
NAME OF STUDENT-RESEARCHER:			
NAME(S) OF JUDGE(S):			
CRITERIA	**FULLY JUSTIFIED AND/OR WORKABLE** (√)	**SOMEWHAT JUSTIFIED AND/OR WORKABLE** (√)	**UNWORKABLE** (√)
This project was clearly thought-through (conceptualized) before the research even began, which therefore proves the credibility of the student-researcher as someone adequately qualified to conduct the study. (Justification)			
The student-researcher was obviously intellectually engaged in the activity, as shown by the thoroughness of the literature survey and research protocols used. (Justification)			
The student-researcher understood and made use of principles and information used by other organizations, agencies, or institutions that are similar in their organizational governance and processes to those used by schools and school districts. (Justification)			
The implementation proposal prepared by the student-researcher is a change model that can be adopted by a public school and/or school district in a reasonable amount of time. While it may require intense effort, the change model is designed to be fully viable. (Workable)			
If the student-researcher, or local academic leaders using his or her recommendations were to present the change model, key leaders and professional persons in that organization would likely be interested in its possibilities to improve student learning and the quality of curriculum and instruction. The proposal provides adequate assurances in those categories.			
Overall, based on the above evaluative observations, this student-researcher created an implementation model that is fully workable, somewhat workable, or not workable in public school settings. Check only one.			

Independent Study Tasks

1. Identify a problem or research topic.

Common action research topics include:

a. Study or evaluate a new teaching method.
b. Identify and investigate a problem.
c. Examine an area of interest.

For both the proposal and the final paper, assign your study an appropriate title.

Define an area of focus for your action research project.

a. What is a question I have about teaching/learning?
b. What is my question?

Try to describe as fully as possible the situation you want to change or improve by focusing on who, what, when, where, and how. For example:

c. What evidence do I have that [students are not able to comprehend informational text]?
d. Which students are [not able to transfer comprehension strategies to their own reading of informational text]?
    1. How is [comprehension] taught?
    2. What is the ratio of time spent teaching [comprehension skills] to time teaching other [reading skills]?

2. Purpose for Action Research Project

Write an area of focus statement that completes the following statement: "The purpose of this study is to . . ."

3. Set the problem of research topic in a theoretical context.

A review of related literature should help you try to better understand the problem on which you are focusing and might help you identify potential promising practices that you might use in your classroom/school to correct the problem. Three sources may help you with your research: on-line search, the university library, and membership in professional organizations. Your topic will determine how many articles/resources will be necessary for you to proceed with your questions. However, your review should include a **minimum** of five primary sources from refereed journal published in the last five years. Example journals are *The Reading Teacher, Kansas Journal of Reading, Journal of Adolescent and Adult*

Literacy, Reading Research Quarterly, Journal of Reading, etc. Use APA style to write the review of literature and the references.

You should select your articles, read and study each, and then synthesize the articles. The review of the literature should be from three to five pages in length. Be sure to include the citations in a reference list at the end of the project.

4. Action Plan

Submit an action plan with a timeline for completion of the study. The action plan should include an area of focus statement, any definitions necessary for the reader to understand the study, a list of the research questions, a description of the intervention, a description of the membership of the action research group, a timeline, necessary resources for the project, and data collection ideas.

5. Data Sources

Write a reasoning for why you selected each data source and how the data source addresses your research questions. You should note the timeline for collecting data. Complete a data collection matrix for your study. (See attachment.)

Include pre-assessment data from **at least two** sources (examples: IRI, DRA or Rigby kit, retelling rubric, student interviews, *Elementary Reading Attitude Survey,* or *Writing Attitude Survey* related to the topic. Identify the data sources at this point in your work. The data sources should be something that you administer and score. Example: *Woodcock Johnson* administered and interpreted by the LD teacher would not work.

Steps 1-5.

6. Implement the study.

Put the plan in action. Collect data. Implement the topic. File artifacts (examples: lesson plans, student samples). Collect post-data. Clearly describe any needs to change strategies or data sources as the study is in progress.

7. Analyze and interpret the data.

Report the data in an easy to read format. You should include one copy of each data source and student scores. You should include an interpretation of what you found answering the following questions:
What can you conclude?
What do you recommend based on your conclusions? Here you will answer your research questions, provide answers for a problem, or make suggestions.

8. **Share findings. Make your conclusions and recommendations.**

Reflect on the process.
What did you learn?
Based on your conclusions, what will you do next?

9. **Reference list (APA style – 5th Ed.)**

Course Calendar:

To be decided between the professor and student.

Evaluation

	Research Tasks and Criteria	Points
1.	Title and identification and reflection on the topic.	20 pts
2.	State the purpose	10 pts
3.	Review of Literature Minimum of 5 articles from refereed journals Primary references Written in APA format Refereed journals (within the last five years)	30 pts
4.	Action Research Plan Focus statement Definitions Research questions Description of the intervention Description of the membership Timeline Resources for the project Data collection ideas	10 pts.
5.	Data sources (includes matrix) Data collection techniques are described for each	20 pts.

	Research Tasks and Criteria	Points
	question Method of collection is described Timeline of collection procedures is described Data collection is valid, reliable, and collected ethically	
6.	Implementation and artifact collection	25 pts.
7.	Interpretation of Data Method for analyzing each kind of data collected in the study is discussed Data is analyzed objectively Interpretation is consistent with data collected and linked to research questions	30 pts.
8.	Sharing Findings Each question is thoroughly answered.	25 pts.
9.	Reference list (APA style – 5th edition)	10 pts.
Organization Overall project is organized and free of errors Tasks were completed in a timely manner		20 pts.
Total Points		200 pts.

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

EL 743 Data Source Matrix

Research Questions	Data Source		
	1	2	3

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
Adopted November 4, 2009

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the

education profession and improve the learning of PK-12 students.
Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Outcomes for Teacher Candidates and Other School Professionals

KNOWLEDGE

Candidates will exhibit knowledge of:

1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
14. appropriate techniques for teaching and using self-reflection strategies.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

SKILLS

Candidate will demonstrate practical ability to:

1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student's level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.

12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

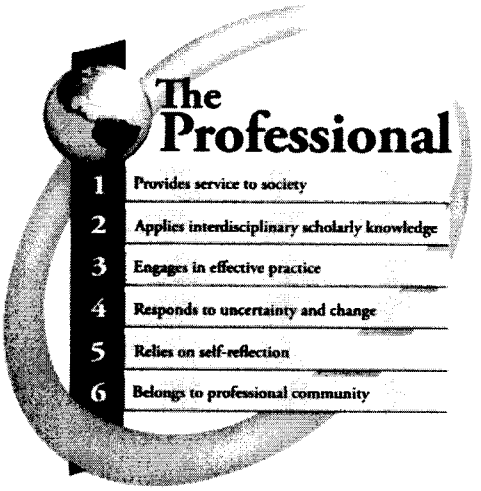
DISPOSITIONS

Candidates will exhibit dispositions that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

Conceptual Framework Model

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professional educators. Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

To help all students learn, professionals must have command of the content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professionals can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society, applying interdisciplinary scholarly knowledge, engaging in effective practice, responding to uncertainty and change; participating in self-reflection, and belonging to a professional community.



Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Business

Department: Business

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	AC 820	3	Federal Income Taxation of Corporations and Shareholders
New:	AC 820	3	Advanced Income Taxation

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change the course name and update course description.

Course Description: Prerequisite: AC 523
Advanced study of taxation as it applies to sole proprietorships, C and S corporations, partnerships, limited liability entities, and fiduciaries including the tax implications of forming, operating, and dissolving such entities. Advanced topics such as financial tax accounting concepts, employee compensation, related party transactions, and tax planning are also included.

B. What is the rationale for the proposal?

Slight reorganization of the tax curriculum to accommodate growth in accounting graduate student population. See attached updated syllabus which includes the modified course description.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No change to general education.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

◉ Library resources are adequate ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/23/2015

X Larry Falcetto

Signed by: lfalcett

School/College Dean

☐ Send to Academic Affairs

2/25/2015

X

Signed by: kogilvie

Academic Affairs

☐ Finalize

Click here to sign this section

Document Routing Control Panel

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Attachment:

AC820 - Advanced Income Taxation updated syllabus.docx
Microsoft Word Document
28.6 KB

EMPORIA STATE UNIVERSITY
SCHOOL OF BUSINESS
AC 820 – Advanced Income Taxation
Course Syllabus* – Spring 2016

MISSION STATEMENT:

Our mission is to adaptively provide access to innovative business preparation for limitless opportunities in the region and beyond.

COURSE NUMBER AND TITLE: AC 820 – Advanced Income Taxation

CLASS MEETING TIME AND LOCATION: To Be Determined

PREREQUISITES: AC 523 – Income Taxation of Corporations and Other Entities

INSTRUCTOR AND OFFICE: To Be Determined

OFFICE HOURS: To Be Determined

TELEPHONE NUMBER(S): To Be Determined

REQUIRED TEXTS:

Federal Taxation -- Corporations, Partnrships, Estates & Trusts by Hoffman, Raabe, Smith, Maloney & Young; South-Western Cengage Learning; 2014.

Tax return Projects – To be distributed by the instructor

SUPPLEMENTAL MATERIALS: Course Web site in support of the text provided by South-Western Cengage Learning

COURSE DESCRIPTION: Advanced study of taxation as it applies to sole proprietorships, C and S corporations, partnerships, limited liability entities, and fiduciaries including the tax implications of forming, operating, and dissolving such entities. Advanced topics such as financial tax accounting concepts, employee compensation, related party transactions, and tax planning are also included.

*See http://www.emporia.edu/regist/enroll/syll.htm for important information.

COURSE OBJECTIVES: The objectives of AC 820 – Advanced Income Taxation are:

1. Recognize common tax issues from presented facts as they relate to taxable entities other than individuals
2. Understand and apply basic tax principles to resolve tax problems
3. Determine corporate tax liability and proper reporting on tax forms
4. Analyze business choices to minimize tax liabilities

COURSE EVALUATION PROCESS/LEARNING ACTIVITIES: (GRADING, MAKEUP EXAMINATION POLICY, TERM PAPERS, CLASS PARTICIPATION, ETC.)

Points:			
	4 Examinations	400 points	(Approximate Point Value)
	Two Tax Return Projects	50 points	
	Quizzes	50 points	(Approximate Point Value)
	Homework	30 points	(Approximate Point Value)
	Total	530 points	(Approximate Point Value)

Grading Scale:			
	90 - 100%	=	A
	80 - 89%	=	B
	70 - 79%	=	C
	60 - 69%	=	D
	Below 60%	=	F

Plus and minus grading is NOT utilized.

A. **Quizzes** - Unannounced 10-point quizzes will be given periodically. Approximately seven quizzes will be given during the semester. The lowest two quiz scores will be omitted in computing the final grade. Missed quizzes **CANNOT** be taken at a later time.

B. **Examinations** -. The first three examinations are scheduled are scheduled throughout the semester and are 100 points each. The fourth examination will be given during final examination week in accordance with the Final Examination Schedule

C. **Tax Return Projects** - Two tax return projects will be assigned throughout the semester. Each project is worth 25 points.

D. **Homework** - Homework is a vital part of the learning process. **All homework assigned is to be completed.** Some problems will be specifically assigned for grading. Each of these problems/cases is worth 5 points, unless otherwise indicated. Homework submitted late will have a maximum value of 3 points.

ATTENDANCE POLICY:

Students are expected to attend class regularly and roll will be taken each class meeting. Student grades will be based completely on evaluation of tests and other formal assignments. Grades will not be directly affected by class attendance. Attendance does, however, have an indirect "cause and effect" relationship on grades. Missing 4 or more classes may result in instructor initiated withdrawal from the course.

ACADEMIC DISHONESTY:

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources).

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

CLASSROOM PROTOCOL:

Turn off and put away (book bag or purse) your cell phone during all class periods. Any student using the telephone during class will have it placed on the instructor desk for the rest of the class period. If this situation occurs again, the student will be dismissed from class. If you arrive late, sit at the back of the room.

DISABLED STUDENT POLICY:

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services and the professor will be strictly confidential.

WITHDRAWAL POLICY:

Students who decide to withdraw and receive an automatic "W" must complete the formal withdrawal procedure by **Wednesday, April 7, 2016.**

COURSE TOPICS: In Order of Presentation
Note: Instructor discretion and circumstances during the semester may lead to revision of course content

	Text Chapter
Corporations: Introduction and Operating Rules	2
Corporations: Special Situations	3
Corporations: Organization and Capital Structure	4
Corporations: Earnings & Profits and Dividend Distributions	5
EXAM #1 - 100 Points	
Corporations: Redemptions and Liquidations	6
Corporations: Reorganizations	7
Corporations: Tax Returns	8
EXAM #2 - 100 Points	
Partnerships: Formation, Operation, and Basis	10
Partnerships: Distributions, Transfer of Interests, and Terminations	11
S Corporations	12
EXAM #3 - 100 Points	
Taxes on the Financial Statements	14
Exempt Entities	15
Tax Practice and Ethics	17
Family Tax Planning	19
EXAM #4 – 100 Points	

* Refers to the chapter number in the South-Western Cengage Learning's Feberal Taxation – Corporations, Partnerships, Estates & Trusts

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Business

Department: Business

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:	AC 821	3	Federal Tax Research
New:	AC 821	3	Tax Planning and Research

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Change the course name and update course description.

Course Description: Prerequisite: AC 523
This course introduces the fundamental aspects of conducting tax research combined with the study of federal estate and gift taxation and various aspects of family business tax planning. Emphasis is placed on creative tax planning techniques used for individuals and businesses.

B. What is the rationale for the proposal?

Slight reorganization of the tax curriculum to accommodate growth in accounting graduate student population. See attached updated syllabus which includes the modified course description.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No change to general education.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/23/2015

X Larry Falcetto

Signed by: lfalcett

School/College Dean

☐ Send to Academic Affairs

2/25/2015

X

Signed by: kogilvie

Academic Affairs

☐ Finalize

Click here to sign this section

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Attachment:

AC821 - Tax Planning and Research updated syllabus.docx
Microsoft Word Document
28.9 KB

EMPORIA STATE UNIVERSITY
SCHOOL OF BUSINESS
AC 821 – Tax Planning and Research
Course Syllabus* – Spring 2016

MISSION STATEMENT:

Our mission is to adaptively provide access to innovative business preparation for limitless opportunities in the region and beyond.

COURSE NUMBER AND TITLE: AC 821 – Tax Planning and Research

CLASS MEETING TIME AND LOCATION: To Be Determined

PREREQUISITES: AC 423 – Income Taxation of Individuals

INSTRUCTOR AND OFFICE: To Be Determined

OFFICE HOURS: To Be Determined

TELEPHONE NUMBER(S): To Be Determined

REQUIRED TEXTS:

Raabe, Whittenburg, Sanders, and Sawyers; **Federal Tax Research**; South-Western Cengage Learning, 9th Edition

Hoffman, Raabe, Smith, Maloney & Young; **Corporations, Partnerships, Estates & Trusts**; South-Western Cengage Learning; 2014

SUPPLEMENTAL MATERIALS

1. RIA Checkpoint Registration: http://ria.thomson.com/cploginids
2. Web sites to accompany textbooks with supplementary support materials
3. Case Problems provided by the instructor

COURSE DESCRIPTION: This course introduces the fundamental aspects of conducting tax research combined with the study of federal estate and gift taxation and various aspects of family business tax planning. Emphasis is placed on creative tax planning techniques used for individuals and businesses.

*See http://www.emporia.edu/regist/enroll/syll.htm for important information.

COURSE OBJECTIVES: The objectives of AC 821 – Tax Planning and Research are:

1. Identify primary and secondary sources of tax law
2. Rank levels of authority for tax research
3. Solve Tax problems with research and communicate the results
4. Explain principles of estate and gift taxation
5. Understand the fundamentals of income taxation of estates and trusts
6. Apply creative tax planning techniques to small businesses and individuals

COURSE EVALUATION PROCESS/LEARNING ACTIVITIES: (GRADING, MAKEUP EXAMINATION POLICY, TERM PAPERS, CLASS PARTICIPATION, ETC.)

Points:			
	2 Examinations	200 points	(Approximate Point Value)
	Two Tax Reseach Cases	50 points	
	Tax Planning Case	25 points	
	Comprehensive Tax Planning Case	50 points	
	Selected Homework Assignments	25 points	(Approximate Point Value)
	Total	350 points	(Approximate Point Value)

Grading Scale:				
	90 - 100%	=	A	
	80 - 89%	=	B	
	70 - 79%	=	C	Plus and minus grading is NOT utilized.
	60 - 69%	=	D	
	Below 60%	=	F	

A. **Examinations** – There will be two examinations – a mid-term and a final examination. The final examination will be given during final examination week in accordance with the Final Examination Schedule.

B. **Tax Research Cases** - Four case problems will be assigned throughout the semester. The first three cases are woth 25 points each. The fourth case, a comprehensive problem, is worth 50 points.

C. **Homework** - Homework is a vital part of the learning process. All homework assigned is to be completed. Some problems will be specifically assigned for grading. Each of these problems/cases is worth 5 points, unless otherwise indicated. Homework submitted late will have a maximum value of 3 points.

ATTENDANCE POLICY:

Students are expected to attend class regularly and roll will be taken each class meeting. Student grades will be based completely on evaluation of tests and other formal assignments. Grades will not be directly affected by class attendance. Attendance does, however, have an indirect "cause and effect" relationship on grades. Missing 4 or more classes may result in instructor initiated withdrawal from the course.

ACADEMIC DISHONESTY:

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The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

CLASSROOM PROTOCOL:

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DISABLED STUDENT POLICY:

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services and the professor will be strictly confidential.

WITHDRAWAL POLICY:

Students who decide to withdraw and receive an automatic "W" must complete the formal withdrawal procedure by **Wednesday, April 7, 2016.**

COURSE TOPICS: In Order of Presentation
Note: Instructor discretion and circumstances during the semester may lead to revision of course content

	Text Chapter
Introduction to Tax Practice and Ethics	1 (Raabe)
Tax Research Methodology	2 (Raabe)
Constitutional and Legislative Sources	3 (Raabe)
Administrative and Regulations and Rulings	4 (Raabe)
Commercial Tax Services	6 (Raabe)
Implementing the Research Tools	11 (Raabe)
EXAM 31 – 100 Points	
Tax Planning	12 (Raabe)
Working with the IRS	13 (Raabe)
The Federal Gift and Estate Taxes	18 (Hoffman)
Family Tax Planning	19 (Hoffman)
Income Taxation of Trusts and Estates	20 (Hoffman)
EXAM #2 - 100 Points	

(Raabe) – refers to **Federal Tax Research**; South – Western Cengage Learning; 9th Edition by Raabe, Whittenburg, Sanders, and Sawyers

(Hoffman) – refers to **Corporations, Partnerships, Estates & Trusts**; South-Western Cenegage Learning; 2014 by Hoffman, Raabe, Smith, Maloney & Young.

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Business

Department: Business

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

MBA - Accounting Concentration

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Update and change the requirements for the Accounting concentration within the MBA.

B. What is the rationale for the proposal?

Changes in the organizations of the tax courses and the need to assure students have a broader accounting preparation, the required accounting course credit hours is increased from 3 to 9 and the required accounting elective courses is reduced from 9 to 3. This will also

improve the efficiency of the utilization of accounting faculty resources. (See attachments)

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No effect on general education. Add more structure to the accounting concentration by providing additional required courses and few elective opportunities with regard to accounting courses.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/25/2015

X Larry Falcetto

Signed by: lfalcett

School/College Dean

☐ Send to Academic Affairs

2/25/2015

X

Signed by: kogilvie

Academic Affairs

☐ Finalize

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Attachment:

MBA - Acctg Conc Current and Proposed.docx
Microsoft Word Document
17.4 KB

MASTER OF BUSINESS ADMINISTRATION
Accounting Concentration
OLD

MBA COURSES

MG 853	Behavioral Aspects of Management	3
BU 820	Quantitative Analysis of Business Decisions	3
BC 807	Managerial Economics	3
IS 873	Information Systems for Managerial Dec. Mkg.	3
FI 850	Advanced Financial Management	3
MK 864	Marketing Strategy	3
MG 899	Business Policy and Strategic Management	3

BUSINESS ELECTIVE (3 HOURS)
(This course may be at the 500 level.)

ACCOUNTING ELECTIVES (9 HOURS)
(At least six [6] of these hours must be at the 800 level.)

REQUIRED ACCOUNTING COURSE

AC 853	Accounting Theory	3
TOTAL HOURS	Required MBA Core Courses	21
	Required Accounting Course	3
	Accounting Electives	9
	Business Elective	3
		36

NEW

MBA COURSES

MG 853	Behavioral Aspects of Management	3
BU 820	Quantitative Analysis of Business Decisions	3
BC 807	Managerial Economics	3
IS 873	Information Systems for Managerial Dec. Mkg.	3
FI 850	Advanced Financial Management	3
MK 864	Marketing Strategy	3
MG 899	Business Policy and Strategic Management	3
	Total	**21**

REQUIRED ACCOUNTING COURSES

AC 820*	Advanced Income Tax	3
AC 840	Advanced Management Accounting	3
AC853	Accounting Theory	3
	Total Required Accounting Hours	**9**
TOTAL HOURS	Required MBA Core Courses	21
	Required Accounting Courses	9
	Accounting Elective	3
	Business Elective	3
	Total required for MBA – Accounting concentration	36

*AC 523 is prerequisite

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Business

Department: Business

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

MBA Requirements

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Update the MBA Background Competency Requirements and criteria for provisional/conditional Admission to the MBA. Additionally, the Admission Requirements for the Professional MBA are added.

B. What is the rationale for the proposal?

To more clearly state the Background Requirements and communicate how the Background Requirements can be satisfied. The Professional MBA Admission Requirements need to be added. (See attachment).

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No impact on the curriculum or general education.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/25/2015

X Larry Falcetto

Signed by: lfalcett

School/College Dean

☐ Send to Academic Affairs

2/25/2015

X

Signed by: kogilvie

Academic Affairs

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Attachment:

MASTER OF BUSINESS ADMINISTRATION-Current and Proposed.docx
Microsoft Word Document
19.9 KB

MASTER OF BUSINESS ADMINISTRATION (MBA) – CURRENT

Admission Requirements

a. Bachelor's degree from an accredited college or university.
b. Minimum GPA of 2.75 GPA or higher (4.0 system) in all courses taken.
c. A minimum GMAT of 450 or GRE equivalent score. Applicants who have an overall GPA of 3.50 or better from an AACSB-accredited undergraduate program are exempt from taking the GMAT or GRE. GMAT must be successfully completed before starting any graduate course.
d. Meet the formula of 200 X undergraduate GPA + GMAT score = 1050.

Requirements for Provisional Admission

The MBA Committee will evaluate all applicants who do not meet the conditions for Unconditional Admission and who present either a minimum GPA of 2.65 or a 420 GMAT for Provisional Admission status. The formula of 200 X undergraduate GPA + GMAT or GRE score = 1100 will be used for Provisional Admission. There is no guarantee of Provisional Admission simply because the indicated scores have been achieved. If granted Provisional Admission, the student must earn grades of "B" or above in the first nine hours of MBA classes. Students not meeting this standard are subject to dismissal from the program.

Requirements for Degree Candidacy

a. Must have an overall 3.0 GPA to graduate.
b. Allow no more than two "Cs" in courses taken at the 800-level. Note: students must earn a minimum of a "B" in all 500-level courses.
c. Allow no more than one "C" and one "D/F" in courses taken; the course with a "D/F" grade must be retaken and replaced with a minimum "B" grade to meet the previous standards. Students who earn a second "D" or "F" will be dismissed from the program. Students who earn a second "C" in the same course or a second "D" or "F" in any course will be dismissed from the program.
e. Students who fall below these standards will be automatically dismissed from the program. Students who have been dismissed from the program may submit a written petition for reinstatement to the MBA Committee. As part of the reinstatement petitioning process, the MBA Committee reserves the right to examine the student's academic record and reserves the right to speak to any previous instructor who has taught
the student. This information may be used in the reinstatement decision. Information provided by previous instructors will not be shared with the student. Reinstatement is a privilege and few students who are dismissed will be reinstated. Students who have been reinstated will serve a probationary period of the MBA Committee's discretion and must meet reinstatement conditions as determined by the MBA Committee. Students not achieving the probationary or reinstatement conditions will be automatically dismissed from the program without recourse. The decision of the MBA Committee is final.

Background Competency Requirements

Background - All MBA students must have a background in the following areas prior to enrolling in courses for which the background is necessary.

A. Accounting (including Financial and Managerial)
B. Business Law (United States)*
C. College Algebra (or equivalent)
D. Computing
E. Economics (including Micro and Macro)
F. Finance
G. Statistics

*This requirement may be met by taking an undergraduate- or graduate-level law course approved by the MBA Director.

Some or all of the background requirements may be met through academic credit or professional experience. Students otherwise admitted may take any courses for which they have met the background requirement.

GRADUATION REQUIREMENTS

1. **Required MBA Core**

	Hours
MG 853 Behavioral Aspect of Management	3
FI 850 Advanced Financial Management	3
MK 864 Marketing Management	3
BU 820 Quantitative Analysis of Business Decisions	3
MG 899* Business Policy & Strategic Management	3
IS 873 Information Systems for Managerial Decision Making	3
BC 807 Managerial Economics	3
Total	**21**

*The capstone course is taken in the last semester.

2. **Required Accounting Course**

AC 843 Accounting Information for Management	**3**

3. **MBA Electives** - At least 6 of the 12 required elective credit hours must be in 800-level courses — 12

Total Required Graduate MBA Hours — **36**

BUSINESS

MASTER OF BUSINESS ADMINISTRATION (MBA) - PROPOSED

Admission Requirements – Traditional MBA

e. Bachelor's degree from an accredited college or university.
f. Minimum GPA of 2.75 GPA or higher (4.0 system) in all courses taken.
g. A minimum GMAT of 450 or GRE equivalent score. Applicants who have an overall GPA of 3.50 or better from an AACSB-accredited undergraduate program are exempt from taking the GMAT or GRE. GMAT must be successfully completed before starting any graduate course.
h. Meet the formula of 200 X undergraduate GPA + GMAT score = 1050 *or* 200 X graduate GPA + GMAT score = 1100
i. Meet the MBA Background Competency Requirements - All MBA students must have subject matter knowledge in the following areas as demonstrated by coursework or work experience.

Financial and Managerial Accounting
Office Computing
Finance
Business Law
College Algebra
Macro and Micro Economics
Statistics

Provisional/Conditional Admission. The MBA Committee will evaluate all applicants who do not meet the conditions for Unconditional Admission and who present either a minimum GPA of 2.65 or a 420 GMAT for Provisional Admission status. The formula of 200 X undergraduate GPA + GMAT or GRE score = 1100 will be used for Provisional Admission. There is no guarantee of Provisional Admission simply because the indicated scores have been achieved. If granted Provisional Admission, the student must earn grades of "B" or above in the first nine hours of MBA classes. Students not meeting this standard are subject to dismissal from the program. Individuals who have completed the other admission requirements may be permitted to take up to two 500-level courses for graduate credit in their first semester of studies prior to taking and meeting the GMAT requirement

Admission Requirements – Professional MBA

a. Undergraduate degree from an accredited university
b. Names and contact details of two references or personal statement of long-term career objectives and how the PMBA will contribute to them
c. A general guideline of a minimum of 5 years of relevant, post-undergraduate supervisory or managerial work experience
d. Resume
e. Grade point average must meet the minimum for admission to Emporia State University
f. The GMAT is encouraged but not required

Requirements for Degree Candidacy

d. Must have an overall 3.0 GPA to graduate.

e. Allow no more than two "Cs" in courses taken at the 800-level. Note: students must earn a minimum of a "B" in all 500-level courses.

f. Allow no more than one "C" and one "D/F" in courses taken; the course with a "D/F" grade must be retaken and replaced with a minimum "B" grade to meet the previous standards. Students who earn a second "D" or "F" will be dismissed from the program. Students who earn a second "C" in the same course or a second "D" or "F" in any course will be dismissed from the program.

f. Students who fall below these standards will be automatically dismissed from the program. Students who have been dismissed from the program may submit a written petition for reinstatement to the MBA Committee. As part of the reinstatement petitioning process, the MBA Committee reserves the right to examine the student's academic record and reserves the right to speak to any previous instructor who has taught the student. This information may be used in the reinstatement decision. Information provided by previous instructors will not be shared with the student. Reinstatement is a privilege and few students who are dismissed will be reinstated. Students who have been reinstated will serve a probationary period of the MBA Committee's discretion and must meet reinstatement conditions as determined by the MBA Committee. Students not achieving the probationary or reinstatement conditions will be automatically dismissed from the program without recourse. The decision of the MBA Committee is final.th

GRADUATION REQUIREMENTS

1. **Required MBA Core**	**Hours**
MG 853 Behavioral Aspect of Management	3
FI 850 Advanced Financial Management	3
MK 864 Marketing Management	3
BU 820 Quantitative Analysis of Business Decisions	3
MG 899* Business Policy & Strategic Management	3
IS 873 Information Systems for Managerial Decision Making	3
BC 807 Managerial Economics	3
Total	**21**

*The capstone course is taken in the last semester.

2. **Required Accounting Course**	
AC 843 Accounting Information for Management	**3**

3. **MBA Electives** - At least 6 of the 12 required elective credit hours must be in 800-level courses	12
Total Required Graduate MBA Hours	**36**

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Business

Department: Business

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

MBA Requirements

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Update the MBA Background Competency Requirements and criteria for provisional/conditional Admission to the MBA. Additionally, the Admission Requirements for the Professional MBA are added.

B. What is the rationale for the proposal?

To more clearly state the Background Requirements and communicate how the Background Requirements can be satisfied. The Professional MBA Admission Requirements need to be added. (See attachment).

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No impact on the curriculum or general education.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

○ Yes
◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

◉ Library resources are adequate ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

2/25/2015

X Larry Falcetto

Signed by: lfalcett

School/College Dean

☐ Send to Academic Affairs

2/25/2015

X

Signed by: kogilvie

Academic Affairs

☐ Finalize

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MASTER OF BUSINESS ADMINISTRATION-Current and Proposed.docx
Microsoft Word Document
19.9 KB

Digital Curricular Change

EMPORIA STATE UNIVERSITY

Curricular Change Request

Level Two Change Form

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School/College: School of Business

Department: Business

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Modifications to the Master of Accountancy degree.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Update the requirements for the Master of Accountancy degree.

B. What is the rationale for the proposal?

Modifications and adjustments to the tax courses must be reflected. Additionally the number of courses available as choices for the 15 hours of required electives has been reduced. (See attachment).

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No effect on general education. Makes minor updates to the required accounting courses.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- ○ Yes
- ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- ◉ Library resources are adequate
- ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures

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Chair

2/25/2015

X Larry Falcetto

Signed by: lfalcett

School/College Dean

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2/25/2015

X

Signed by: kogilvie

Academic Affairs

☐ Finalize

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Attachment: Old & New Master of Acctcy.docx Microsoft Word Document 14.9 KB

MASTER OF ACCOUNTANCY
OLD

Master of Accountancy

Required Accounting Courses (15 Hours)		
AC 821	Federal Tax Research	3
AC 833	Advanced Auditing	3
AC 840	Advanced Management Accounting	3
AC 853	Accounting Theory	3
AC 860	Advanced Accounting Information Systems	3

Electives (15 Hours or 5 Courses)
(At least nine of these hours must be at the 800 level.)

AC 523 Federal Income Tax Accounting II
AC 533 Governmental and Not-for Profit Accounting
AC 563 Advanced Financial Accounting
AC 805 Special Topics in Accounting
AC 820 Federal Income Taxation of corporations and Shareholders
AC 830 Fraud Examination
AC 850 International Accounting
IS 813 Information Technology Project Management
IS 823 Systems Analysis and Design
IS 853 Business Analytics
IS 863 Enterprise Resource Planning Foundations
IS 873 Information Systems for Managerial Decision Making
IS 883 Enterprise Resource Planning Configuration
BC 807 Managerial Economics
BC 820 International Economics
BU 573 Law of commerce
BU 820 Quantitative Analysis for Business Decisions

NEW

Master of Accountancy

Required Accounting Courses (15 Hours)		
AC 820	Advanced Income Tax *	3
AC 833	Advanced Auditing	3
AC 840	Advanced Management Accounting	3
AC 853	Accounting Theory	3
AC 860	Advanced Accounting Information Systems	3

Suggested Electives (15 Hours or 5 Courses)
(At least nine of these hours must be at the 800 level:
at least six of these hour must be in Accounting)

AC 523 Income Taxation of Corporations & Other Entities
AC 533 Governmental and Not-for Profit Accounting
AC 563 Advanced Financial Accounting
AC 805 Special Topics in Accounting
AC 821 Tax Planning and Research
AC 830 Fraud Examination
AC 850 International Accounting
IS 813 Information Technology Project Management
IS 853 Business Analytics
IS 863 Enterprise Resource Planning Foundations
BC 807 Managerial Economics
BC 820 International Economics
BU 573 Law of Commerce **
BU 820 Quantitative Analysis for Business Decisions

*AC523 is a prerequisite

COMMITTEE ASSIGNMENTS
GRADUATE COUNCIL
2014-2015

Durst Research Award (Fall)

Mike Butler
Mike Morales
Amanda Rabender
Dusti Howell

Graduate Teaching Assistant Award (Spring)

Michael Butler
Rachel Petersen
Sharath Sasidaharan
Mel Storm

Boylan Scholar Award (Spring)

Brenda Koerner
Jerry Liss
Chad Wiley

Boylan Thesis Award (Fall and Spring)

Russell Fulmer
Amanda Miracle
Brian Schrader
Mel Storm

Robert J. Grover Award (Fall)

Ed Church
Martin Cuellar
Rachel Petersen
Andrew Smith

Faculty Mentor Award (Spring)

Brenda Korner
Dusti Howell
Mel Storm