EMPORIA STATE
U N I V E R S I T Y
Graduate School

TO: Members of the Graduate Council

FROM: Amanda Lickteig, Chair, Graduate Council

DATE: September 7, 2021

The Council of Graduate School will meet at 3:30 p.m. on Thursday, September 16, 2021, in the Preston Room of the Memorial Union.

AGENDA

1. **Approval of the minutes from the April 15, 2021 meeting.**

2. **Action**

   - Revalidation-Ray Lauber, Dr. John Wade will present for PY740

3. **Information/Congratulations/News**

   - Deadline for curricular changes is March 24, 2022 meeting
   - Meeting schedule information
   - Future meeting dates:
     - Thursday, October 28, 2021, Preston Room, MU
     - Thursday, November 18, 2021, Blue Key Leadership Room, MU
     - Thursday, February 24, 2022, Preston Room, MU
     - Thursday, March 24, 2022, Preston Room, MU
     - Thursday, April 21, 2022, Preston Room, MU

4. **Reports/Discussion**

   - Dean Spotswood will present enrollment numbers

5. **Comments**

   - Graduate Council committee assignments for 2021/2022 scholarships and awards are in the 2021-2022 SharePoint Folder: (https://emporia.sharepoint.com/sites/GraduateCouncil/SitePages/Home.aspx)

6. **For the Good of the Order**

GRADUATE COUNCIL 2021 - 2022

Name	Department	Box	Number	Email
Will Phillips	Business	Box 4039	5095	wphilli3@g.emporia.edu
William Jensen	Biological Sciences	Box 4050	5339	wjensen1@emporia.edu
Libby Schmanke	Counselor Education	Box 4036	5804	eschmank@emporia.edu
Jerry Liss	Elementary Education/Early Childhood/Special Education	Box 4037	5821	jliss@emporia.edu
Mel Storm Z	English, Modern Languages, and Journalism	Box 4019	5563	mstorm@emporia.edu
Michael Butler	Health, Physical Education and Recreation	Box 4013	5947	mbutler@emporia.edu
Essam Abotteen A	Mathematics and Economics	Box 4027	5634	eabottee@emporia.edu
Andy Houchins	Music	Box 4029	6089	ahouchin@emporia.edu
Lynnette Schreiner	Nursing	Box 4043	4450	lschrein@emporia.edu
Michael Morales A	Physical Sciences	Box 4030	5978	mmorales@emporia.edu
John Wade	Psychology	Box 4031	5317	jwade2@emporia.edu
Amanda Lickteig	School Leadership/Middle and Secondary Teacher Educ.	Box 4037	5096	alicktei@emporia.edu
Stan Trembach Z	School of Library and Information Management	Box 4029	5203	strembac@emporia.edu
Maire Johnson	Social Sciences, Sociology & Criminology	Box 4032	5461	mjohns38@emporia.edu
Rochelle Rowley	Social Sciences, Sociology & Criminology	Box 4022	5321	rrowley1@emporia.edu
Jerald Spotswood	Dean, Graduate School and Distance Education (Ex-Officio)	Box 4003	5403	jspotswo@emporia.edu
Jim Williams	Vice President, Student Affairs (Ex-Officio)	Box 4007	5269	jwilliam@emporia.edu
Kerri Jackson A	Assoc. Director-Graduate Recruiting & Marketing (Ex-Officio) Box 4003		5403	kjacks20@emporia.edu
Yifang Hao	Graduate Student Representative			yhao@g.emporia.edu
Kyra Jumper	Graduate Student Representative			kjumper@g.emporia.edu

Amanda Lickteig, Chair – Libby Schmanke, Vice Chair – Mary Sewell, Executive Secretary

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Graduate School

Present: Keough, Jensen, Schmanke, Liss, Storm, Butler, Holland, Wiley, Houchins, Adams Wendling, Wade, Lickteig, Trembach, Johnson, Spotswood, Lund

Absent: Almukhtar, Morales, Jackson, Williams
Guests: Mary Sewell, James Willingham, Michael Smith

The Council of the Graduate School met at 3:30 p.m. on Thursday, April 15, 2021 via video conferencing session. Dr. Chad Wiley called the meeting to order.

Action

- Minutes from the March 18, 2021 meeting were unanimously approved.
- Council unanimously approved the following wording for the ESRS Bylaws: "The editorial board is representative of the various disciplines at Emporia State University and is composed of volunteers who are members of the Faculty at ESU. Board members serve three-year terms, which are renewable. The Board is appointed by the Dean of the Graduate School in consultation with current ESRS editors and members of the ESRS Board of Directors."
- Dr. Amanda Lickteig was unanimously approved as Chair, and Libby Schmanke was unanimously approved as Vice-Chair for Fall 2021-Spring 2022.
- The following revisions were approved to the Graduate School Policy Handbook referencing Accelerated Programs in Appendix A of the handbook. The motion passed with 12 approvals, 2 oppositions and 1 abstention.
    Degree Requirements:
    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. (Third bullet point)

    Only courses approved for both graduate and undergraduate level (12 shared hours) in which the student receives a B (inclusive of 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. (Fourth bullet point)

Reports/Discussion

- Dean Spotswood shared information about the May 2021 Commencement Ceremonies.
- Council discussed the gpa policy appeal presented by Briana McLilly. Council recommended Briana's degree be awarded based on her gpa for degree and not both her cumulative and gpa for degree.

Associate Graduate Faculty

The following listed faculty members were unanimously approved for Associate Graduate Faculty status:
- Kari Hess, Associate Professor of Nursing
- Mary Mitsui, Associate Professor of Nursing

Adjourned at 4:47pm
Next Meeting: September 2021

EMPORIA STATE
U N I V E R S I T Y
Graduate School

Present: Phillips, Jensen, Schmanke, Liss, Butler, Houchins, Schreiner, Wade, Lickteig, Johnson, Rowley, Hao, Jumper, Spotswood, Williams. Storm, Trembach were present via video conferencing.

Absent: Abotten, Morales, Jackson, Williams
Guests: James Willingham, Linda Turney

The Council of the Graduate School met at 3:30 p.m. on Thursday, September 16, 2021 in the Preston Room, MU. Dr. Amanda Lickteig called the meeting to order at 3:31pm.

Action

- Minutes from the April 15, 2021 meeting were approved with 13 approvals and 2 abstentions.
- Dr. John Wade presented the revalidation request for the course PY 740 for graduate student, Ray Lauber. Council unanimously approved the revalidation of course of PY 740.

Information/Congratulations/News

- Dean Spotswood told the Council the deadline for curricular changes is for the March 24, 2022 meeting.
- Dr. Lickteig discussed the Council meeting schedule and the future dates and locations.

Reports/Discussion

- Dean Spotswood shared information about enrollment numbers as of September 13, 2021. He anticipates the enrollment number to stay steady or slightly increase by the official 20th day count.

Comments

- Dr. Lickteig reminded the Council of their assignments for the 2021/2022 scholarships and awards are in the 2021-2022 SharePoint Folder.

For the Good of the Order

- Dr. Butler shared the Council will no longer review graduate faculty statuses.
- Dean Spotswood welcomed new members.

Adjourned at 3:49pm
Next Meeting: October 28, 2021, Preston Room, MU

EMPORIA STATE
UNIVERSITY

Originator	Ticket Number	Status	Document Date
JPERSING	2473	Wait GR Office	05/17/2021

Student E ID*	Student First Name	Preferred First Name	Student Last Name
E10182495	Raymond	Ray	Lauber

Course Prefix*	Course Number*	Course Title*
PY	740	PERSONNEL SELECTION AND TESTING

Semester taken*	Original Grade*	Hours Credit*
201250	A–	3

Instructor UserID*	Instructor First Name	Instructor Last Name
GYANCEY	George	Yancey

Dept Validation Examiner UserID*	Examiner First Name	Examiner Last Name
GYANCEY	George	Yancey

Detailed description of method of revalidation*

Professor emeritus George Yancey, the original instructor for this course, is on contract this summer and fall assisting two students in completing their M.S. degrees in Industrial/Organizational Psychology. Dr. Yancey will use the course syllabi and its summative products including a capstone project and applied essay questions to revalidate the course, via submission of an applied paper and oral defense meeting the original course objectives.

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

This graduate program was closed to further admissions in 2017 due to lack of instructor resources and chronic underenrollment. TTC has made resources available to move remaining candidates through, but thesis completion has been a key stumbling block. With Christopher Stone (school of business) resigning in 2019, there were no faculty on campus with an I/O background to facilitate thesis completion. Dr. Yancey has agreed to return through December 2021 to bring the final two theses to completion, with candidates knowing if they did not meet the deadline that no further resources would be available to them.

Attachment (0)

GR – Revalidation Misc

Approvals

Orgn	UserID	Date
ADVISR	JPERSING	05/17/2021

EMPORIA STATE
UNIVERSITY

Name: Raymond Lauber   Degree: Master of Science
E#: E10182495   Major: I/O Psychology
Email: Concentration:

Required Courses   **Substitutions**

DEP	NO	Course Title	HRS	GRAD	SEM	DEP	NO	Course Title	HRS	GRAD
PY	600	Advanced General Psychology	3		FA 17	PY	803	Research Problem in Psychology	3	A
ER	851	Research Design & Writing	3	A	SU 17					
ER	857	Statistics II	3		SU 19	PY	520	Statistics I	3	A
PY	832	Industrial Personnel Psychology	3	B	FA 15					
PY	833	Organizational Psychology	3	A	SP 15					
		Any 700+ Level MG course	3		SP 16	MG	853	Behavioral Aspects of Management	3	A
PY	839	Internship	3	A	SP 17					
PY	800	Thesis	3							
		(2CR SU 19 A) (1CR SP 20 IP) (1CR SP 21 IP) (1CR SU21 IP) (1 CR FA21 IP)								

Electives   12 Hrs required

DEP	NO	Course Title	HRS	GRAD	SEM	DEP	NO	Course Title	HRS	GRAD
PY	744	Performance Appraisal	3	A	FA 16					
PY	743	Leadership in Organizations	3	B+	FA 14					
PY	741	Motivation and Training	3	A	FA 19					
PY	740	Personnel Selection / Training	3	A-	FA 12					

Non Course Requirements:

ITG	X	4/30/2019
TDF	X	7/7/2021
PLAN	X	5/8/2019
Still need: Final Exam		

Notes:

Student is registered for 1 CR PY 800 for Fall 2021

Only course currently needing revalidation is PY 740 from FA 12

Current GPA: 3.82

EMPORIA STATE
U N I V E R S I T Y
Graduate School

TO: Members of the Graduate Council

FROM: Amanda Lickteig, Chair, Graduate Council

DATE: October 28, 2021

The Council of Graduate School will meet at 3:30 p.m. on Thursday, October 28, 2021, in the PKP Room of the Memorial Union.

AGENDA

1. **Approval of the minutes from the September 16, 2021, meeting.**

   approved, 1absenton.

2. **Action**

   Dr. Spotaniglabrly welcomed Datory

   Curricular Change: https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180 (If you are unable to view the above link, please contact the IT Help Desk at Ext. 5555 for assistance with clearing your cookies.)

   Elem Educ/Early Childhood/ Spec Educ-Offer EL721 for GR and UG credit, Ticket 655 *passed*

   Interdisciplinary Studies-Change credit hours for ES771 and elective hours for MS-Informatics, Ticket 677 *passed*

   Music-Admissions requirements, Ticket 718 *passed*

   Revalidation-Kyle Swartz, Dr. Maire Johnson will present for HI501, HI504, HI701, HI702, HI815, HI815, HI815 *approved*

3. **Information/Congratulations/News**

   Joseph LaForge of the Biology Department was awarded the Durst Research Award and the Thesis/Dissertation Support Award. He will be honored at Research & Creativity Day, Thursday, April 28, 2022.

   Scholarship Deadlines for November
   November 1, McNair Scholarship

November 12, New Graduate Student Scholarship
November 22, Grover Scholarship

Graduate Commencement Ceremony
Friday, December 17, 2021, 6:00pm at White Auditorium

4. **Reports/Discussion**

5. **Comments**

6. **For the Good of the Order**

Future Meeting Dates
Thursday, November 18, 2021, Blue Key Leadership Room, MU
Thursday, February 24, 2022, PKP Room, MU
Thursday, March 24, 2022, PKP Room, MU
Thursday, April 21, 2022, PKP Room, MU

Graduate Council SharePoint Folder
https://emporia.sharepoint.com/sites/GraduateCouncil/SitePages/Home.aspx

GRADUATE COUNCIL 2021 - 2022

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Andy Houchins	Music	Box 4029	6089	ahouchin@emporia.edu
Lynnette Schreiner	Nursing	Box 4043	4450	lschrein@emporia.edu
Michael Morales	Physical Sciences	Box 4030	5978	mmorales@emporia.edu
John Wade	Psychology	Box 4031	5317	jwade2@emporia.edu
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Stan Trembach Zoom	School of Library and Information Management	Box 4029	5203	strembac@emporia.edu
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Jim Williams	Vice President, Student Affairs (Ex-Officio)	Box 4007	5269	jwilliam@emporia.edu
Dorothy Stevenson	Director-Graduate Recruiting & Marketing (Ex-Officio)	Box 4003	5403	dsteven7@emporia.edu
Yifang Hao	Graduate Student Representative			yhao@g.emporia.edu
Kyra Jumper	Graduate Student Representative			kjumper@g.emporia.edu

Amanda Lickteig, Chair – Libby Schmanke, Vice Chair – Mary Sewell, Executive Secretary

Guest - James Willingham, Linda Turney
Paul Zunkel

EMPORIA STATE
U N I V E R S I T Y
Graduate School

Present: Phillips, Jensen, Schmanke, Liss, Butler, Houchins, Schreiner, Wade, Lickteig, Johnson, Rowley, Hao, Jumper, Spotswood, Williams, Storm, Trembach.

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Comments

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For the Good of the Order

- Dr. Butler shared that Council will no longer review graduate faculty status.
- Dean Spotswood welcomed new members.

Adjourned at 3:49pm
Next Meeting: October 28, 2021, PKP, MU 048

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Ready to go to Grad Council for Review.

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
The Teachers College

Dept Name*
Elem Educ/Early Child/Spec Ed

Level*
- Undergrad only   Graduate only
- Both (can apply only to 500-799)

This request is proposed to*
   Add   Modify   Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

   I have reviewed the catalog*

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
Modifying Level

What is proposed?*
To allow EL727 Meeting the Challenges of Dyslexia to be taken at the undergraduate and graduate level.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Curricular Change Information

Please check all that apply:

Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

Change course title

Change course prerequisites

Change course description

Change course prefix

Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Impacts a teacher education initial licensure program

Impacts an advanced program in The Teachers College or the SLIM licensure program

Impacts the general education program

Change affects more than one department

Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

Extensive modification to existing course

Program change

Ex: Program name change, total hour change for a program, concentration change...

Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Old Course*	Credit Hours*	Course Title*	Current Course Description (per catalog)*
EL 727	3	Challenges of Dyslexia	EL727 is an introductory course to dyslexia, covering the Knowledge and Practice IDA standards. The course will examine the definition and characteristics of dyslexia. Topics in the course will examine the domains of language, factors, and reciprocalrelationship between phonology and orthography in the science of reading.
New/Modified Course* EL 727	Credit Hours	Course Title	**Proposed Course Description (50 words or less, if possible. Exact catalog copy)**

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)

This course is the same as:

Students may repeat course for credit:*   Max Hours
   Yes   No

Grading Method *

◉ Letter Grade ○ Pass/No-Credit ○ Satisfactory/Unsatisfactory

Umbrella Course *

○ Yes ◉ No

General Education Credit *

○ Yes ◉ No

Other major change (program, major, etc.) *	**State specifically what program/major is being changed.**
No	Examples:
	o Modification to admission requirements for BSE in Elementary Education.
	o Delete the Leadership Minor.
	o Proposal to add a new program titled in MS in Athletic Training.
	o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council   ☐ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (3)	Please attach PDF (0)
Syllabus CUR – Syllabus 655 – TROOP The Teachers College Elem Educ/Early Child/Spec Ed Modifying Level 2064152 **Other** CUR – Other 655 – TROOP The Teachers College Elem Educ/Early Child/Spec Ed Modifying Level 2087496 CUR – Other 655 – TROOP The Teachers College Elem Educ/Early Child/Spec Ed Modifying Level 2087497	Objections

Approvers

Chair UserID (if no chair, enter your UserID) *
SSCHWERD

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes*
08/27/2021 10:46:10 AM	TROOP	New Request
09/20/2021 08:05:04 AM	NARANDA	Please add the dept approval by using the "add extra approval" button.
09/20/2021 04:05:08 PM	NARANDA	Reviewed with no changes.
09/27/2021 10:07:18 AM	NARANDA	ALC 1st reading 9/29/21
10/04/2021 10:15:00 AM	NARANDA	ALC Second Reading 10/13/21

Approvals

Approver Notes
Unanimously approved at department meeting on 09/10/2021.

Objection Notes

Deny Reason
Please submit a copy of the UG syllabus and the GR syllabus in order for Graduate Council to view the differences in learner outcomes. Thank you!

Approvals

UserID	Name	Role	Date
SSCHWERD	SARA SCHWERDTFEGER	Dept meeting	09/20/2021
NARANDA	NAOMI ARANDA	ALC Approval	10/13/2021
TROOP	TEDDY ROOP	Originator	10/14/2021
SPITTMA1	SHARON PITTMAN	Originator	10/15/2021
SSCHWERD	SARA SCHWERDTFEGER	Chair	10/15/2021
JCOLORAD	ZENI COLORADO RESA	Dean	10/18/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

EL727 Meeting the Challenges of Dyslexia
Emporia State University
The Teacher's College
Fall 2021

Instructor: Teddy Roop, Ph.D.
Department of Early Childhood/Elementary Teacher Education

Office Hours: Zoom office hours or by appointment

Zoom: Mondays 4:00 pm – 6:00 pm https://emporiastate.zoom.us/j/99750077673
Thursdays 9:00 am – 1:00 pm https://emporiastate.zoom.us/j/96647501241

Email contact: troop@emporia.edu
Email via Canvas is the best way to contact me; I try to respond to email within 24 hours if at all possible. I am also willing to arrange a personal conference via Zoom at a mutually agreeable time.

Office Phone: 620-341-5750

Credit hours: 3 graduate credits, a web-based course offering

Course Texts:
Kilpatrick, D. A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition.* Syracuse, NY: Casey & Kirsch Publishers.

Canvas Modules Articles and Websites

Prerequisites:
Education graduate students or inservice teachers who hold a Kansas teaching license.
Emporia State University undergraduate education students who are accepted in the elementary education program and working toward teacher licensure.

Course Description:
EL727 is an introductory course to dyslexia, covering the Knowledge and Practice IDA standards. The course will examine the definition and characteristics of dyslexia. Topics in the course will examine the domains of language, factors, and reciprocal relationship between phonology and orthography in the science of reading.

General topics will include the following:
Decoding
Defining/Characteristics of Dyslexia
Encoding
Environmental, Cultural, Social Factors Impact
Fluency
Four-System Processing Model
Oral Language Domains
Orthographic Mapping
Orthography
Phonemic Awareness
Phonics
Phonology
Reciprocal Relationships
Scarborough's Reading Rope
Science of Reading
Structured Literacy
The Simple View of Reading/Writing

Course Outcomes
   By the end of this course, the learner will be able to:
   1. Introduce the tenets of the IDA definition of dyslexia and the distinguishing characteristics of dyslexia.
   2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors.
   3. Explain how the reciprocal relationship between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge affects skilled reading.
   4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.

IDA Knowledge and Practice Standards for Teachers of Reading
STANDARD 1: FOUNDATIONS OF LITERACY ACQUISITION
TARGET LEVEL*

1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2 Understand that learning to read, for most people, requires explicit instruction.
1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.

INTRODUCTORY LEVEL

1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.

1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

STANDARD 2: KNOWLEDGE OF DIVERSE READING PROFILES, INCLUDING DYSLEXIA
TARGET LEVEL*

2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.

2.3 Identify the distinguishing characteristics of dyslexia.

INTRODUCTORY LEVEL

2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

2.4 Understand how reading disabilities vary in presentation and degree.

2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

STANDARD 3: ASSESSMENT
INTRODUCTORY LEVEL

3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

STANDARD 4: STRUCTURED LITERACY INSTRUCTION
INTRODUCTORY LEVEL

4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.

4A.3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.

4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.

4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.

STANDARD 5: PROFESSIONAL DISPOSITIONS AND PRACTICES
INTRODUCTORY LEVEL

5.1 Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.

5.9 Respect confidentiality of students or clients.

5.10 Respect the intellectual property of others.

*Target Level—focused and assesses standards in this course.

Outcome	Assessment
1. Introduce the tenets of the IDA definition of dyslexia and the distinguishing characteristics of dyslexia. (IDA 2.2, 2.3)	Discussion Board A Quiz 1
2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors. (IDA 1.1, 1.5)	Discussion Board B Discussion Board C Quiz 2 Quiz 3
3. Explain how the reciprocal relationship between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge affects skilled reading. (IDA 1.3)	Quiz 4
4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS. (IDA 1.2)	Discussion Board D Discussion Board E Quiz 5
1-4 (IDA 1.1, 1.2, 1.3, 1.5; 2.2, 2.3)	Discussion F
1-4 (IDA 1.1, 1.2, 1.3, 1.5; 2.2, 2.3)	Final Project

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.

The Teachers College Conceptual Framework

THE **PROFESSIONAL**

SERVES — Provides service to society

APPLIES — Applies interdisciplinary scholarly knowledge

ENGAGES — Engages in effective practice

RESPONDS — Responds to uncertainty and change

REFLECTS — Relies on self-reflection

BELONGS — Belongs to professional community

EMPORIA STATE
U N I V E R S I T Y
■ The TEACHERS COLLEGE

Knowledge, Skills, and Dispositions for TTC Conceptual Framework
Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds in the areas of reading acquisition (phonemic awareness and phonics), fluency, writing and comprehension.
3. general education within an intellectual framework.
4. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
5. philosophical, historical, social, and theoretical foundations of education.
6. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.

7. teaching and learning as a dynamic, constructive, and metacognitive process.
8. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
9. ever changing educational needs of students living in a global society.
10. various instructional strategies that can be used to meet the needs and learning styles of individual students.
11. theories of human physical, cognitive, social, and emotional development.
12. appropriate techniques for teaching and using self-reflection strategies.
13. professional ethics and standards for practice.
14. teamwork and practices for creating healthy environments for learning and teaching.
15. effective communication techniques in order to develop a positive learning environment.

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. integrate knowledge across and within disciplines.
4. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
5. utilize creative planning and curriculum integration to promote learning of all students.
6. use and support effective communication techniques in order to develop a positive learning environment.
7. apply a variety of instructional strategies and materials to promote student learning in the areas of reading acquisition (phonemic awareness and phonics), fluency, comprehension and writing), critical thinking, and problem solving.
8. develop a storehouse of learning strategies that help students understand and integrate knowledge, especially related to reading acquisition (phonemic awareness, phonics, fluency, comprehension and writing).
9. respond respectfully to ideas and views of others.
10. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
11. utilize student learning standards to promote student learning and achievement.

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.

Learning Outcomes

At Emporia State University, students are asked to evaluate courses near the end of each term by judging how well they achieved learning outcomes taught to them. These learning outcomes are broad and overarching statements that have been selected to fit the learning outcomes of the course after consultation with the department faculty. The learning outcomes selected as well-suited for this course are provided below along with an explanation of how these apply to EL 743.

Students will:
- Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Develop ethical reasoning and/or ethical decision making.
- Learn to apply knowledge and skills to benefit others or serve the public good.

Work completion

All assignments should be submitted by the designated deadlines. Work turned in late will receive a 10% reduction in points if received within 24 hours and a 20% reduction in points if received within 48 hours. Work received more than 48 hours after the final class date will receive no credit or a score of zero (0). Always save your work in a word-processing file on your computer or an electronic database of choice, so you can resend it if there are technical problems or in the unlikely event that work is lost. All assignments must be completed to receive credit for the course. Submit assignments via Canvas unless directed to do otherwise. It is the student's responsibility to make sure that assignments are turned in on Canvas on time. If you are submitting more than one document for an assignment, please use the web browser to make sure that all documents are submitted—I can only grade what is submitted and what I can view from my "side" of Canvas.

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). Details of the ESU policy regarding academic dishonesty can be found in the University Policy Manual located electronically on the ESU website.

Statement of Accommodation

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.

Diversity, Equity and Inclusion Statement

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how identities, perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of this course that result in barriers to your inclusion or the inclusion of those around you, contact the individual with whom you are most comfortable: your academic advisor, the Department Chair, your School or College Dean, the Dean of Students, the Chief Diversity Officer or your course instructor.

Course Requirements

A description of the specific course assignments and due dates will be available via the online Canvas web course. Also, see the course tentative schedule at the end of the syllabus document.

Technology notes

Canvas e-mail is preferred. Correspondence should be emailed to the instructor at troop@emporia.edu from your ESU email account as using other email accounts may hinder your communication because ESU's filter may block out other accounts.

You are asked to check your ESU email regularly (daily) because ongoing, professional caliber communication is considered a part of this graduate level offering. *Please check email regularly during the term and even in the week or so after the course ends to ensure all work is appropriately completed.* IT and the technology specialist are always helpful. They may be reached at **620-341-5555 or 877-341-5555**.

Academic Center for Excellence and Success (ACES)

The ACES, located on the 2nd floor of the William Allen White Library, exists to enhance the academic success of Emporia State students by providing free peer tutoring, writing and research assistance, individual success coaching, and group academic and personal development workshops covering a variety of academic support issues. All the Center's services are designed to boosts ESU students' ability to successfully complete their degree. Call 620-341-5033 or visit emporia.edu/aces for more information.

If you are ill or need to quarantine, you should contact the Vice President of Student Affairs office at vpsa@emporia.edu

Syllabus Attachment:

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-registration-information-guides/

Evaluation

The grading scale will be as follows:
90% and above - A
80-89.99% - B
70-79.99% - C

Online instruction for EL 727

It would be effective to establishing an organizational design and schedule/routine to accomplish the required coursework. Please help yourself get ready for the class by getting text materials on-hand early, getting organized, and by learning about the structure of the work ahead; familiarize yourself with course materials and the course Canvas site. Please try to stay current with this course.

Information will be provided via Canvas in modules. At the outset it is best to become familiar with the layout of the Canvas site and the course objectives so you know best how to plan your time/determine the pacing of the coursework. It is expected that you do your own original work.

Scheduling of assignments

The tentative course schedule should help clarify assignments and deadlines during each week. For the fall 2021 term, a week will be considered Monday at 12 am through Sunday 11:59 pm of the next week.

Course assignments

Introduction, 5 points

Get to know your colleagues and introduce yourself in this virtual community of learners.

Discussion Post and Response, 90 points
There will be six discussions in the course. A discussion post to a given prompt will be expected. A response to at least one other classmate will be expected. Responses and posts have assigned due dates. These are designed to provide an opportunity to demonstrate synthesis of knowledge on the topic and to learn from others through examining their perspective on topics addressed in the class. Each discussion is worth 15 points.

Quizzes, 180 points total
Quizzes will be completed as a way to assess the topic under the target standards addressed in the class. Each quiz will cover material reviewed in the previous module(s) at the knowledge, understanding, and application level. Each weekly quiz is worth between 30 and 40 points. Each quiz has two attempts and the highest score is counted toward the final grade.

"Pre- and Post-Tests" are not scored toward the final grade. These quizzes are not graded and your performance on the quizzes will not count toward your final grade. These are intended to help you reflect on your growth at the end of the course.

Final Project, 45 points
The final project is an opportunity to showcase the overall learning for all of the target standards for the course. This assignment involves the creation of a written reflection, an infographic report, a video, a blog, or another student-selected (check with instructor first) platform demonstrating mastery of the target IDA standards for the course.

Completed Course Evaluation, 5 points
Comple the course evaluation that will be sent to you in your email. The email will contain the date and time the evaluation will open and when it will close.

Help with written work
Since academic writing in literacy involves the use of APA style, you will need to study and apply this to your writings for the course. For help with citations throughout the course, please consult the Perrin APA guide as it is an excellent resource for APA style; I would also recommend the Owl at Purdue https://owl.english.purdue.edu/owl/resource/560/01/ (I use this as a resource in my own writing). There is also a module on Canvas which has help for written work and may provide examples and guidance with academic writing and citing work. You are urged to locate and review all these resources early in the term so you know the writing expectations and where to go for help and support and then use them in crafting your writing assignments. You can also visit the ESU Writing Center website at https://www.emporia.edu/writinglab/arranging-a-zoom-session-for-distance-students

Go to the next page to see the Tentative Course Schedule.

Tentative Course Schedule for Fall 2021

All assignments are due on the specified date on Sundays **by 11:59 pm**

(unless instructed otherwise)

Week of:	Outcome	Learning Materials	Assignment	Assessment
(1) Aug 23- Aug 29 Definition & Characteristics of Dyslexia Personal introductions Course overview	1. Introduce the tenets of the IDA definition of dyslexia and the distinguishing characteristics of dyslexia.	Canvas Module 1 assigned reading: • What is Dyslexia – Definition & Facts • Decoding, Reading, and Reading Disability (Gough & Tunmer, 1986) Introductions Discussion Board Discussion Board A-Post Course overview—video option and/or Zoom session (see office hours).	Pre-Test Introductions due 8/29 Discussion Board A Post	Discussion Board A Post 8/29
(2) Aug 30-Sept 5 Definition & Characteristics of Dyslexia	1. Introduce the tenets of the IDA definition of dyslexia and the distinguishing characteristics of dyslexia.	Canvas Module 2 assigned reading: • Chapter 1, Kilpatrick (2016) • Quadrants – Reader Performance (Rose, 2015) Discussion Board-A Response	Discussion Board A Response	Discussion Board A Response due 9/5 Quiz 1 due 9/5
(3) Sept 7*- Sept 12 Environmental, Cultural, Social Factors Impact	2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology,	Canvas Module 3 assigned reading • Factors Influencing Literacy Development: Oral Language Development, Scarborough's Reading Rope, Writing Systems • Developmental Dyslexia: Predicting Individual Risk (Thompson et al., 2015)	Discussion Board B Post	Discussion Board B Post due 9/12

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Week of:	Outcome	Learning Materials	Assignment	Assessment
	morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors.			
(4) Sept 13-Sept 19 **Environmental, Cultural, Social Factors Impact**	2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors.	Canvas Module 4 assigned reading: • Chapter 2, Kilpatrick (2016) Discussion Board B Response	Discussion Board B Response	Discussion Board B Response due 9/17 Quiz 2 due 9/17
(5) Sept 20 – Sept 26 **The 5 Language Processing Requirements**	2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology,	Canvas Module 5 assigned reading: • Domains of Language: Scarborough's Reading Rope, Simple View of Reading, Simple View of Writing Discussion Board C Post	Discussion Board C Post	Discussion Board C Post due 9/26

Week of:	Outcome	Learning Materials	Assignment	Assessment
	morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors.			
(6) Sept 27 - Oct 3 **The 5 Language Processing Requirements**	2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors.	Canvas Module 6 assigned reading: • Language Domains & Skilled Reading: Language Development for Skilled Reading (Reynor, 2018); Four-Part Processing Model (Seidenberg & McClelland, 1989); Building the Reading Brain (Barclay & Stewart, n.d.); Reading & Spelling; Teaching Spelling and Composition Alone and Together: Implications for the Simple View of Writing (Berninger et al., 2002) • Chapter 3, Kilpatrick (2016) Discussion Board C Response	Discussion Board C Response	Discussion Board C Response due 10/3 Quiz 3 due 10/3

Week of:	Outcome	Learning Materials	Assignment	Assessment
(7) Oct 4 – Oct 10 **Reciprocal Relationship**	3. Explain how the reciprocal relationship between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge affects skilled reading.	Canvas Module 7 assigned reading: • Reciprocal Relationship – Bringing It All Together: Scarborough's Reading Rope, Simple View of Reading • Fluency: Bridge Between Decoding and Reading Comprehension (Pikulski & Chard, 2005)		
(8) Oct 11 - Oct 17 **Reciprocal Relationship**	3. Explain how the reciprocal relationship between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge affects skilled reading.	Canvas Module 8 assigned reading: • Chapter 4, Kilpatrick (2016)		Quiz 4 due 10/17
(9) Oct 18 – Oct 24 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.	Canvas Module 9 assigned reading: • Evidence-Based Instruction & Structured Literacy • Dyslexia: What Reading Teachers Need to Know (Johnston, 2019) Discussion Board D Post	Discussion Board D Post	Discussion Board D Post due 10/24

Week of:	Outcome	Learning Materials	Assignment	Assessment
(10) Oct 25 - Oct 31 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.	Canvas Module 10 assigned reading: • The Science of Learning to Read Words: A Case for Systematic Phonics Instruction (Ehri, 2020) Discussion Board D Response	Discussion Board D Response	Discussion Board D Response 10/31
(11) Nov 1 – Nov 7 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.	Canvas Module 11 assigned reading: • Chapter 5, Kilpatrick (2016)	Discussion Board C Response	Quiz 5 due 11/7
(12) Nov 8 – Nov 14 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.	Canvas Module 12 assigned reading: • Working Smarter, Not Harder: What Teachers of Reading Need t Know and Be Able to Teach (Tolman, n.d.) • Chapter 6, Kilpatrick (2016) Discussion Board E Post	Discussion Board E Post	Discussion Board E Post due 11/14
(13) Nov 15 - Nov 21 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy	Canvas Module 13 assigned reading: • Chapter 14, Kilpatrick (2016) Discussion Board E Response	Discussion Board E Response	Discussion Board E Response due 11/21

Week of:	Outcome	Learning Materials	Assignment	Assessment
	that should be applied in Tier 1 and during intervention in RtI/MTSS.			
(14) Nov 22 – Dec 2* Final Project Work & Conference via Zoom	1-4	Canvas Module 14: Discussion F Work on Final Project	Discussion F	Discussion F due 12/2
(15) Dec 3 – Dec 10 Final Project	1-4	Canvas Module 15: Work on Final Project Submit Final Project	Final Project Post-Test Course Evaluation	Final Project due 12/10

The schedule is planned weekly. Keep in mind that IT (information technology) has limited availability or may not be available on weekends. You may submit things earlier than the due date if you wish. Course work, unless otherwise specified, is to be posted to Canvas. Once it is submitted to Canvas it will be considered to be your final submission and may be scored as such.

EL727 Meeting the Challenges of Dyslexia
Emporia State University
The Teacher's College

Instructor: Teddy Roop, Ph.D.
Department of Early Childhood/Elementary Teacher Education

Office Hours: Zoom office hours or by appointment

Zoom:

Email contact: troop@emporia.edu
Email via Canvas is the best way to contact me; I try to respond to email within 24 hours if at all possible. I am also willing to arrange a personal conference via Zoom at a mutually agreeable time.

Office Phone: 620-341-5750

Credit hours: 3 undergraduate credits, a web-based course offering

Course Texts:
- Blevins, W. (2017). Phonics from A-Z (3rd ed.). New York: Scholastic. Paper copy.
- Kilpatrick, D. A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition*. Syracuse, NY: Casey & Kirsch Publishers.
- Manipulatives kit: Coogam Magnetic Letters (208 pieces with magnetic board and storage box – uppercase and lowercase foam magnetic alphabet letters (red vowels, blue consonants) – available through Amazon ($23.99 at this time) or equivalent (208 color coded magnetic letters, magnetic board (10.9x7), storage box (13.6x8.5x1.8), marker, eraser)
- Wasylyk, T. (2006). Handwriting: Teacher training workbook. Honesdale, PA: Universal Publishing. Paper copy. ISBN: 978-1-931181-20-4

Canvas Modules Articles and Websites

Prerequisites:
Education graduate students or inservice teachers who hold a Kansas teaching license.
Emporia State University undergraduate education students who are accepted in the elementary education program and working toward teacher licensure.

Course Description:
EL727 is an introductory course to dyslexia, covering the Knowledge and Practice IDA standards.

The course will examine the definition and characteristics of dyslexia. Topics in the course will examine the domains of language, factors, and reciprocal relationship between phonology and orthography in the science of reading.

General topics will include the following:
Decoding
Defining/Characteristics of Dyslexia
Encoding
Environmental, Cultural, Social Factors Impact
Fluency
Four-System Processing Model
Oral Language Domains
Orthographic Mapping
Orthography
Phonemic Awareness
Phonics
Phonology
Reciprocal Relationships
Scarborough's Reading Rope
Science of Reading
Structured Literacy
The Simple View of Reading/Writing

Course Outcomes
By the end of this course, the learner will be able to:
1. Introduce the tenets of the IDA definition of dyslexia and the distinguishing characteristics of dyslexia.
2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors.
3. Explain how the reciprocal relationship between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge affects skilled reading.
4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.

IDA Knowledge and Practice Standards for Teachers of Reading
STANDARD 1: FOUNDATIONS OF LITERACY ACQUISITION
TARGET LEVEL*

1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2 Understand that learning to read, for most people, requires explicit instruction.

1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.

1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.

INTRODUCTORY LEVEL

1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.

1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

STANDARD 2: KNOWLEDGE OF DIVERSE READING PROFILES , INCLUDING DYSLEXIA
TARGET LEVEL*

2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.

2.3 Identify the distinguishing characteristics of dyslexia.

INTRODUCTORY LEVEL

2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

2.4 Understand how reading disabilities vary in presentation and degree.

2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

STANDARD 3: ASSESSMENT
INTRODUCTORY LEVEL

3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

STANDARD 4: STRUCTURED LITERACY INSTRUCTION
INTRODUCTORY LEVEL

4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.

4A.3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.

4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.

4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.

STANDARD 5: PROFESSIONAL DISPOSITIONS AND PRACTICES
INTRODUCTORY LEVEL

5.1 Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.

5.9 Respect confidentiality of students or clients.

5.10 Respect the intellectual property of others.

*Target Level—focused and assesses standards in this course.

Outcome	Assessment
1. Introduce the tenets of the IDA definition of dyslexia and the distinguishing characteristics of dyslexia. (IDA 2.2, 2.3)	Discussion Board A Quiz 1
2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors. (IDA 1.1, 1.5)	Quiz 2 Quiz 3 Foundational Skills—Phonological Awareness, Phonemic Awareness, Phonics, Handwriting Skilled Reading and Writing Composition
3. Explain how the reciprocal relationship between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge affects skilled reading. (IDA 1.3)	Foundational Skills—Phonological Awareness, Phonemic Awareness, Phonics, Handwriting Skilled Reading and Writing Composition Quiz 4
4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS. (IDA 1.2)	Discussion Board B Discussion Board C Quiz 5
1-4 (IDA 1.1, 1.2, 1.3, 1.5; 2.2, 2.3)	Final Project

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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.

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EMPORIA STATE
UNIVERSITY
The TEACHERS COLLEGE

Knowledge, Skills, and Dispositions for TTC Conceptual Framework
Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds in the areas of reading acquisition (phonemic awareness and phonics), fluency, writing and comprehension.
3. general education within an intellectual framework.
4. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.

5. philosophical, historical, social, and theoretical foundations of education.
6. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
7. teaching and learning as a dynamic, constructive, and metacognitive process.
8. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
9. ever changing educational needs of students living in a global society.
10. various instructional strategies that can be used to meet the needs and learning styles of individual students.
11. theories of human physical, cognitive, social, and emotional development.
12. appropriate techniques for teaching and using self-reflection strategies.
13. professional ethics and standards for practice.
14. teamwork and practices for creating healthy environments for learning and teaching.
15. effective communication techniques in order to develop a positive learning environment.

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. integrate knowledge across and within disciplines.
4. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
5. utilize creative planning and curriculum integration to promote learning of all students.
6. use and support effective communication techniques in order to develop a positive learning environment.
7. apply a variety of instructional strategies and materials to promote student learning in the areas of reading acquisition (phonemic awareness and phonics), fluency, comprehension and writing), critical thinking, and problem solving.
8. develop a storehouse of learning strategies that help students understand and integrate knowledge, especially related to reading acquisition (phonemic awareness, phonics, fluency, comprehension and writing).
9. respond respectfully to ideas and views of others.
10. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
11. utilize student learning standards to promote student learning and achievement.

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.

Learning Outcomes

At Emporia State University, students are asked to evaluate courses near the end of each term by judging how well they achieved learning outcomes taught to them. These learning outcomes are broad and overarching statements that have been selected to fit the learning outcomes of the course after consultation with the department faculty. The learning outcomes selected as well-suited for this course are provided below along with an explanation of how these apply to EL 743.

Students will:

- Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Develop ethical reasoning and/or ethical decision making.
- Learn to apply knowledge and skills to benefit others or serve the public good.

Work completion

All assignments should be submitted by the designated deadlines. Work turned in late will receive a 10% reduction in points if received within 24 hours and a 20% reduction in points if received within 48 hours. Work received more than 48 hours after the final class date will receive no credit or a score of zero (0). Always save your work in a word-processing file on your computer or an electronic database of choice, so you can resend it if there are technical problems or in the unlikely event that work is lost. All assignments must be completed to receive credit for the course. Submit assignments via Canvas unless directed to do otherwise. It is the student's responsibility to make sure that assignments are turned in on Canvas on time. If you are submitting more than one document for an assignment, please use the web browser to

make sure that all documents are submitted—I can only grade what is submitted and what I can view from my "side" of Canvas.

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). Details of the ESU policy regarding academic dishonesty can be found in the University Policy Manual located electronically on the ESU website.

Statement of Accommodation

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.

Diversity, Equity and Inclusion Statement

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how identities, perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of this course that result in barriers to your inclusion or the inclusion of those around you, contact the individual with whom you are most comfortable: your academic advisor, the Department Chair, your School or College Dean, the Dean of Students, the Chief Diversity Officer or your course instructor.

Course Requirements

A description of the specific course assignments and due dates will be available via the online Canvas web course. Also, see the course tentative schedule at the end of the syllabus document.

Technology notes

Canvas e-mail is preferred. Correspondence should be emailed to the instructor at troop@emporia.edu from your ESU email account as using other email accounts may hinder your communication because ESU's filter may block out other accounts.

You are asked to check your ESU email regularly (daily) because ongoing, professional caliber communication is considered a part of this graduate level offering. *Please check email regularly during the term and even in the week or so after the course ends to ensure all work is appropriately completed.* IT and the technology specialist are always helpful. They may be reached at **620-341-5555 or 877-341-5555**.

Academic Center for Excellence and Success (ACES)

The ACES, located on the 2nd floor of the William Allen White Library, exists to enhance the academic success of Emporia State students by providing free peer tutoring, writing and research assistance, individual success coaching, and group academic and personal development workshops covering a variety of academic support issues. All the Center's services are designed to boosts ESU students' ability to successfully complete their degree. Call 620-341-5033 or visit emporia.edu/aces for more information.

If you are ill or need to quarantine, you should contact the Vice President of Student Affairs office at vpsa@emporia.edu

Syllabus Attachment:

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-registration-information-guides/

Evaluation

The grading scale will be as follows:

A	95-100%	C	80-82%
A-	92-94%	C	77-79%
B+	89-91%	C-	74-76% below passing
B	86-88%	D	D71-73% below passing
B-	83-85%	F	70% and below (below passing)

Online instruction for EL 727

It would be effective to establishing an organizational design and schedule/routine to accomplish the required coursework. Please help yourself get ready for the class by getting text materials on-hand early, getting organized, and by learning about the structure of the work ahead; familiarize yourself with course materials and the course Canvas site. Please try to stay current with this course.

Information will be provided via Canvas in modules. At the outset it is best to become familiar with the layout of the Canvas site and the course objectives so you know best how to plan your time/determine the pacing of the coursework. It is expected that you do your own original work.

Scheduling of assignments

The tentative course schedule should help clarify assignments and deadlines during each week. For the fall 2021 term, a week will be considered Monday at 12 am through Sunday 11:59 pm of the next week.

Course assignments

Introduction, 5 points
Get to know your colleagues and introduce yourself in this virtual community of learners.

Discussion Post and Response, 45 points
There will be three discussions in the course. A discussion post to a given prompt will be expected. A response to at least one other classmate will be expected. Responses and posts have assigned due dates. These are designed to provide an opportunity to demonstrate synthesis of knowledge on the topic and to learn from others through examining their perspective on topics addressed in the class. Each discussion is worth 15 points.

Quizzes, 125 points total
Quizzes will be completed as a way to assess the topic under the target standards addressed in the class. Each quiz will cover material reviewed in the previous module(s) at the knowledge, understanding, and application level. Each weekly quiz is worth 25 points. Each quiz has two attempts and the highest score is counted toward the final grade.

Foundational Skills: Phonological Awareness (10), Phonemic Awareness (10), Phonics (10), and Handwriting Workbook (2 @5), 40 points
These assignments involve locating evidence-based instructional activities and resources that can be implemented in lessons with students. The evidence-based instructional activities and resources should have a focus on the foundational reading skills of phonological awareness, phonemic awareness and phonics and on the mechanical writing skills of handwriting for the development of reading and writing automaticity.

Skilled Reading & Writing Composition: Reading Mini-Lesson (20) and Writing Composition (20), 40 points
These assignments focus on structured literacy elements for reading and in writing. The reading mini-lesson should focus on foundational skill in a read-aloud. The writing composition activity involves writing a decodable book for a select print/word pattern.

Final Project, 45 points
The final project is an opportunity to showcase the overall learning for all of the target standards for the course. This assignment involves the creation of a written reflection, an infographic report, a video, a blog, or another student-selected (check with instructor first) platform demonstrating mastery of the target IDA standards for the course.

Completed Course Evaluation, 5 points
Comple the course evaluation that will be sent to you in your email. The email will contain the date and time the evaluation will open and when it will close.

Help with written work
Since academic writing in literacy involves the use of APA style, you will need to study and apply this to your writings for the course. For help with citations throughout the course, please consult

the Perrin APA guide as it is an excellent resource for APA style; I would also recommend the Owl at Purdue https://owl.english.purdue.edu/owl/resource/560/01/ (I use this as a resource in my own writing). There is also a module on Canvas which has help for written work and may provide examples and guidance with academic writing and citing work. You are urged to locate and review all these resources early in the term so you know the writing expectations and where to go for help and support and then use them in crafting your writing assignments. You can also visit the ESU Writing Center website at https://www.emporia.edu/writinglab/arranging-a-zoom-session-for-distance-students

Go to the next page to see the Tentative Course Schedule.

Tentative Course Schedule for Fall 2021

All assignments are due on the specified date on Sundays **by 11:59 pm**

(unless instructed otherwise)

Week of:	Outcome	Learning Materials	Assignment	Assessment
(1) Aug 23- Aug 29 **Definition & Characteristics of Dyslexia** Personal introductions Course overview	1. Introduce the tenets of the IDA definition of dyslexia and the distinguishing characteristics of dyslexia.	Canvas Module 1 assigned reading: • What is Dyslexia – Definition & Facts Introductions Discussion Board Discussion Board A-Post Course overview—video option and/or Zoom session (see office hours).	Introductions due 8/29 Discussion Board A Post	Discussion Board A Post 8/29
(2) Aug 30-Sept 5 **Definition & Characteristics of Dyslexia**	1. Introduce the tenets of the IDA definition of dyslexia and the distinguishing characteristics of dyslexia.	Canvas Module 2 assigned reading: • Blevins (2017), pp. 47-51 • Chapter 1, Kilpatrick (2016) Discussion Board-A Response	Discussion Board A Response	Discussion Board A Response due 9/5 Quiz 1 due 9/5
(3) Sept 7*- Sept 12 **Environmental, Cultural, Social Factors Impact**	2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the	Canvas Module 3 assigned reading • Factors Influencing Literacy Development: Oral Language Development, Scarborough's Reading Rope, Writing Systems	Foundational Skills— Phonological Awareness, Handwriting	Phonological Awareness Activity Handwriting Workbook due 9/12

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Week of:	Outcome	Learning Materials	Assignment	Assessment
	effects of environmental, cultural, and social factors.			
(4) Sept 13-Sept 19 **Environmental, Cultural, Social Factors Impact**	2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors.	Canvas Module 4 assigned reading: • Blevins (2017), pp. 54-64 (review pp. 81-92) • Chapter 2, Kilpatrick (2016)		Quiz 2 due 9/17
(5) Sept 20 – Sept 26 **The 5 Language Processing Requirements**	2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the	Canvas Module 5 assigned reading: • Domains of Language; Scarborough's Reading Rope, Simple View of Reading, Simple View of Writing • Blevins (2017), pp. 7-8, 132-137	Foundational Skills—Phonemic Awareness, Handwriting	Phonemic Awareness Activity Handwriting Workbook due 9/26

Week of:	Outcome	Learning Materials	Assignment	Assessment
	effects of environmental, cultural, and social factors.			
(6) Sept 27 - Oct 3 **The 5 Language Processing Requirements**	2. Examine the reading process for struggling readers through the lens of the science of reading in terms of the domains of language (phonology, morphology, syntax, semantics, and pragmatics) and the effects of environmental, cultural, and social factors.	Canvas Module 6 assigned reading: • Language Domains & Skilled Reading: Four-Part Processing Model (Seidenberg & McClelland, 1989); Reading & Spelling; Teaching Spelling and Composition Alone and Together: Implications for the Simple View of Writing (Berninger et al., 2002) • Chapter 3, Kilpatrick (2016)		Quiz 3 due 10/3
(7) Oct 4 – Oct 10 **Reciprocal Relationship**	3. Explain how the reciprocal relationship between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge affects skilled reading.	Canvas Module 7 assigned reading: • Reciprocal Relationship – Bringing It All Together: Scarborough's Reading Rope, Simple View of Reading • Fluency: Bridge Between Decoding and Reading Comprehension (Pikulski & Chard, 2005)	Foundational Skills—Phonics, Handwriting	Phonics Activity Handwriting Workbook

Week of:	Outcome	Learning Materials	Assignment	Assessment
(8) Oct 11 - Oct 17 **Reciprocal Relationship**	3. Explain how the reciprocal relationship between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge affects skilled reading.	Canvas Module 8 assigned reading: • Chapter 4, Kilpatrick (2016)		Quiz 4 due 10/17
(9) Oct 18 – Oct 24 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.	Canvas Module 9 assigned reading: • Evidence-Based Instruction & Structured Literacy • Blevins (2017), pp. 137-151 (review suggestions for texts, strategies and activities in Section 3, starting on p. 152) Discussion Board B Post	Discussion Board B Post	Discussion Board B Post due 10/24
(10) Oct 25 - Oct 31 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.	Canvas Module 10 assigned reading: • Dyslexia: What Reading Teachers Need to Know (Johnston, 2019) Discussion Board B Response	Discussion Board B Response	Discussion Board B Response 10/31
(11) Nov 1 – Nov 7 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy	Canvas Module 11 assigned reading: • Chapter 5, Kilpatrick (2016)		Quiz 5 due 11/7

Week of:	Outcome	Learning Materials	Assignment	Assessment
	that should be applied in Tier 1 and during intervention in RtI/MTSS.			
(12) Nov 8 – Nov 14 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.	Canvas Module 12 assigned reading: • Working Smarter, Not Harder: What Teachers of Reading Need to Know and Be Able to Teach (Tolman, n.d.)	Skilled Reading	Reading mini-lesson (foundational skill focused read-aloud) due 11/14
(13) Nov 15 - Nov 21 **Direct, Explicit Instruction**	4. Present the elements and principles of structured literacy that should be applied in Tier 1 and during intervention in RtI/MTSS.	Canvas Module 13 assigned reading: • Chapter 6, Kilpatrick (2016) Discussion C Post	Writing Composition	Writing composition activity (decodable book) due Nov 21
(14) Nov 22 – Dec 2* Final Project Work & Conference via Zoom	1-4	Canvas Module 14: • Chapter 14, Kilpatrick (2016) Discussion C Work on Final Project	Discussion C	Discussion C due 12/2

Week of:	Outcome	Learning Materials	Assignment	Assessment
(15) Dec 3 – Dec 10 Final Project	1-4	Canvas Module 15: Work on Final Project Submit Final Project	Final Project Course Evaluation	Final Project due 12/10

The schedule is planned weekly. Keep in mind that IT (information technology) has limited availability or may not be available on weekends. You may submit things earlier than the due date if you wish. Course work, unless otherwise specified, is to be posted to Canvas. Once it is submitted to Canvas it will be considered to be your final submission and may be scored as such.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
09/08/2021		Wait Grad	677		

UserID	First Name	Last Name
ESTEPHE4	Gaile	Stephens

Department Name	Dept Number	Campus Box	Campus Phone
College of LA and S–Dean	4500	CAMPUS BOX 4029	620 341–5437

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
College of Liberal Arts & Sci

Level
<mark>Level 2</mark>

Dept Name *
Interdisciplinary Studies

Level *
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)

This request is proposed to *
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ I have reviewed the catalog *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char) *
Curri. credit hour edits

Enter a short description to serve as a title for this request.

What is proposed? *
The Geoinformatics program list needs to change ES 771: Remote Sensing to 3 credit hours from 4 credit hours. Also changing the elective credit hours from 5 to 6.

State specifically what is being proposed in the curriculum change.
Examples:

o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.

o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.

o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Grad Council
Floll

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341–5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☑ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620–341–5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
The Geoinformatics program list needs to change ES 771: Remote Sensing to 3 credit hours from 4 credit hours. Also changing the elective credit hours to 6 from 5.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
The Master's in Informatics – Geoinfromatics program needs to reflect the ES 771: Remote Sensing change from 4 credit hours to 3. Because of this change, the elective credit hours for Geoinformatics needs to change in order to maintain total credit hours for the degree. Therefore, elective hours is being changed from 5 credit hours to 6 credit hours.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

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

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

*
○ Yes ● No

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 *
● Yes ○ No

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (2)	Please attach PDF (0)
Syllabus	Objections
Other	
Attached document has been deleted (Document ID: 2069255).	
CUR – Other 677 – PZUNKEL College of Liberal Arts & Sci Interdisciplinary Studies Course credit hour edits 2074560	

Approvers

Chair UserID (if no chair, enter your UserID)*
ESTEPHE4

Dean Approver*
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes*
09/08/2021 12:13:12 PM	PZUNKEL	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
PZUNKEL	PAUL ZUNKEL	Originator	09/21/2021
ESTEPHE4	GAILE STEPHENS	IDS Dept Chair	09/21/2021
ESTEPHE4	GAILE STEPHENS	Chair	09/21/2021
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	10/12/2021
ESTEPHE4	GAILE STEPHENS	Dean	10/12/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

MASTER OF SCIENCE IN INFORMATICS WITH GEOINFORMATICS CONCENTRATION

The M.S. in Informatics is a 36-credit hour graduate degree program. It is a collaboration between the School of Library and Information Management, the School of Business, and the College of Liberal Arts and Sciences and is administered by the Department of Interdisciplinary Studies. The program can be taken entirely online or be a mixture of online and on campus courses.

Required Informatics Core Courses - 21 Credit Hours
Required Core Courses – 15 credit hours

LI 800	Introduction to Informatics	3 hours
LI 844	Database Design	3 hours
LI 819	Information Retrieval	3 hours
ID 745	Programming and Data Analysis for Informatics	3 hours
ID 810	Informatics Capstone Seminar	3 hours

Capstone – 6 Credit Hours

ID 871	Directed Research	3 hours
ID 872	Practicum	3 hours
ID 873	Internship	3 hours
ID 875	Thesis	3 hours
GE 573	Internship in Geographic Information Systems	3 hours

Geoinformatics Concentration – 15 Credit Hours
Geoinformatics Core – 10 Credit Hours

GE 572	GIS Applications	3 hours
ES 555	Small-Format Aerial Photography	3 hours
ES 771	Remote Sensing	4 hours

Geoinformatics Electives
Any Earth Science (ES), Geology (GO), or
Geography (GE) courses approved by advisor   5 hours

Total Hours   **36 hours**

Pre-requisites

- Bachelor of Science in Geography, Geology, Earth Science or closely related field.
- At least one course in geographic information systems (GIS)
- At least one course in Cartography
- At least one course in Statistics
- At least one course in Computer Programming (Fortran, Visual Basic, C++, Perl, Python, R, etc.)

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- At least one course in Statistics.
- At least one course in Computer Programming (Fortran, Visual Basic, C++, Perl, Python, R, etc.).

2021-2022 Catalog

Admission Requirements
In addition to the general admission requirements listed by the Graduate School, the Department of Music requires all new prospective graduate students to submit a resume. Prior to admission to the Department of Music, students wishing to pursue the M.M. Performance Emphasis will submit a repertoire list and present a live audition of approximately 20 minutes in length. If a live audition creates an undue hardship, a DVD may be submitted, but a live audition will be required at the beginning of the first semester of study. Students wishing to pursue the M.M. Music Education Emphasis will submit a DVD of their classroom teaching, student teaching, or conducting and submit a formal statement of their music education philosophy. The M.M. Music Education Emphasis does not lead to certification by the State of Kansas.

First Semester Requirements
All applicants for graduate study in music shall demonstrate at least a baccalaureate-level competence in those areas common to all undergraduate music study. Competence in those areas shall be determined by first semester graduate students completing the entrance assessments listed below:

Entrance Assessments
  Music History
  Music Theory

Assessment Results

Music History
Students not passing the required entrance assessment in Music History will be required to enroll in MU 628 and/or MU 629, independent upon the deficiency noted by the assessment results. MU 628 and MU 629 will not fulfill the Music History/Literature requirements.

Music Theory
Students not passing the required entrance assessment in Music Theory will be required to enroll in MU 618. This course will not fulfill the Music Theory requirements.

Approved to go to Council :- [signature]

Proposed Changes for 2022-2023 Catalog

Admission Requirements
In addition to the general admission requirements listed by the Graduate School, the Department of Music requires all new prospective graduate students to submit the following:

MM Music Education Emphasis
Students wishing to pursue the MM Music Education Emphasis will submit a brief statement of their goals after graduation, a digital recording of their teaching (classroom, student teaching, a micro teach, a private lesson, or conducting), and submit a formal statement of their music education philosophy (minimum of 500 words). The MM Music Education Emphasis does not lead to a teaching license in the State of Kansas or any other state or province in the United States.

MM Music Performance Emphasis
Students intending to pursue the MU Music Performance Emphasis will submit a preliminary application package that includes a brief statement of their goals after graduation, a vita, a repertoire list, and a 10-minute HD quality video. The video should be representative of the applicant's best work, recorded within the last 12 months, and the selection(s) should be literature from the typical western canon, including the Baroque, Classical, Romantic, and/or 20th Century periods. The recording must be produced without artificial enhancement such as echo or electronic reverb, and each composition should be preformed as a continuous single track with no editing within the work. However, it is acceptable to record each prepared piece separately. If recording by smartphone, set camera to landscape mode. Video should include an introduction: state your name, degree objective, and whether you are a new graduate student or intending to transfer credit from another school.

REMOVING
First Semester Requirements
All applicants for graduate study in music shall demonstrate at least a baccalaureate-level competence in those areas common to all undergraduate music study. Competence in those areas shall be determined by first semester graduate students completing the entrance assessments listed below:

Entrance Assessments
    Music History
    Music Theory

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EMPORIA STATE UNIVERSITY
DIVISION OF
MASTER OF SCIENCE DEGREE PLAN (MS, MA, MBA, MAT, MM)

Name: Kyle Swartz

Present Mailing Address: 7201 Woody Creek Ln. Lincoln, NE 68516

Student ID #: E10888603   **Telephone:** (402) 440-4105

Major: MA in History—Thesis Option   **Area of Concentration:** N/A

9th year
8th year

DIV	#	REQUIRED COURSES — COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	SUBSTITUTIONS — COURSE TITLE	HRS	GRADE
HI	701	US Historiography Thru Recons	3.000	A	Fall 2012					
HI	702	US Historiography Since Recon	3.000	A	Spring 2013					
HI	815	Research Seminar: Microhistory	3.000	A	Spring 2013					
HI	815	Research Seminar: Kansas	3.000	A	Fall 2012					
HI	740	Readings: US Economic History	3.000	A	Fall 2013					
HI	740	Modern American Women	3.000	A	Spring 2014					
HI	501	Philosophy & Writing of Hist	3.000	A	Spring 2013					
HI	890	Thesis, M.A.	6.000	IP	Spring 2014					
III	890	Thesis, M.A.	1.000	IP	Fall 2014					
HI	890	Thesis M.A.	1.000	IP	Fall 2021					

DIV	#	ELECTIVES — COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	SUBSTITUTIONS — COURSE TITLE	HRS	GRADE
HI	815	Research Seminar: United States	3.000	A	Sum. 2013					
HI	791	Directed Readings II	2.000	A	Fall 2013					
LI	809	Introduction to Archives	3.000	A	Fall 2013					
HI	504	Intro to Graduate Studies	2.000	A	Fall 2012					

TRANSFER CREDIT, 9 HOURS MAXIMUM						
COLLEGE	COURSE NUMBER AND NAME		HRS.	GRADE	SEM.	ESU COURSE

Record of: Kyle Swartz
Current Name: Kyle Swartz
728 Neosho St Apt 1
Emporia, KS 66801-2779

Course Level: Graduate
Matriculated: Fall 2012

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R

INSTITUTION CREDIT:

Fall 2012
HI	504	Intro to Graduate Studies	2.00	A	8.00	
HI	701	US Historiography Thru Recons	3.00	A	12.00	
HI	815	Research Seminar: Kansas	3.00	A	12.00	I

Ehrs: 8.00 GPA-Hrs: 8.00 QPts: 32.00 GPA: 4.00

Spring 2013
HI	501	Philosophy & Writing of Hist	3.00	A	12.00	
HI	702	US Historiography Since Recon	3.00	A	12.00	
HI	815	Research Sem: Microhistory	3.00	A	12.00	I

Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00

Summer 2013
| HI | 815 | Research Seminar:United States | 3.00 | A | 12.00 | I |

Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

Fall 2013
HI	740	Readings: US Economic History	3.00	A	12.00	
HI	791	Directed Readings II	2.00	A	8.00	
LI	809	Introduction to Archives	3.00	A	12.00	

Ehrs: 8.00 GPA-Hrs: 8.00 QPts: 32.00 GPA: 4.00

Spring 2014
| HI | 740 | Modern American Women | 3.00 | A | 12.00 | I |
| HI | 890 | Thesis, M.A. | 6.00 | IP | 0.00 | |

Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R

Institution Information continued:

Fall 2014
| HI | 890 | Thesis, M.A. | 1.00 | IP | 0.00 | |

Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Last Standing:

*********** TRANSCRIPT TOTALS ************

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	31.00	31.00	124.00	4.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	31.00	31.00	124.00	4.00

*********** END OF TRANSCRIPT ************

EMPORIA STATE
U N I V E R S I T Y
Graduate School

TO: Members of the Graduate Council

FROM: Amanda Lickteig, Chair, Graduate Council

DATE: November 17, 2021

Start 3:31
Adjournment 3:56

The Council of Graduate School will meet at 3:30 p.m. on Thursday, November 18, 2021, in the PKP Room in the Memorial Union.

AGENDA

1. **Approval of the minutes from the October 28, 2021, meeting.** *Approved*

2. **Action**

   Curricular Change: https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180 (If you are unable to view the above link, please contact the IT Help Desk at Ext. 5555 for assistance with clearing your cookies.)

   Biological Science
   Modify MS-Forensics Science Biology concentration, Ticket 729, Melissa Bailey will present. *approved*
   Modify MS-Forensic Science Criminalistics concentration, Ticket 731, Melissa Bailey will present. *approved*
   School of Business
   Remove 800-level requirement for electives for MBA, Ticket 768, Matthew Schrenock will present *approved*
   Music
   Music course MU809, Ticket 758, Andy Houchins will present. *approved*

   Revalidation: Christen Caton, Dr. Wooseob Jeong of SLIM will present for LI801, LI802, LI804, LI805, LI810, LI815, LI813, LI862, LI862, and LI844.
   12-1-1

3. **Information/Congratulations/News**

Katherine Fox (English, Modern Languages & Journalism) and Kendall Golder (Mathematics & Economics) were both awarded the Boylan Thesis Award and will each receive $250.

Graduate Commencement Ceremony
Friday, December 17, 2021, 6:00pm at White Auditorium

Research and Creativity Day
Thursday, April 28, 2022

4. **Reports/Discussion**

5. **Comments**

6. **For the Good of the Order**

Future Meeting Dates
Thursday, February 24, 2022, PKP Room, MU
Thursday, March 24, 2022, PKP Room, MU
Thursday, April 21, 2022, PKP Room, MU

Graduate Council SharePoint Folder
https://emporia.sharepoint.com/sites/GraduateCouncil/SitePages/Home.aspx

GRADUATE COUNCIL 2021 - 2022

Name	Department	Box	Phone	Email
Will Phillips	Business	Box 4039	5095	wphilli3@g.emporia.edu
William Jensen	Biological Sciences	Box 4050	5339	wjensen1@emporia.edu
Libby Schmanke	Counselor Education	Box 4036	5804	eschmank@emporia.edu
Jerry Liss	Elementary Education/Early Childhood/Special Education	Box 4037	5821	jliss@emporia.edu
Mel Storm	English, Modern Languages, and Journalism	Box 4019	5563	mstorm@emporia.edu
Michael Butler	Health, Physical Education and Recreation	Box 4013	5947	mbutler@emporia.edu
Essam Abotteen	Mathematics and Economics	Box 4027	5634	eabottee@emporia.edu
Andy Houchins	Music	Box 4029	6089	ahouchin@emporia.edu
Lynnette Schreiner	Nursing	Box 4043	4450	lschrein@emporia.edu
Michael Morales	Physical Sciences	Box 4030	5978	mmorales@emporia.edu
John Wade	Psychology	Box 4031	5317	jwade2@emporia.edu
Amanda Lickteig	School Leadership/Middle and Secondary Teacher Educ.	Box 4037	5096	alicktei@emporia.edu
Stan Trembach	School of Library and Information Management	Box 4029	5203	strembac@emporia.edu
Maire Johnson	Social Sciences, Sociology & Criminology	Box 4032	5461	mjohns38@emporia.edu
Rochelle Rowley	Social Sciences, Sociology & Criminology	Box 4022	5321	rrowley1@emporia.edu
Jerald Spotswood	Dean, Graduate School and Distance Education (Ex-Officio)	Box 4003	5403	jspotswo@emporia.edu
Jim Williams	Vice President, Student Affairs (Ex-Officio)	Box 4007	5269	jwilliam@emporia.edu
Dorothy Stevenson	Director-Graduate Recruiting & Marketing (Ex-Officio)	Box 4003	5403	dsteven7@emporia.edu
Yifang Hao	Graduate Student Representative			yhao@g.emporia.edu
Kyra Jumper	Graduate Student Representative			kjumper@g.emporia.edu

Amanda Lickteig, Chair – Libby Schmanke, Vice Chair – Mary Sewell, Executive Secretary

Guest – Measure Jones, Melissa Holley

EMPORIA STATE
U N I V E R S I T Y
Graduate School

Present: Phillips, Schmanke, Liss, Butler, Abotteen, Houchins, Schreiner, Wade, Lickteig, Johnson, Rowley, Hao, Jumper, Spotswood, Storm, Trembach, Stevenson, Morales

Absent: Jensen, Williams
Guests: James Willingham, Linda Turney

The Council of the Graduate School met at 3:30 p.m. on Thursday, October 28, 2021, in the PKP Room, MU. Dr. Amanda Lickteig called the meeting to order at 3:32pm.

Action

- Minutes from the September 16, 2021 meeting were approved with 15 approvals and 1 abstention.
- The following curricular changes were approved:
  Elem Educ/Early Childhood/ Spec Educ-Offer EL727 for GR and UG credit, Ticket 655.
  Interdisciplinary Studies-Change credit hours for ES771 and elective hours for MS-Informatics, Ticket 677.
  Music-Admissions requirements, Ticket 718.
- Dr. Maire Johnson presented a revalidation request for Kyle Swartz. Council unanimously approved the revalidation of HI501, HI504, HI701, HI702, HI815, HI815, and HI815.

Information/Congratulations/News

- Dean Spotswood introduced Dorothy Stevenson the new Director of Graduate Recruiting & Marketing.
- Dr. Lickteig announced that Joseph LaForge of the Biology Department is the recipient of both the Durst Research Award and the Thesis/Dissertation Support Award.
- Dr. Lickteig reminded Council of the scholarship deadlines for November and shared the date/time for the December Graduate Commencement Ceremony-Friday, December 17, 2021, 6pm at White Auditorium.

Reports/Discussion

Comments

For the Good of the Order

Adjourned at 4:01 pm
Next Meeting: November 18, 2021, Blue Key Leadership Room, MU

CUR – Curricular Change Request

EMPORIA STATE
UNIVERSITY

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
10/08/2021		Wait Grad	729		

UserID	First Name	Last Name
ADICKASO	April	Dickason

Department Name	Dept Number	Campus Box	Campus Phone
Biological Sciences	1520	CAMPUS BOX 4050	620 341-5312

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
College of Liberal Arts & Sci

Level
Level 2

Dept Name *
Biological Sciences

Level *
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)

This request is proposed to *
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202210

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ I have reviewed the catalog *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char) *
MSFS–Biology Modification

Enter a short description to serve as a title for this request.

What is proposed? *
The proposed changes to MSFS–Biology are to add FO 730 – Ethics and Professionalism in Forensic Science as a required course. Additionally, elective hours are not specified to reflect that research and seminar hours may affect the elective hour requirements for students and the minimum required hours of research are clarified. Additions are highlighted in green. Language to be removed is stricken.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341–5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620–341–5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.

Examples:

o Modification to admission requirements for BSE in Elementary Education.

o Delete the Leadership Minor.

o Proposal to add a new program titled in MS in Athletic Training.

o Modification to the MS in Curriculum and Instruction.

Other major change (program, major, etc.) *
Modification of the Master of Science in Forensic Science – Biology Concentration

---

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
FO 730 was previously taught by adjunct instructors and was dependent on their availability. It is now being taught on a regular basis by a tenured faculty member and include content relevant to all concentrations of forensic science.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
The proposed changes will not affect the total hours of the program.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:

o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non–degree) leads to any type of licensure, YES should be checked.)

*
○ Yes ● No

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 *
● Yes ○ No

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR – Other 729 – ADICKASO College of Liberal Arts & Sci Biological Sciences MSFS–Biology Modification 2084399	

Approvers

Chair UserID (if no chair, enter your UserID) *
TBURNETT

Dean Approver *
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes *
10/08/2021 09:05:51 AM	ADICKASO	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
ADICKASO	APRIL DICKASON	Originator	10/08/2021
TBURNETT	TIM BURNETT	Chair	10/11/2021
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	11/09/2021
ESTEPHE4	GAILE STEPHENS	Dean	11/09/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

**Master of Science in Forensic Science - Biology or Chemistry Concentration
Admissions Requirements**

Students wishing to pursue the MSFS – Biology concentration must have an undergraduate
degree in a natural or forensic science with relevant background courses suitable to the area of
study in which they are interested. If such a background is lacking or incomplete, the student
may be asked to make up these deficiencies in addition to pursuing the normal graduate program.
**Students must have taken Quantitative Analysis or equivalent before they are allowed to
take CH 777 or CH 779.** A minimum undergraduate GPA of a 3.0 is required for admission.
Students with lower GPAs may be considered on a case-by-case basis, but may be admitted to
the program on probation.

Master of Science in Forensic Science - Biology Concentration

Required Courses	**Hours**
FO 702 Biological and Physical Evidence	3 hours
FO 770 Graduate Research Seminar	1-2 hours
FO 771 Forensic Science Seminar	1-2 hours
FO 850 Molecular Techniques for Forensic Science	3 hours
Electives at or above the 500 level	26 hours

At least 1 of the following:
FO 803 Current Research in Forensic Science 3 hours
FO 809 Graduate Project in Forensic Science 1-6 hours
FO 886 Internship: Forensic Science 3 hours
FO 890 Thesis, MSFS 1-6 hours

Total Hours for M.S. in Forensic Science 40 hours

<u>Proposed Program</u>

**Master of Science in Forensic Science - Biology or Chemistry Concentration
Admissions Requirements**

Students wishing to pursue the MSFS – Biology concentration must have an undergraduate degree in a natural or forensic science with relevant background courses suitable to the area of study in which they are interested. If such a background is lacking or incomplete, the student may be asked to make up these deficiencies in addition to pursuing the normal graduate program. **Students must have taken Quantitative Analysis or equivalent before they are allowed to take CH 777 or CH 779.** A minimum undergraduate GPA of a 3.0 is required for admission. Students with lower GPAs may be considered on a case-by-case basis, but may be admitted to the program on probation.

Master of Science in Forensic Science - Biology Concentration

Required Courses	**Hours**
FO 702 Biological and Physical Evidence	3 hours
FO 730 Ethics and Professionalism in Forensic Science	1 hour
FO 770 Graduate Research Seminar	1-2 hours
FO 771 Forensic Science Seminar	1-2 hours
FO 850 Molecular Techniques for Forensic Science	3 hours
~~Electives at or above the 500 level~~	~~26 hours~~
Electives at or above the 500 level to equal 40 total program hours	

At least 1 of the following (minimum 3 hours):
FO 803 Current Research in Forensic Science 3 hours
FO 809 Graduate Project in Forensic Science 1-6 hours
FO 886 Internship: Forensic Science 3 hours
FO 890 Thesis, MSFS 1-6 hours

Total Hours for M.S. in Forensic Science 40 hours

CUR – Curricular Change Request

EMPORIA STATE
UNIVERSITY

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
10/08/2021		Wait Grad	731		

UserID	First Name	Last Name
ADICKASO	April	Dickason

Department Name	Dept Number	Campus Box	Campus Phone
Biological Sciences	1520	CAMPUS BOX 4050	620 341-5312

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
College of Liberal Arts & Sci

Level
Level 2

Dept Name *
Biological Sciences

Level *
○ Undergrad only ● Graduate only ○ Both (can apply only to 500-799)

This request is proposed to *
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202210

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ **I have reviewed the catalog** *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char) *
MSFS-Criminalistics Modfy

Enter a short description to serve as a title for this request.

What is proposed? *
The proposed changes to MSFS-Criminalistics are as follows: add FO 730 – Ethics and Professionalism in Forensic Science as a required course, reduce the research requirement from 6 hours to 3 hours, and to reflect the change in hours of FO 711 from 2 hours to 1 hour. Additionally, FO 809 is changed to be 1-6 hours to make it consistent with the language in the Biology concentration and elective hours are not specified to reflect that research and seminar hours may affect the elective hour requirements for students. Additions are highlighted in green. Language to be removed is stricken.

State specifically what is being proposed in the curriculum change.
Examples:

o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.

o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.

o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Modification of Master of Science in Forensic Science – Criminalistics Concentration

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
FO 730 was previously taught by adjunct instructors and was dependent on their availability. It is now being taught on a regular basis by a tenured faculty member and includes content relevant to all concentrations of forensic science. The changes in research hour requirements align the Criminalistics concentration with the research requirements of the Biology and Chemistry concentrations.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
The proposed changes will not affect the total hours 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
[CUR - Other 731 - ADICKASO College of Liberal Arts & Sci Biological Sciences MSFS-Criminalistics Modfy 2084431](#)	

Approvers

Chair UserID (if no chair, enter your UserID) *
TBURNETT

Dean Approver *
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes *
10/08/2021 09:28:25 AM	ADICKASO	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
ADICKASO	APRIL DICKASON	Originator	10/08/2021
TBURNETT	TIM BURNETT	Chair	10/11/2021
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	11/09/2021
ESTEPHE4	GAILE STEPHENS	Dean	11/09/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean - LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean - Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

<u>Current Program:</u>

Master of Science in Forensic Science – Criminalistics Concentration

Admission Requirements

Students who plan to do graduate work in the MSFS concentration should have an adequate background of undergraduate courses suitable to the area of forensic science in which they are interested. If such a background is lacking or incomplete, the student may be asked to make up these deficiencies in addition to pursuing the normal graduate program. Students are required to have taken a minimum of one semester of general biology or equivalent and one semester of general chemistry or equivalent. Each student's academic background will be considered by the admissions committee on an individual basis. A minimum undergraduate GPA of a 3.0 is required for admission. Students with lower GPAs may be considered on a case-by-case basis but may be admitted to the program on probation.

Required Courses	**Hours**
FO 702 Biological and Physical Evidence	3 hours
FO 850 Molecular Techniques for Forensic Science	3 hours
FO 770 Graduate Research Seminar	1-2 hours
FO 771 Forensic Science Seminar	1-2 hours
FO 710 Forensic Microscopy	3 hours
FO 711 Forensic Microscopy Laboratory	2 hours
Electives at or above the 500 level	19 hours

2 of the following (total 6 hours):	
FO 803 Current Research in Forensic Science	3 hours
FO 809 Graduate Project in Forensic Science	3 hours
FO 886 Internship: Forensic Science	3 hours
FO 890 Thesis, MSFS	1-6 hours
Total	**40 hours**

<u>Proposed Program</u>

Master of Science in Forensic Science – Criminalistics Concentration

Admission Requirements

Students who plan to do graduate work in the MSFS concentration should have an adequate background of undergraduate courses suitable to the area of forensic science in which they are interested. If such a background is lacking or incomplete, the student may be asked to make up these deficiencies in addition to pursuing the normal graduate program. Students are required to have taken a minimum of one semester of general biology or equivalent and one semester of general chemistry or equivalent. Each student's academic background will be considered by the admissions committee on an individual basis. A minimum undergraduate GPA of a 3.0 is required for admission. Students with lower GPAs may be considered on a case-by-case basis but may be admitted to the program on probation.

Required Courses	**Hours**
FO 702 Biological and Physical Evidence	3 hours
FO 850 Molecular Techniques for Forensic Science	3 hours
FO 770 Graduate Research Seminar	1-2 hours
FO 771 Forensic Science Seminar	1-2 hours
FO 710 Forensic Microscopy	3 hours
FO 711 Forensic Microscopy Laboratory	~~2~~ 1 hour
FO 730 Ethics and Professionalism in Forensic Science	1 hour
~~Electives at or above the 500 level~~	~~19 hours~~
Electives at or above the 500 level to equal 40 total program hours	

~~2~~ 1 of the following (~~total~~ minimum 3 hours):

FO 803 Current Research in Forensic Science	3 hours
FO 809 Graduate Project in Forensic Science	~~3~~ 1-6 hours
FO 886 Internship: Forensic Science	3 hours
FO 890 Thesis, MSFS	1-6 hours
Total	**40 hours**

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
10/28/2021		Wait Grad	768		

UserID	First Name	Last Name
AHERNA26	Ashley	Hernandez

Department Name	Dept Number	Campus Box	Campus Phone
Accounting, Info Syst and Finance	1360	CAMPUS BOX 4039	620 341-5345

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Business

Level
Level 2

Dept Name*
Business Administration

Level*
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)

This request is proposed to*
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char)*
Modify MBA Electives

Enter a short description to serve as a title for this request.

What is proposed?*
Eliminates the restriction that 6 hours of electives must be at the 800 level.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
Eliminates the restriction that 6 hours of electives must be at the 800 level.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
We do not schedule 800 level classes as electives for on-campus MBA students. Rather, we schedule 500-level classes that can serve as electives for both MBA and BSB students. We do not have the staff to offer multiple 800 level electives for the MBA students. For several semesters, we have been granting waivers so that students can count the 500-level elective classes toward their degree. This policy change makes the policy match our current practice.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to general education requirements as this is a Graduate 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 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 *
○ Yes ● No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
CUR - Syllabus 768 - AHERNA26 School of Business Business Administration Modify MBA Electives 2095083	
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
10/28/2021 09:40:52 AM	AHERNA26	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason
Since this is a program change, please change the start date to Fall of 2022.

Approvals			
UserID	Name	Role	Date
AHERNA26	ASHLEY HERNANDEZ	Originator	10/28/2021
SKEOUGH	SHAWN KEOUGH	Chair	10/28/2021
MFUSARO	MARC FUSARO	Dean	10/28/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean - LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean - Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Current

Proposed

BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION (MBA)

MASTER OF BUSINESS ADMINISTRATION (MBA)

DEGREE REQUIREMENTS

DEGREE REQUIREMENTS

Required MBA Core	**Hours**
MG 853 Behavioral Aspect of Management	3 hours
FI 850 Advanced Financial Management	3 hours
MK 864 Marketing Management	3 hours
BU 820 Quantitative Analysis of Business Decisions	3 hours
IS 873 Information Systems for Managerial Decision Making	3 hours
BC 807 Managerial Economics	3 hours
MG 899*Strategic Management	3 hours
Total Hours	**21 hours**

Note: MG 899, this capstone course: is taken in the last semester

Required Accounting Course
AC 843 Accounting Information for Management   3 hours

Electives (6 must be at the 800 level)   **9 hours**

Total Hours   **33 hours**

MBA Foundational Courses (for non-business majors)
AC 773 Foundations of Accounting and Finance   3 hours
BU 773 Foundations of Economics and Statistics   3 hours

Total Required Graduate
MBA Hours (for non-business majors)   **39 hours**

Required MBA Core	**Hours**
MG 853 Behavioral Aspect of Management	3 hours
FI 850 Advanced Financial Management	3 hours
MK 864 Marketing Management	3 hours
BU 820 Quantitative Analysis of Business Decisions	3 hours
IS 873 Information Systems for Managerial Decision Making	3 hours
BC 807 Managerial Economics	3 hours
MG 899*Strategic Management	3 hours
Total Hours	**21 hours**

Note: MG 899, this capstone course: is taken in the last semester

Required Accounting Course
AC 843 Accounting Information for Management   3 hours

Electives (6 must be at the 800 level)   **9 hours**

Total Hours   **33 hours**

MBA Foundational Courses (for non-business majors)
AC 773 Foundations of Accounting and Finance   3 hours
BU 773 Foundations of Economics and Statistics   3 hours

Total Required Graduate
MBA Hours (for non-business majors)   39 hours

CUR – Curricular Change Request

EMPORIA STATE
UNIVERSITY

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
10/25/2021		Wait Grad	758		

UserID	First Name	Last Name
ACOMSTOC	Allan	Comstock

Department Name	Dept Number	Campus Box	Campus Phone
Music	1560	CAMPUS BOX 4029	620 341-5431

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
College of Liberal Arts & Sci

Level
Level 2

Dept Name*
Music

Level*
○ Undergrad only　◉ Graduate only　○ Both (can apply only to 500–799)

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

Term when change is effective (ex: 202010, 202030, 202050)*
202230

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char)*
Add MU809

Enter a short description to serve as a title for this request.

What is proposed?*
To assign a permanent number to a course that has been previously taught as a special project.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

CIP number*
500901

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code. https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☑ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ New course

☐ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Old Course*	Credit Hours*	Course Title*	Current Course Description (per catalog)*
MU 873	ZA	Special Projects	Designed to allow independent study in areas which arouse a special curiosity for the student who exhibits a need for intense research. Student will work with a selected faculty expert in the identified field. The student must complete a departmental Independent Study Form during the first week of class.

New/Modified Course*	Credit Hours*	Course Title*	Proposed Course Description (50 words or less, if possible. Exact catalog copy)*
MU 809	3	Introduction to Technology in Music	This course explores the use of technology for musicians. Students will gain hands-on experience with recording technology, digital audio, MIDI, music notation, and CAI programs.

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)

This course is the same as:

Students may repeat course for credit: *   Max Hours
○ Yes ● No

Grading Method *
● Letter Grade ○ Pass/No-Credit ○ Satisfactory/Unsatisfactory

Umbrella Course*
○ Yes ● No

General Education Credit *
○ Yes ● No

Other major change (program, major, etc.) *
None

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council	☑ Graduate Council
☑ Council on Teacher Education (CTE)	☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
For several years this course has been taught under an umbrella number of
MU873 Special Projects. It is a required course for the MM Music Education
Concentration. Have it's own course number will simplify the advising process.

How does this new course or proposed change fit into the curriculum of this
major or of general education? *
It meets the technology requirement for 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 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 *
◉ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale.
Include how faculty load will be addressed if this is a new course, increase in
course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general
education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in
HPER. Overall program hours will stay at 30, as PE 804 has been removed from
the core requirements. Core requirements will remain at 1S hours.
Check YES if the proposed curriculum change is related to ANY initial or
advance licensure program. (If the program (degree or non-degree) leads to
any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus CUR – Syllabus 758 – ACOMSTOC College of Liberal Arts & Sci Music Add MU809 2094096 Other	**Objections**

Approvers

Chair UserID (if no chair, enter your UserID) *
ACOMSTOC

Dean Approver *
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes *
10/25/2021 03:49:47 PM	ACOMSTOC	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
ACOMSTOC	ALLAN COMSTOCK	Originator	10/26/2021
ACOMSTOC	ALLAN COMSTOCK	Chair	10/26/2021
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	11/09/2021
ESTEPHE4	GAILE STEPHENS	Dean	11/09/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

MU 809 – Introduction to Technology in Music
3 credits
Dr. Andrew Houchins Beach Music Hall 115
ahouchin@emporia.edu
(620) 341-6089

Purpose:
This is an introductory course exploring the use of technology for musicians – performers, teachers, amateurs, or anyone with an interest.

Outcomes:
Through the use of study guides and online projects, students will become familiar with and gain hands-on experience with:
- How people use technology;
- The OS of their choice;
- Digital Audio;
- MIDI;
- Music notation;
- CAI programs;
- Project planning.

Materials:
Williams and Webster, *Experiencing Music Technology* (3rd ed. Order online), computer with midi and audio I/O capabilities (these can be either built-in or USB/Firewire external devices), dependable internet connection (you will need to access http://www.emtbook.net), midi controller or midi synthesizer.

Grade Scale Percentage:

93 – 100 = A	90 - 92 = A-	87 - 89 = B+
84 – 86 = B	81 - 83 = B-	78 - 80 = C+
72 - 77 = C	60 - 71 = D	

Study Guides and Projects are due by midnight of the assigned date. The project materials are available at the author's web site: http://www.emtbook.net. *Book Online Tutorials* is on the right side of the page with a link to the materials: *29 tutorials available for download*. Some projects have separate Mac and Win versions. Projects 8b and 8c are not required.

Flexibility and adaptability are necessary. Due to computer software/apps losing support and new titles being introduced, students may want and/or need to substitute other software/apps that are appropriate for the specific project. The proliferation of phones, pads, and notebooks have developed available additional platforms that might be useful. Students may need to upload assignments as screen shots if print capabilities are not possible. Please contact the instructor with any questions regarding substitutions in the assignment.

It is important to stay on track and complete the work in a timely manner. Late assignments will not be accepted. Early assignments are enthusiastically accepted.

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). Details of the ESU policy regarding academic dishonesty can be found in the University Policy Manual located electronically on the ESU website.

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.

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how other people's perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of the design, instruction, and/or your experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the unit head (Department Chair or equivalent) as soon as possible, and/or contact the dean of the school/college in which you are enrolled.

Calendar and weighting for the overall grade:

Viewport I	Study Guide for Viewport I	Due by July 9	10 pts.
Project 1	Interview Professionals who use Technology	Due by July 9	10 pts.
Project 2	Tracking Down Computer Resources	Due by July 9	10 pts.
Project 3	Setting Up and Understanding Your Computer	Due by July 9	10 pts.
Viewport II	Study Guide for Viewport II	Due by July 14	10 pts.
Project 4	Surfing and Searching the Web	Due by July 14	10 pts.
Viewport III	Study Guide for Viewport III	Due by July 17	10 pts.
Project 5	Using MP3 Jukebox Software	Due by July 17	15 pts.
Project 6	Basics of Digital Audio	Due by July 21	15 pts.
Viewport IV	Study Guide for Viewport IV	Due by July 23	10 pts.
Project 7	Applying Effects with Digital Audio Editors	Due by July 23	20 pts.
Project 8	Creating a Loop-Based Composition	Due by July 25	20 pts.
Viewport V	Study Guide for Viewport V	Due by July 25	10 pts.
Viewport VI	Study Guide for Viewport VI	Due by July 25	10 pts.
Viewport VII	Study Guide for Viewport VII	Due by July 28	10 pts.
Project 9	Beginning Note Entry	Due by July 28	15 pts.
Project 10	More Note Entry	Due by July 31	20 pts.
Viewport VIII	Study Guide for Viewport VIII	Due by July 31	10 pts.
Project 11	Aural Skills with CAI	Due by July 31	15 pts.
Project 12	Learning to Improvise	Due by July 31	20 pts.
Project 13	Evaluating CAI Programs	Due by August 5	15 pts.
Viewport IX Project 14	Creative Project Template	Due by August 7	15 pts.
Final Project	Creative Project	Due by August 7	50 pts.

Record of: Christen A Caton
Current Name: Christen A Caton
1021 Rhode Island St Apt 3
Lawrence, KS 66044-3052

Course Level: Graduate
Matriculated: Fall 2011

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R

INSTITUTION CREDIT:

Fall 2011
LI 513 Tech Skills for Grad Students 1.00 P 0.00
Ehrs: 1.00 GPA-Hrs: 0.00 QPts: 0.00
Good Standing

Spring 2012
LI 801 Foundations of Lib & Info Sci 3.00 A 12.00
LI 810 Rsrch in Library/Info Science 3.00 A 12.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Summer 2012
LI 802 Info-Skng Bhvr/User-Cntrd Serv 3.00 A 12.00
LI 813 Reference and User Services 3.00 A 12.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Fall 2012
LI 804 Organization of Information 3.00 A 12.00
LI 815 Information Technology 3.00 A- 11.10
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 23.10 GPA: 3.85

Spring 2013
LI 805 Mngmnt and Info Organizations 3.00 A 12.00
LI 862 Current Issues in Technology 1.00 A 4.00 I
LI 862 Current Issues in Technology 2.00 A 8.00 I
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R

Institution Information continued:

Summer 2013
LI 844 Database Design 2.00 A 8.00
Ehrs: 2.00 GPA-Hrs: 2.00 QPts: 8.00 GPA: 4.00

Fall 2013
LI 843 Web Design and Development 0.00 W 0.00
LI 855 Collection Development/Mngmnt 0.00 W 0.00
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Spring 2014
LI 814 Cataloging and Classification 2.00 F 0.00
LI 843 Web Design and Development 0.00 W 0.00
Ehrs: 2.00 GPA-Hrs: 2.00 QPts: 0.00 GPA: 0.00

Summer 2014
LI 843 Web Design and Development 0.00 W 0.00
LI 860 Curr Iss in Global Info Infras 2.00 B 6.00
Ehrs: 2.00 GPA-Hrs: 2.00 QPts: 6.00 GPA: 3.00

Fall 2014
LI 859 Proj Mngmnt in Info Organiz 0.00 W 0.00
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Spring 2015
LI 850 Leadership/Info Organizations 0.00 W 0.00
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

8th yr

9th-10th yr

Record of: Christen A Caton
Level: Graduate

SUBJ	NO.	COURSE TITLE	CRED GRD	PTS R

Institution Information continued:

Summer 2015
LI   868   Advocacy and Information Organ   0.00 W   0.00
           Ehrs: 0.00 GPA-Hrs: 0.00   QPts: 0.00 GPA: 0.00

Spring 2016
LI   855   Collection Development/Mngmnt   0.00 W   0.00
           Ehrs: 0.00 GPA-Hrs: 0.00   QPts: 0.00 GPA: 0.00

Summer 2016
LI   837   Teaching in the Info Profess   2.00 F   0.00
           Ehrs: 0.00 GPA-Hrs: 2.00   QPts: 0.00 GPA: 0.00

Fall 2016
LI   855   Collection Development/Mngmat   3.00 F   0.00
           Ehrs: 0.00 GPA-Hrs: 3.00   QPts: 0.00 GPA: 0.00

Last Standing:
******************* TRANSCRIPT TOTALS *********************

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	29.00	35.00	109.10	3.12
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	29.00	35.00	109.10	3.12

******************* END OF TRANSCRIPT *********************

GR – Revalidation

EMPORIA STATE
UNIVERSITY

Originator	Ticket Number	Status	Document Date
WJEONG1	3209	Wait GR Office	11/05/2021

Student E ID *	Student First Name	Student Last Name
E10807994	Christen	Caton

Course Prefix *	Course Number *	Course Title *
LI	801	FOUNDATIONS OF LIB & INFO SCI

Semester taken *	Original Grade *	Hours Credit *
201210	A	3

Instructor UserID *	Instructor First Name	Instructor Last Name
MDOW	Mirah	Dow

Dept Validation Examiner UserID *	Examiner First Name	Examiner Last Name
WJEONG1	Wooseob	Jeong

Detailed description of method of revalidation *
Compared the old syllabus and a current syllabus. No significant changes.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed *
Christen excelled for the first and a half year of study at SLIM with virtually all As. However, a severe mental illness set in, so Christen paused after failed trials for a couple of years, but now Christen is healthy enough to finish the remaining credit hours. Christen is doing well in LI 855 currently. Only 4 hours left to fulfill the graduation requirement.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/05/2021

GR – Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3220	Wait GR Office	11/08/2021

Student E ID*	Student First Name	Student Last Name
E10807994	Christen	Caton

Course Prefix*	Course Number*	Course Title*
LI	802	THEORETICAL FOUNDATIONS OF SERVICE

Semester taken*	Original Grade*	Hours Credit*
201230	A	3

Instructor UserID*	Instructor First Name	Instructor Last Name
CPERLEY	Cathy	Perley

Dept Validation Examiner UserID*	Examiner First Name	Examiner Last Name
WJEONG1	Wooseob	Jeong

Detailed description of method of revalidation*
Compared the old syllabus and the current syllabus of the same class. No significant change, while the current course has an updated title, Info Seeking Behavior and Reference Services.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed*
Christine did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christine tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christine came back this spring, wishing to finish the degree. I let Christine try only with one class this semester and Christine is doing well now. Christine's doctor and Christine are confident in finishing the degree.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

GR – Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3222	Wait GR Office	11/08/2021

Student E ID*	Student First Name	Student Last Name
E10807994	Christen	Caton

Course Prefix*	Course Number*	Course Title*
LI	804	ORGANIZATION OF INFORMATION

Semester taken*	Original Grade*	Hours Credit*
201250	A	3

Instructor UserID*	Instructor First Name	Instructor Last Name
KANKEM	Kalyani	Ankem

Dept Validation Examiner UserID*	Examiner First Name	Examiner Last Name
WJEONG1	Wooseob	Jeong

Detailed description of method of revalidation*
Compared the old syllabus and the current syllabus of the same class. No significant change.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed*
Christen did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christen tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christen came back this spring, wishing to finish the degree. I let Christen try only with one class this semester and Christen is doing well now. Christen's doctor and Christen are confident in finishing the degree.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

GR – Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3224	Wait GR Office	11/08/2021

Student E ID *   **Student First Name**   **Student Last Name**
E10807994   Christen   Caton

Course Prefix *   **Course Number** *   **Course Title** *
LI   805   MANAGEMENT AND INFO ORGANIZATIONS

Semester taken *   **Original Grade** *   **Hours Credit** *
201310   A   3

Instructor UserID *   **Instructor First Name**   **Instructor Last Name**
RSINGH1   Rajesh   Singh

Dept Validation Examiner UserID *   **Examiner First Name**   **Examiner Last Name**
WJEONG1   Wooseob   Jeong

Detailed description of method of revalidation *
Compared the old syllabus and the current syllabus of the same class. No significant change.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed *
Christen did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christen tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christen came back this spring, wishing to finish the degree. I let Christen try only with one class this semester and Christen is doing well now. Christen's doctor and Christen are confident in finishing the degree.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

GR – Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3218	Wait GR Office	11/08/2021

Student E ID*	Student First Name	Student Last Name
E10807994	Christen	Caton

Course Prefix*	Course Number*	Course Title*
LI	810	RESEARCH IN LIB & INFO SCIENCE

Semester taken*	Original Grade*	Hours Credit*
201210	A	3

Instructor UserID*	Instructor First Name	Instructor Last Name
RSINGH1	Rajesh	Singh

Dept Validation Examiner UserID*	Examiner First Name	Examiner Last Name
WJEONG1	Wooseob	Jeong

Detailed description of method of revalidation*
Compared the old syllabus and the current syllabus of the same class. No significant change.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed*
Christine did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christine tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christine came back this spring, wishing to finish the degree. I let Christine try only with one class this semester and Christine is doing well now. Christine's doctor and Christine are confident in finishing the degree.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

GR - Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3221	Wait GR Office	11/08/2021

Student E ID*	Student First Name	Student Last Name
E10807994	Christen	Caton

Course Prefix*	Course Number*	Course Title*
LI	813	REFERENCE AND USER SERVICES

Semester taken*	Original Grade*	Hours Credit*
201210	A	3

Instructor UserID*	Instructor First Name	Instructor Last Name
KROCCI	Keith	Rocci

Dept Validation Examiner UserID*	Examiner First Name	Examiner Last Name
WJEONG1	Wooseob	Jeong

Detailed description of method of revalidation *
Compared the old syllabus and the current syllabus of the same class. No significant change, while the current course has an updated title, Advanced Reference Services

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed *
Christine did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christine tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christine came back this spring, wishing to finish the degree. I let Christine try only with one class this semester and Christine is doing well now. Christine's doctor and Christine are confident in finishing the degree.

Attachment (0)
GR - Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

GR – Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3223	Wait GR Office	11/08/2021

Student E ID*	Student First Name	Student Last Name
E10807994	Christen	Caton

Course Prefix*	Course Number*	Course Title*
LI	815	INFORMATION TECHNOLOGY

Semester taken*	Original Grade*	Hours Credit*
201250	A-	3

Instructor UserID*	Instructor First Name	Instructor Last Name
KALDERSO	Kelly	Fann

Dept Validation Examiner UserID*	Examiner First Name	Examiner Last Name
WJEONG1	Wooseob	Jeong

Detailed description of method of revalidation *
Compared the old syllabus and the current syllabus of the same class. No significant change.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed *
Christen did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christen tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christen came back this spring, wishing to finish the degree. I let Christen try only with one class this semester and Christen is doing well now. Christen's doctor and Christen are confident in finishing the degree.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

GR – Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3227	Wait GR Office	11/08/2021

Student E ID *	Student First Name	Student Last Name
E10807994	Christen	Caton

Course Prefix *	Course Number *	Course Title *
LI	844	DATABASE DESIGN

Semester taken *	Original Grade *	Hours Credit *
201330	A	3

Instructor UserID *	Instructor First Name	Instructor Last Name
GBLACKBU	Gemma	Blackburn

Dept Validation Examiner UserID *	Examiner First Name	Examiner Last Name
WJEONG1	Wooseob	Jeong

Detailed description of method of revalidation *
Compared the old syllabus and the current syllabus of the same class. No significant change.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed *
Christen did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christen tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christen came back this spring, wishing to finish the degree. I let Christen try only with one class this semester and Christen is doing well now. Christen's doctor and Christen are confident in finishing the degree.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

GR – Revalidation
EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3225	Wait GR Office	11/08/2021

Student E ID *   Student First Name   Student Last Name
E10807994   Christen   Caton

Course Prefix *   Course Number *   Course Title *
LI   862   INTRO TO METADATA

Semester taken *   Original Grade *   Hours Credit *
201310   A   1

Instructor UserID *   Instructor First Name   Instructor Last Name
MMESSINA   Melissa   Messina

Dept Validation Examiner UserID *   Examiner First Name   Examiner Last Name
WJEONG1   Wooseob   Jeong

Detailed description of method of revalidation *
Compared the old syllabus and the current syllabus of the same class. No significant change, while the current course has its own number, LI883.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed *
Christen did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christen tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christen came back this spring, wishing to finish the degree. I let Christen try only with one class this semester and Christen is doing well now. Christen's doctor and Christen are confident in finishing the degree.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

GR – Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
WJEONG1	3226	Wait GR Office	11/08/2021

Student E ID*   **Student First Name**   **Student Last Name**
E10807994   Christen   Caton

Course Prefix*   **Course Number***   **Course Title***
LI   862   METADATA APPLICATIONS

Semester taken*   **Original Grade***   **Hours Credit***
201310   A   2

Instructor UserID*   **Instructor First Name**   **Instructor Last Name**
MMESSINA   Melissa   Messina

Dept Validation Examiner UserID*   **Examiner First Name**   **Examiner Last Name**
WJEONG1   Wooseob   Jeong

Detailed description of method of revalidation*
Compared the old syllabus and the current syllabus of the same class. No significant change, while the current course has its own number and an updated title: LI 884 Advanced Metadata Applications.

Briefly explain the extenuating circumstances as to why an extension is necessary and the revalidation should be allowed*
Christen did very well in the first and a half years of the program with all As, but a severe mental health issue came in, resulting in repeated Ws and Fs. Christen tried to be on track for a couple of semesters, but failed to do so. After several years of pausing, Christen came back this spring, wishing to finish the degree. I let Christen try only with one class this semester and Christen is doing well now. Christen's doctor and Christen are confident in finishing the degree.

Attachment (0)
GR – Revalidation Misc

Approvals		
Orgn	UserID	Date
ADVISR	WJEONG1	11/08/2021

CHRISTEN A. CATON
1021 RHODE ISLAND ST. #3
LAWRENCE, KS 66044
ccaton@gmail.com | 719-310-7204

May 25th, 2021

To Wooseob Jeong, Dean of School of Library and Information Management:

I am writing today to ask for permission to return to ESU to complete the degree I started in spring 2012. According to my records (attachment #1), I have completed all but a few credit hours, and I have been doing work to address both the medical and mental health difficulties that resulted in my ejection from the MLS program in 2017. As someone who has spent my professional life thus far in libraries, I am writing to ask for the opportunity to complete the few remaining credit hours that currently remain during the Fall 2021 and Spring 2022 semesters. I love working in libraries, with both students and members of the larger community, and I want to continue to grow in both knowledge and skills in order to assist our users, but without the MLS credential I cannot take the next steps in my career.
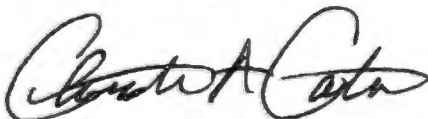
When I realized that I was facing both workplace and health challenges during my time at SLIM I should have taken an extended leave of absence from ESU rather than continuing to enroll in classes and trying to push through by dint of pure stubbornness. As you said in our 2017 telephone meeting, my ESU professors stated that I am entirely capable of doing graduate level work, and it was my physical and mental health struggles that proved the impediment. I have spent the past few years working with both physical and mental health providers to find a balance that will allow me to manage my chronic medical conditions and the tasks of my life, while letting go of my drive to complete tasks perfectly, something which has always been a struggle for me. Enclosed is a statement from one of my mental health providers regarding the work I have done in recent years toward this goal (attachment #2).

I am writing to ask that I be permitted to take LI855 from Andrew Smith on a probationary basis during the Fall 2021 semester so I can demonstrate to the ESU faculty the lessons I've learned, and so I can complete the MLS in the spring in order to take the next steps in my career. To fulfill the requirements for the MLS I need to complete: LI855 Collection Development and Management, 4 hours of electives, and the Capstone. I know my past actions have caused frustrations for the instructors who had to deal with my struggles, and while I know there is nothing I can do to change that, I regret the choices I made that resulted in their extra work and wish I could apologize to each one. That said, I ask that I be permitted to finish the journey I started, even if my path became somewhat disjointed and imperfect along the way.

Thank you for your time.

With my regards,

Christen A. Caton

May 24, 2021

Emporia State University
Emporia, KS

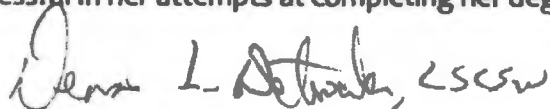**Dean of Library and Information management: WOOSEOB JEONG**

I am writing in support of Christen Caton who is inquiring about the possibility of completing the final hours towards completing her Master's of library science degree.

I am supportive of Christen's efforts at regaining entry into the program. She has made tremendous progress in her efforts at managing both her emotional and physical health concerns.

She has developed effective skills at planning and organizing her tasks and demands as well as managing the variabilities in mood and emotional functioning; areas that have been problematic in the past.

I am confident that Christen is in a good mental and emotional state to better proceed with the completion of her degree. I believe her capabilities and skills will be present throughout the remainder of her academic career and that she will be successful in her attempts at completing her degree.

Sincerely,

Dennis L. Detweiler, LSCSW

didetweiler@sbcglobal.net

MLS DEGREE PLAN for GRADUATION
(New Curriculum effective Fall 2016)

Student Name: Christen Caton
Student ID #: E10807994
Advisor: Kathie Buckman

Campus:
Matric. Date:

REQUIRED COURSES (22 hours)

DIV	Course	Section	Course Title	Hrs	Grade	Sem	Substitutions & Notes
LI	801		Foundations of Library and Information Science	3	A	1210	
LI	802		Information-seeking behavior and Reference Services	3	A	1230	
LI	804		Organization of information	3	A	1250	
LI	805		Leadership and Administration of Information Organizations	3	A	1310	
LI	810		Research in Library and Information Science	3	A	1210	
LI	815		Information Technology	3	A-	1250	
LI	855		Collection Development	3		2150	
LI	880		Capstone: Assessing the MLS Experience	1		2210	

ELECTIVES (14 hours)

DIV	Course	Section	Course Title	Hrs	Grade	Sem	Substitutions & Notes
LI	813		Reference & User Services	3	A	1230	
LI	862		Current Issues in Tech	1	A	1310	
LI	862		Current Issues in Tech	2	A	1310	
LI	844		Database Design	2	A	1330	
LI	860		Curr Iss in Global Info Infras	2	B	1430	
LI				4			
LI							

Total hours for electives 36

TRANSFER CREDIT, 6 hours maximum

ESU Course	Transfer Course number and name	Hrs	Grade	Sem	College

Student's signature   Date:
Advisor's signature: Kathie Buckman   Date: 11/10/2021
SLIM Dean's signature: Wooseob Jeong   Date: 11/10/2021

9th 10th Year
8th Year

Libby—

Meeting to order @ 3:33   *Adjourned 4:18*

EMPORIA STATE
U N I V E R S I T Y
Graduate School

TO: Members of the Graduate Council

FROM: Amanda Lickteig, Chair, Graduate Council

DATE: February 24, 2022

The Council of Graduate School will meet at 3:30 p.m. on Thursday, February 24, 2022, in the PKP Room in the Memorial Union.

AGENDA

1. **Approval of the minutes from the November 18, 2021, meeting.** *approved*

2. **Action**

3. **4 + 1 Programs**

   BS-Crime and Delinquency Studies/MS-Forensic Science-Criminalistics Concentration, Dr. Bailey and Dr. Montalvo will present *approved, 1 absention*

   BS-Biochemistry and Molecular Biology/MS-Forensic Science-Biology *approved, 1 abstention* Concentration, Dr. Bailey will present

   Curricular Change: https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180 (If you are unable to view the above link, please contact the IT Help Desk at Ext. 5555 for assistance with clearing your cookies.)

   Biological Sciences
   - Modify the MS in Forensic Science with Chemistry Concentration, Tckt 730, Dr. Melissa Bailey will present *approved*

   Business Administration
   - Modify MBA Program Foundations in Catalog, Tckt 980, Dr. Phillips will present *approved*

   Counselor Education
   - Modify the credit hours for the MS in School Counseling, Tckt 771, Libby Schmanke will present *approved*

- Delete the School Counseling *Thesis* Concentration, Tckt 772, Libby Schmanke will present

- Modify the School Counseling catalog listing to include information about Direct Entry, Tckt 773, Libby Schmanke will present

- Modify the credit hours for SC881, Tckt 775, Libby Schmanke will present

Elementary Education, Early Childhood, & Special Education
- Modify admissions requirements for Special Education – High Incidence Concentration, Tckt 675, Dr. Jerry Liss will present

- Modify SD760 title and description, Tckt 680, Dr. Jerry Liss will present

- Create SD750, Introduction to ASD, Tckt 681, Dr. Jerry Liss will present

Heath, Physical Education & Recreation
- Name change for the MS in Health, Physical Education & Recreation degree, Tckt 759, Dr. Mike Butler will present

- Modify HPER program course titles, Tckt 790, Dr. Mike Butler will present
    > Level 1 Curricular Change Request Forms submitted and approved - modify the names of PE738(Tckt 762), PE740(Tckt 763), PE745(Tckt 764), PE858(Tckt 765), PE865(Tckt 766) and PE868(Tckt 767)

- Modify HPER Program Requirements, Tckt 801, Dr. Mike Butler will present

- Modify HPER Application Requirements, Tckt 802, Dr. Mike Butler will present

History
- Modify Political Science Certificate, Tckt 920, Dr. Maire Johnson will present

Informatics
- Modify the MS in Informatics with Geoinformatics Concentration, Tckt 677, Dr. Zunkel will present

Music
- Modify Master of Music with Music Education Concentration Curriculum, Tck 820, Dr. Houchins will present

Revalidation

approved (handwritten)

Matthew Wilkins, EdS-Requesting revalidation of PY803-Research Problems in Psychology, Spring 2013; EA885-Human Rel and Grp Proc in Educ, Fall 2013; PY626-Theories of Personality, Fall 2013; Dr. John Wade will present

4. **Information/Congratulations/News**

Laura Baron Reyes (Informatics) and Chung Sang Ling (Health, Physical Education & Recreation) were both awarded the Robert Grover Scholarship and will each receive $400.

Brandon Franta, Biology, was awarded the only Scholar's Circle Award in the amount of $150.00.

5. **Reports/Discussion**

4 + 1 Shifting of information in Graduate Policy Handbook

6. **Comments**

Upcoming Scholarship Deadlines
- Graduate Teaching Assistant Award, March 4, 2022
- Faculty Mentor Award, March 4, 2022
- Boylan Thesis Award, March 11, 2022
- Boylan Scholarship, March 18, 2022
- Biology Scholarship, March 25, 2022
  https://www.emporia.edu/graduate-school/admissions-costs/financial-assistance/scholarships/

Deadline for curricular changes is Thursday, March 24, 2022

Research and Creativity Day
Thursday, April 28, 2022

Graduate Commencement Ceremony
Friday, May 13, 2022, 6:00pm at White Auditorium

7. **For the Good of the Order**

Future Meeting Dates
Thursday, March 24, 2022, PKP Room, MU

Thursday, April 21, 2022, PKP Room, MU

Graduate Council SharePoint Folder
https://emporia.sharepoint.com/sites/GraduateCouncil/SitePages/Home.aspx

GRADUATE COUNCIL 2021 - 2022

Name	Department	Box	Phone	Email
Will Phillips	Business	Box 4039	5095	wphilli3@g.emporia.edu
William Jensen	Biological Sciences	Box 4050	5339	wjensen1@emporia.edu
Libby Schmanke	Counselor Education	Box 4036	5804	eschmank@emporia.edu
Jerry Liss	Elementary Education/Early Childhood/Special Education	Box 4037	5821	jliss@emporia.edu
Mel Storm	English, Modern Languages, and Journalism	Box 4019	5563	mstorm@emporia.edu
Michael Butler	Health, Physical Education and Recreation	Box 4013	5947	mbutler@emporia.edu
Essam Abotteen	Mathematics and Economics	Box 4027	5634	eabottee@emporia.edu
Andy Houchins	Music	Box 4029	6089	ahouchin@emporia.edu
Lynnette Schreiner	Nursing	Box 4043	4450	lschrein@emporia.edu
Michael Morales	Physical Sciences	Box 4030	5978	mmorales@emporia.edu
John Wade	Psychology	Box 4031	5317	jwade2@emporia.edu
Amanda Lickteig	School Leadership/Middle and Secondary Teacher Educ.	Box 4037	5096	alicktei@emporia.edu
Stan Trembach	School of Library and Information Management	Box 4029	5203	strembac@emporia.edu
Maire Johnson	Social Sciences, Sociology & Criminology	Box 4032	5461	mjohns38@emporia.edu
Rochelle Rowley	Social Sciences, Sociology & Criminology	Box 4022	5321	rrowley1@emporia.edu
Gerald Spotswood	Dean, Graduate School and Distance Education (Ex-Officio)	Box 4003	5403	jspotswo@emporia.edu
Jim Williams	Vice President, Student Affairs (Ex-Officio)	Box 4007	5269	jwilliam@emporia.edu
Dorothy Stevenson	Director-Graduate Recruiting & Marketing (Ex-Officio)	Box 4003	5403	dsteven7@emporia.edu
Yifang Hao	Graduate Student Representative			yhao@g.emporia.edu
Kyra Jumper	Graduate Student Representative			kjumper@g.emporia.edu

Amanda Lickteig, Chair – Libby Schmanke, Vice Chair – Mary Sewell, Executive Secretary

Guests – melissa bailey, paul zwick, linda turnof, elfredo montalio

EMPORIA STATE
U N I V E R S I T Y
Graduate School

Present: Phillips, Jensen, Schmanke, Liss, Storm, Butler, Houchins, Schreiner, Morales, Wade, Lickteig, Trembach, Johnson, Rowley, Spotswood, Williams, Stevenson, Ho

Absent: Abotteen, Jumper

Guests: James Willingham, Linda Turney, Wooseob Jeong, Melissa Bailey, Matthew Screnock

The Council of the Graduate School met at 3:30 p.m. on Thursday, November 18, 2021, in the PKP Room, MU. Dr. Amanda Lickteig called the meeting to order at 3:31pm.

Action

- Minutes from the October 28, 2021 meeting were approved.
- The following curricular changes were approved:
  Biological Science
  Modify MS-Forensics Science Biology concentration, Ticket 729
  Modify MS-Forensic Science Criminalistics concentration, Ticket 731
  School of Business
  Remove 800-level requirement for electives for MBA, Ticket 768
  Music
  Music course MU809, Music Technology, assigned a course number, Ticket 758
- Dr. Wooseob Jeong's revalidation request for Christen Caton was granted with 12 approvals, 1 non-approval, and 1 abstention. The following courses were revalidated: LI801, LI802, LI804, LI805, LI810, LI815, LI813, LI862, LI862, and LI844.

Information/Congratulations/News

- Katherine Fox (English, Modern Languages, & Journalism) and Kendall Goldner (Mathematics & Economics) were the recipients of the Fall 2021 Boylan Thesis Award. Support Award.
- Dr. Lickteig reminded Council of the date/time for the December Graduate Commencement Ceremony- Friday, December 17, 2021, 6pm at White Auditorium.
- The date for Research & Creativity Day, Thursday, April 28, 2022 was shared with Council.
- Council was reminded the deadline for curricular changes is the March 24, 2022 meeting

Reports/Discussion

Comments

For the Good of the Order

Adjourned at 3:56 pm
Next Meeting: February 24, 2022, PKP Room, MU

ACCELERATED BACHELOR'S/MASTER'S PROGRAM DEVELOPMENT FOR

Notes: Yellow=25 CDS Required hrs.   Bright Green= CDS Electives   Bright Blue=Forensics Grad Hours
General Education Hours=Based on the New/Proposed General Educ Curriculum Effective 2022

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 sooner than in a traditional framework.

Undergraduate Program   BS-Crime and Delinquency Studies -Opt A   Total UG Hours   106

Graduate Program   MSFS-Criminalistics Concentration   Total GR Hours   40

Curriculum Requirements	Program Requirements
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 below). Students must have a minimum of a "B" (3.0) 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.	**GPA Requirements** Students must apply to the graduate school after completing a minimum of 75 hours of study. To be considered for admission to the accelerated bachelor's/master's program, students must have a minimum 3.3 GPA overall and at least a B- in all attempted biology or chemistry courses. Students must earn a minimum of a "B" (3.0) in graduate courses taken as an undergraduate student (shared hours). Any shared courses in which a grade of less than a "B" is earned will not be counted for graduate credit. Students must earn a minimum grade of "C" in all courses applied to the CDS major.
List courses to be shared Up to fifteen (15) hours of graduate credit may be shared between the graduate and undergraduate degree. The student must pass these hours with a B or better. List the undergraduate courses that will be replaced by graduate courses Example: BIO 212, satisfied by BIO 712 BIO 220, satisfied by BIO 720	Shared Hours (15) FO 702 – Biological and Physical Evidence (3 hours) FO 850 – Molecular Techniques for Forensic Scientists (3 hours) FO 710 – Forensic Microscopy (3 hours) FO 711 – Forensic Microscopy Lab (1 hours) FO elective (3 hours) FO 771 – Forensic Science Seminar (1) FO 730 – Ethics and Professionalism in Forensic Science (1)

Program of Study	TO BE DEVELOPED IN CONSULTATION WITH
Programs must complete a Program of Study, develops a plan for academic advising, and tracking students. **Advisor for Program: Dr. Alfredo Montalvo**	DR. Melissa Bailey.

Plan of Study for Accelerated Master's Degree Program – Highlight the Shared Hours

Fall Courses	Spring Courses
Fall Freshman (16-17 hours) SO 125 – Intro to Criminal Justice (3) EG 101 – Composition I (3) Introductory Biology Course (4-5 hours) Math course (3) Humanities One (3)	Spring Freshman (14 hours) SO 310 – Law Enforcement (3) EG 102 – Composition II (3) CH 123/124 – Chemistry I/Lab (5) SP 101 – Public Speaking (3) NOTE: SO550 (Research Methods and Statistics) will meet the 3 Hours of Information Technology and Information Literacy.

Fall Sophomore (17)	Spring Sophomore (15)
SO 353 – Criminology – (3) CH 126/127 – Chemistry II/Lab – (5) * Humanities-Two (3) SO 101 – Intro Soc (Soc & Behavioral One) (3) Soc & Behavioral - Two (3) *For MSFS program	SO 403 – Sociology of Corrections – (3) Humanities-Three – (3) Soc and Behavioral Sciences -Three – (3) SO ELECTIVE – (3) SO ELECTIVE - (3)
Fall Junior (16)	Spring Junior (14)
SO 418 – Juvenile Delinquency – (3) SO 450 – Research Methods – (3) SO ELECTIVE – (3) MC 350/351 – Molecular and Cellular Biology/Lab – (4) SO ELECTIVE-(3)	SO 520 – Crime and Delinquency Prevention and Intervention – (3) SO 550 – Research methods and Statistics in Sociology – (3) SO ELECTIVE – (2) ELECTIVE HRS ANY 300 and above (6)* * Needed for CDS major (6 hrs of Interdisciplinary Course requirement). Choose courses 300 level or above in one or more academic fields of interest other than SO or FO designated courses. **Complete Application for Accelerated Master's Program**

Fall Senior (15) - Submit Request for Graduate Credit form FO 702 – Biological & Physical Evidence – (3) FO 850 – Mol Tech for Forensic Scientists – (3) Graduate elective – (3) FO 771 – Forensic Science Seminar –(1) FO 730 – Ethics and Professionalism in Forensic Science - 1 SO 580 – Senior Capstone – (1) UG ELECTIVES ANY DISCIPLINE (4) * (5 UG) + (11 GRAD) *Needed to complete at minimum of 106 UG hours.	Spring Senior (14) FO 710/711 – Forensic Microscopy & Lab – (4) UG ELECTIVES ANY DISCIPLINE (9)* (9 UG) + (4 GRAD) *Needed to complete at minimum of 106 UG hours.
STUDENT IS OFFICIALLY A GRADUATE STDUENT AND PAYS GRADUATE TUITION RATES Fall Graduate (12 Grad) Graduate electives – 12 hours	Spring Graduate (13 Grad) Graduate electives – 9 hours FO 770 – Forensic Research Seminar – 1 FO 809 – Grad Proj in Forensic Science – 3 OR FO 886 – Internship: Forensic Science – 3 OR FO 890 – Thesis, MSFS - 3

Approvals

January 21, 2022

Department Chair of Undergraduate Program

[signature]

Department Chair of Graduate Program

[signature] R. Brent Thomas

Dean of School/College

Graduate Council Chair

Graduate School Dean

Date

1/13/2022

Date

21 January 2022

Date

Date

Date

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 sooner than in a traditional framework.

Undergraduate Program   BS-Biochemistry and Molecular Biology (BMB)   Total UG Hours   105

Graduate Program   MSFS-Biology Concentration   Total GR Hours   40

Curriculum Requirements	*Program Requirements*
GPA Requirements	**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 below).	Students must apply to the graduate school after completing a minimum of 75 hours of study. To be considered for admission to the accelerated undergraduate program, students must have a minimum 3.33 GPA overall and at least a B- in all attempted biology or chemistry courses.
Students must have a minimum of a "B" (3.0) 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.	Students must earn a minimum of a "B" (3.0) in graduate courses taken as an undergraduate student (shared hours). Any shared courses in which a grade of less than a "B" is earned will not be counted for graduate credit.
	Students must have a minimum 2.0 GPA overall and must earn a "C" in all courses applied to major
List courses to be shared Up to fifteen (15) hours of graduate credit may be shared between the graduate and undergraduate degree. These 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 Example: BIO 212, satisfied by BIO 712 BIO 220, satisfied by BIO 720	**Shared Hours (15) **FO 702 – Biological & Physical Evidence (3) **FO 850 – Mol Tech for Forensic Scientists (3) **FO 803 Current Research Forensic Sci (3) **FO 770 Seminar (1) **FO 730 Ethics in Forensic Science (1) **FO771 Seminar (1) **MC520 Molecular Genetics (3) NOTES: MC409/CH479 (BMB requirement) satisfied by FO803 (3) GB480/CH480 (BMB requirement) satisfied by FO770 (1) **shared hours used to meet BMB electives hours requirement

Program of Study	
Program of Study Programs must complete a Program of Study, develops a plan for academic advising, and tracking students. **Advisor for Program: Dr. Scott Crupper**	

Plan of Study for Accelerated Master's Degree Program – Highlight the Shared Hours

Fall Courses	Spring Courses
Fall Freshman (15 hours) EG 101 – Composition I (3) SP 101 – Public Speaking (3) CH 123/124 – Chemistry I/Lab (5) GB 150/151 – Principles of Mol and Cell Biology/Lab (4)	Spring Freshman (17 hours) EG 102 – Composition II (3) MA 165 Basic Calculus (5) CH126/127 Chemistry II/lab (5) MC350/351 Mol and Cell Biology (4)
Semester Totals / (Running Total) UG hours 15 / (15)	**Semester Totals / (Running Total)** UG hours 17 / (32)

Fall Sophomore (17)	Spring Sophomore (16)
CH572/573 Organic Chemistry I/lab (5) PH 140/141 Physics I/lab (5) MC315/317 Microbiology/lab (4) Creative Arts/Humanities (1st) Gen Ed (3)	CH574/575 Organic Chemistry II/lab (5) PH 143/144 Physics II/lab (5) GB 425 Genetics (3) Social/Behav Sciences (1st) Gen Ed (3)
Semester Totals / (Running Total) UG hours 17 / (49)	**Semester Totals / (Running Total)** UG hours 16 / (65)
Fall Junior (16) MC 540 Cell Biology/lab (5) CH 660/661 Biochemistry I/lab (5) Creative Arts/Humanities (2nd) Gen Ed (3) Creative Arts/Humanities (3rd) Gen Ed (3) **Semester Totals / (Running Total)** UG hours 16 / (81)	Spring Junior (12) CH 662 Biochemistry II (3) CH/MC 765 Adv Biochem/Cell Biol lab (3) Social/Behav Sciences (2nd) Gen Ed (3) Social/Behav Sciences (3rd) Gen Ed (3) **Semester Totals / (Running Total)** UG hours 12/ (93)
	Complete Application for Accelerated Master's Program

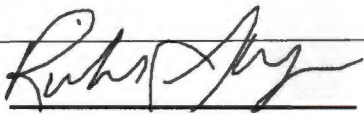| Fall Senior (14)	Spring Senior (13)
**FO 702 Biological & Physical Evidence (3) **FO 850 Mol Tech for Forensic Scientists (3) **FO 730 Ethics in Forensic Science (1) **FO771 Seminar (1) Upper level BMB Electives (6)	**FO 803 Current Research For Sci (3) **FO 770 Seminar (1) **MC 520 Molecular Genetics (3) Upper level BMB Elective (6)
Semester Totals / (Running Total) Total hours 14/(107) UG hours 6 / (99) **Shared Grad hours 8 / (8)	**Semester Totals / (Running Total)** Total hours 13 / (120) UG hours 6 / (105) **Shared Grad hours 7/ (15)
STUDENT IS OFFICIALLY A GRADUATE STDUENT AND PAYS GRADUATE TUITION RATES	
Fall Graduate (13) FO 770 Seminar (1) Advisor Approved Graduate Electives (11) FO 809 Graduate Project (1)	Spring Graduate (12) CH 779 Adv Instrumental Analysis (5) Advisor Approved Graduate Electives (3) FO 720 Toxicology (3) FO771 Forensic Science Seminar (1)
Semester Totals / (Running Total) Total hours 13/(133) UG hours - / (105) Grad hours 13 / (28; includes **shared)	**Semester Totals / (Running Total)** Total hours 12/ (145) UG hours - / (105) Grad hours 12 / (40; includes 15h **shared) **Total Undergrad hrs, including shared (105)** **Total Graduate hrs, including shared (40)**

Approvals

[signature]
_____

Department Chair of Undergraduate Program

1/24/2022

Date

[signature]
_____

Department Chair of Graduate Program

2/7/2022

Date

R. Brent Thomas

16 February 2022

_____

Dean of School/College

Date

_____

Graduate Council Chair

Date

_____

Graduate School Dean

Date

CUR – Curricular Change Request

CUR - Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
10/08/2021		Wait Grad	730		

UserID ADICKASO **First Name** April **Last Name** Dickason

Department Name Biological Sciences **Dept Number** 1520 **Campus Box** CAMPUS BOX 4050 **Campus Phone** 620 341-5512

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
College of Liberal Arts & Sci

Dept Name *
Biological Sciences

Level *
○ Undergrad only ◉ Graduate only ○ Both (can apply only to 500–799)

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

Term when change is effective (ex: 202010, 202030, 202050) *
202210

☑ **I have reviewed the catalog** *
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char) *
MSFS–Chemistry Modify

What is proposed? *
The proposed changes to MSFS–Criminalistics are as follows: add FO 730 – Ethics and Professionalism in Forensic Science as a required course and to the requirements of CH Drug Design and CH 777 Instrumental Analysis. Additionally, FO 809 is changed to be 1–6 hours to make it consistent with the language in the Biology concentration and elective hours are not specified to reflect that research and seminar hours may affect the elective hour requirements for students. Additions are highlighted in green. Language to be removed is stricken.

Use Add if:
o Adding a new course
o Adding a new program

Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements

Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.

Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Level
Level 2

CUR - Curricular Change Request

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

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

Modification of Master of Science in Forensic Science – Chemistry Concentration

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal?*

FO 730 was previously taught by adjunct instructors and was dependent on their availability. It is now being taught on a regular basis by a tenured faculty member. Removal of CH 777 and CH 708 allows for a more flexible program for the students because there are now more course choices available than there were when the program was originally proposed.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

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

The proposed changes will not affect the total hours of the program.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

○ Yes ⦿ No

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 *

⦿ Yes ○ No

CUR - Curricular Change Request

Attachments

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.

Please attach PDF (1)

Syllabus

Other
CUR – Other 730 – ADICKASO College of Liberal Arts & Sci Biological Sciences MSFS–Chemistry Modify 20844414

Please attach PDF (0)

Objections

Approvers

Chair UserID (if no chair, enter your UserID)*
TBURNETT

Dean Approver*
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes*
10/08/2021 09:19:40 AM	ADICKASO	New Request

Approvals

Approver Notes
Physical Sciences discussed the proposal and did have some questions. The Physical Sciences chair abstained from the vote to approve. All other chairs voted to approve the Curriculum Change.

Objection Notes
LA&S Chairs (11/9/21) – Life Sciences please speak with the Chemistry Faculty regarding this proposed change as it will affect Chemistry.

Deny Reason

Approvals

UserID	Name	Role	Date
ADICKASO	APRIL DICKASON	Originator	10/08/2021
TBURNETT	TIM BURNETT	Chair	10/11/2021
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	12/14/2021
ESTEPHE4	GAILE STEPHENS	Dean	12/14/2021

Graduate Council
General Education Council
Committee on Advanced Programs
Council on Teacher Education
Dean – LA&S
Dean – Teacher's College
10 Day Campus Review

https://esuobweb.emporia.edu/AppNet/curr/docpop/docpop.aspx?clientitype=html&cqid=180
https://esuobweb.emporia.edu/AppNet/curr/docpop/docpop.aspx?clientitype=html&cqid=179
https://esuobweb.emporia.edu/AppNet/curr/docpop/docpop.aspx?clientitype=html&cqid=176
https://esuobweb.emporia.edu/AppNet/curr/docpop/docpop.aspx?clientitype=html&cqid=177
https://esuobweb.emporia.edu/AppNet/curr/docpop/docpop.aspx?clientitype=html&cqid=181
https://esuobweb.emporia.edu/AppNet/curr/docpop/docpop.aspx?clientitype=html&cqid=182
https://esuobweb.emporia.edu/AppNet/curr/docpop/docpop.aspx?clientitype=html&cqid=183

Current Program:
Master of Science in Forensic Science - Biology or Chemistry Concentration
Admissions Requirements

Students wishing to pursue the MSFS – Biology concentration must have an undergraduate degree in a natural or forensic science with relevant background courses suitable to the area of study in which they are interested. If such a background is lacking or incomplete, the student may be asked to make up these deficiencies in addition to pursuing the normal graduate program. **Students must have taken Quantitative Analysis or equivalent before they are allowed to take CH 777 or CH 779.** A minimum undergraduate GPA of a 3.0 is required for admission. Students with lower GPAs may be considered on a case-by-case basis, but may be admitted to the program on probation.

Master of Science in Forensic Science – Chemistry Concentration

Required Courses	Hours
FO 702 Biological and Physical Evidence	3 hours
FO 770 Graduate Research Seminar	1-2 hours
FO 771 Forensic Science Seminar	1-2 hours
CH 777 Instrumental Analysis	5 hours
CH 779 Advanced Instrumental Analysis	5 hours
FO 720 Toxicology	3 hours
GB 760 Pharmacology	3 hours
CH 708 Drug Design	3 hours

Electives at or above the 500 level to equal 40 total program hours

At least 1 of the following (minimum 3 hours required)
FO 803 Current Research in Forensic Science 3 hours
FO 809 Graduate Project in Forensic Science 1-6 hours
FO 886 Internship: Forensic Science 3 hours
FO 890 Thesis, MSFS 1-6 hours

Total Hours for M.S. in Forensic Science 40 hours

<u>Proposed Program</u>

**Master of Science in Forensic Science - Biology or Chemistry Concentration
Admissions Requirements**

Students wishing to pursue the MSFS – Biology concentration must have an undergraduate
degree in a natural or forensic science with relevant background courses suitable to the area of
study in which they are interested. If such a background is lacking or incomplete, the student
may be asked to make up these deficiencies in addition to pursuing the normal graduate program.
**Students must have taken Quantitative Analysis or equivalent before they are allowed to
take CH 777 or CH 779.** A minimum undergraduate GPA of a 3.0 is required for admission.
Students with lower GPAs may be considered on a case-by-case basis, but may be admitted to
the program on probation.

Master of Science in Forensic Science – Chemistry Concentration

Required Courses	**Hours**
FO 702 Biological and Physical Evidence	3 hours
FO 730 Ethics and Professionalism in Forensic Science	1 hour
FO 770 Graduate Research Seminar	1-2 hours
FO 771 Forensic Science Seminar	1-2 hours
~~CH 777 Instrumental Analysis~~	~~5 hours~~
CH 779 Advanced Instrumental Analysis	5 hours
FO 720 Toxicology	3 hours
GB 760 Pharmacology	3 hours
~~CH 708 Drug Design~~	~~3 hours~~

Electives at or above the 500 level to equal 40 total program hours

At least 1 of the following (minimum 3 hours required)
FO 803 Current Research in Forensic Science 3 hours
FO 809 Graduate Project in Forensic Science ~~3~~ 1-6 hours
FO 886 Internship: Forensic Science 3 hours
FO 890 Thesis, MSFS 1-6 hours

Total Hours for M.S. in Forensic Science 40 hours

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
02/21/2022		Wait Grad	980		

UserID	First Name	Last Name
AHERNA26	Ashley	Hernandez

Department Name	Dept Number	Campus Box	Campus Phone
Accounting, Info Syst and Finance	1360	CAMPUS BOX 4039	620 341-5345

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
School of Business

Level
Level 2

Dept Name *
Business Administration

Level *
◯ Undergrad only ● Graduate only ◯ Both (can apply only to 500-799)

This request is proposed to *
◯ Add ● Modify ◯ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

☑ **I have reviewed the catalog** *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char) *
Modify MBA ProgFoundation

What is proposed? *
Specifying which prerequisite classes allow MBA students to be exempt from Foundations.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ 25% or more program curriculum to be changed

☐ Change program's teaching method to 100% online

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
This policy formalizes our current practice by removing ambiguity from the catalog.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
This policy formalizes our current practice by removing ambiguity from the catalog.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to general education requirements as this is a Graduate 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
CUR - Syllabus 980 - AHERNA26 School of Business Business Administration Modify MBA ProgFoundation 2140529	
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes*
02/21/2022 09:51:03 AM	AHERNA26	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
AHERNA26	ASHLEY HERNANDEZ	Originator	02/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	02/21/2022
MFUSARO	MARC FUSARO	Dean	02/21/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=183

Current

MASTER OF BUSINESS ADMINISTRATION (MBA)

Additional Information for Selected Applicants:
For MBA-Accounting Concentration: Transcript must demonstrate completion of required accounting background courses. For non-business majors: Program requirements include two additional, foundational courses (AC 773 Foundations of Accounting and Finance and BU 773 Foundations of Economics and Statistics).

For students admitted without a GPA of 3.0 or higher, program requirements include two additional Foundational courses AC 773 and BU 773. The requirement for these additional courses can be waived by having a business major and at least three years of experience managing organizational resources.

Proposed

MASTER OF BUSINESS ADMINISTRATION (MBA)

Additional Information for Selected Applicants:
For MBA-Accounting Concentration: Transcript must demonstrate completion of required accounting background courses. For non-business majors: Program requirements include two additional, foundational courses (AC 773 Foundations of Accounting and Finance and BU 773 Foundations of Economics and Statistics).
However, students are exempt from taking the foundational courses with transcripts demonstrating that the student has taken and passed ("C" or better) the following courses.
AC 773 Foundations of Accounting and Finance
- Managerial Accounting
- Financial Accounting
- Introduction to Finance

BU 773 Foundations of Economics and Statistics
- Principles of Microeconomics
- Principles of Macroeconomics
- Applied Statistics

For students admitted without a GPA of 3.0 or higher, program requirements include two additional Foundational courses AC 773 and BU 773. The requirement for these additional courses can be waived by having a business major and at least three years of experience managing organizational resources.

CUR – Curricular Change Request

CUR - Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created 10/29/2021 **Date Approved** **Status** Wait Grad **Ticket Number** 771 **Review Begin Date** **Review End Date**

UserID KMILLE12 **First Name** Katrina **Last Name** Miller

Department Name Counselor Education **Dept Number** 1410 **Campus Box** CAMPUS BOX 4036 **Campus Phone** 620 341-5231

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
The Teachers College

Level
Level 2

Dept Name*
Counselor Education

Level*
○ Undergrad only ⦿ Graduate only ○ Both (can apply only to 500–799)

This request is proposed to*
○ Add ⦿ Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202230

☑ **I have reviewed the catalog***
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
Modify MS in School Couns

What is proposed?*
Modify the M.S. in School Counseling degree to increase classes 48 credit hours to 60 credit hours to align with CACREP accreditation requirements.

Use Add if:
o Adding a new course
o Adding a new program

Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements

Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.

Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801 –Psychology is Fun.

CUR - Curricular Change Request

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341–5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

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

Add courses to the MS in School Counseling program to increase the number of credit hours form 48 to 60 hours as required by CACREP.

☐ Impacts a teacher education Initial licensure program

☑ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620–341–5147.

☐ Extensive modification to existing course

☑ **Program change**

Ex: Program name change, total hour change for a program, concentration change…

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.

Examples:

o Modification to admission requirements for BSE in Elementary Education.

o Delete the Leadership Minor.

o Proposal to add a new program titled in MS in Athletic Training.

o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☑ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *

This action is required by CACREP by 2023 in order to retain national accreditation.

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

This increases the total amount of credit hours for the M.S. degree in School Counseling by 12 credit hours for a total of 60 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 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.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.

DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.

Example:

o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non–degree) leads to any type of licensure, YES should be checked.)

Library resources are adequate *

⦿ Yes ○ No

CUR - Curricular Change Request

Attachments

NOTE: A current syllabus, course outlines, etc. must be included with this form when 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.

Please attach PDF (4)

Syllabus

Other

Attached document has been deleted (Document ID: 2095896).

Attached document has been deleted (Document ID: 2095919).

Attached document has been deleted (Document ID: 2098478).

CUR – Other 771 – KMILLE12 The Teachers College Counselor Education Modify MS in School Couns 2123293

Please attach PDF (0)

Objections

Approvers

Chair UserID (if no chair, enter your UserID) *
KMILLE12

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID
10/29/2021 01:47:30 PM	KMILLE12

Notes *
New Request

Date	UserID
11/08/2021 08:34:30 AM	NARANDA

Notes *
Made term corrections from 202203 to 202230. I also selected that this changes does impact an advanced program.

Date	UserID
11/16/2021 09:45:23 AM	NARANDA

Notes *
ALC first reading 11/17/21

Date	UserID
11/18/2021 08:39:03 AM	NARANDA

Notes *
ALC second reading 12/1/21

Date	UserID
12/17/2021 08:35:20 AM	NARANDA

Notes *
Please see under "Approval" as to why this change was denied and make corrections then send back.

Approvals

Approver Notes

Objection Notes

Deny Reason
Please strike through text listed in the CURRENT CATALOG column that is being removed. In the PROPOSED section, please list SC881 School Counseling Internship as 6 hours–the catalog copy should list the number of credit hours required, not the course being offered for variable credit.
Thank you!

Approvals

UserID	Name	Role	Date
KMILLE12	KATRINA MILLER	CE DEPT	11/03/2021
KMILLE12	KATRINA MILLER	CE CHAIR	11/03/2021
KMILLE12	KATRINA MILLER	Originator	11/03/2021
KMILLE12	KATRINA MILLER	Chair	11/03/2021
NARANDA	NAOMI ARANDA	ALC Approved	11/17/2021
JCOLORAD	ZENI COLORADO RESA	Dean	01/11/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&qid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&qid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&qid=178
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&qid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&qid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&qid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&qid=183

Increase 48 credit hour M.S. in School Counseling to 60 credit hours

CURRENT CATALOG	PROPOSED
M.S. DEGREE, SCHOOL COUNSELING - NON-THESIS	M. S. DEGREE, SCHOOL COUNSELING
SC 700 Issues & Best Practices in High School Counseling 3 hours	SC 700 Issues & Best Practices in High School Counseling 3 hours*
CE 893 Professional, Ethical, & Legal Issues in Counseling 3 hours	CE 893 Professional, Ethical, and Legal Issues in Counseling 3 hours*
SC 705 Issues & Best Practices Elementary & Middle School Counseling 3 hours	SC 705 Issues & Best Practices Elementary & Middle School Counseling 3 hours*
CE 708 Multicultural Counseling 3 hours	CE 708 Multicultural Counseling 3 hours*
SC 715 Counseling Consultation and Collaboration 3 hours	SC 715 Counseling Consultation and Collaboration 3 hours*
CE 810 Counseling & Microskills Development 3 hours	CE 810 Counseling Microskills Development 3 hours*
ER 851 Research Design & Writing 3 hours OR ER 752 Analysis of Research 3 hours	CE 825 Counseling Theories 3 hours*
SD 820 Assessment in Schools 3 hours	CE 898 Supervised Practicum in Counseling 3 hours*
CE 820 Career Counseling and Development 3 hours	CE 830 Group Processes in Counseling 3 hours
CE 825 Counseling Theories 3 hours	SC 860 Leadership and Advocacy 3 hours
CE 830 Group Process in Counseling 3 hours	CE 740 Research & Program Evaluation 3 hours
SC 860 Leadership and Advocacy 3 hours	SD 820 Assessment in Schools 3 hours
CE 898 Supervised Practicum in Counseling 3 hours	CE 820 Career Counseling and Development 3 hours
CE 899 Counseling Internship 6 hours	CE 712 Substance Abuse in Counseling 3 hours
CE 732 Lifespan Development and Disability 3 hours	CE 770 Relationship & Family Counseling 3 hours
	CE 801 Crisis Counseling & Trauma Informed Care 3 hours
Total 48 hours	CE 833 Diagnosis and Treatment of Mental Disorders 3 hours
	SC 881 School Counseling Internship 6 hours
Direct Entry Candidates must complete an additional 70 clock hours of field experiences in schools to meet KSDE School Counselor license requirements. Completion will be prearranged with program faculty to occur during enrollment in program coursework.	CE 732 Lifespan Development & Disability 3 hours
	Total 60 hours
	*These identified 8 classes (24 credit hours) need to be completed first to be eligible for provisional licensure in Kansas
	Direct Entry Candidates must complete an additional 70 clock hours of field experiences in schools to meet KSDE School Counselor license requirements. The experiences are to be arranged as follows: • 30 clock hours while enrolled in SC 700 Issues and Best Practices in High School Counseling

	• 30 clock hours while enrolled in SC 705 Issues and Best Practices in Elementary/Middle School Counseling • 10 clock hours through indirect services completed during enrollment in SC 781 Supervised Practicum

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created   Date Approved   Status   Ticket Number   Review Begin Date   Review End Date
10/29/2021   Wait Grad   772

UserID   First Name   Last Name
KMILLE12   Katrina   Miller

Department Name   Dept Number   Campus Box   Campus Phone
Counselor Education   1410   CAMPUS BOX 4036   620 341-5231

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *   Level
The Teachers College   Level 2

Dept Name *
Counselor Education

Level *   Use Add if:
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)   o Adding a new course
                                                                       o Adding a new program
This request is proposed to *   Use Modify if:
○ Add ○ Modify ● Delete   o Modifying a course
                                                                 o Modifying a program
Term when change is effective (ex: 202010, 202030, 202050) *   o Modifying requirements, such as admissions requirements
202230   Use Delete if:
                                                                 o Deleting a course from the catalog
                                                                 o Deleting an entire program

☑ I have reviewed the catalog *   Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas
                                                                (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-   change. It is the responsibility of the department chair to alert these programs of the proposed change.
courses/course-catalog/

Title of this request (limit 25 char) *   Enter a short description to serve as a title for this request.
Delete SC Thesis Option

What is proposed? *   State specifically what is being proposed in the curriculum change.
Delete the Thesis Option for the M.S. Degree in School Counseling.   Examples:
                                                                o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by
                                                                removing the GRE requirement.
                                                                o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2
                                                                hours.
                                                                o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY
                                                                801 –Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Delete course

If this impacts program, submit program change request at same time.

☐ Impacts a teacher education initial licensure program

☑ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☑ Delete Degree, Major, Minor, Concentration, Certificate, Endorsement or Program

Students may repeat course for credit: * Max Hours
○ Yes ● No

Other major change (program, major, etc.) *
Delete the SC degree thesis option due to non–use by students. Does not change overall number of credit hours required for the non–degree option.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☑ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
No student has selected the Thesis option for the Master's Degree in School Counseling since 2010.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to credit hour requirement for the M.S. in School 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non–degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (6)	Please attach PDF (0)
Syllabus	**Objections**
Other	
Attached document has been deleted (Document ID: 2095898).	
Attached document has been deleted (Document ID: 2095899).	
Attached document has been deleted (Document ID: 2098477).	
Attached document has been deleted (Document ID: 2104308).	
Attached document has been deleted (Document ID: 2104309).	
CUR – Other 772 – KMILLE12 The Teachers College Counselor Education Delete SC Thesis Option 2104328	

Approvers

Chair UserID (if no chair, enter your UserID) *
KMILLE12

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes *
10/29/2021 01:51:41 PM	KMILLE12	New Request
Date	UserID	Notes *
11/08/2021 08:30:03 AM	NARANDA	Made term corrections from 202203 to 202230. I also selected that this changes does impact an advanced program.
Date	UserID	Notes *
11/18/2021 08:39:56 AM	NARANDA	ALC first reading 11/17/21
Date	UserID	Notes *
11/18/2021 08:40:15 AM	NARANDA	ALC second reading 12/1/21

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
KMILLE12	KATRINA MILLER	CE DEPT	11/03/2021
KMILLE12	KATRINA MILLER	CE CHAIR	11/03/2021
KMILLE12	KATRINA MILLER	Originator	11/03/2021
KMILLE12	KATRINA MILLER	Chair	11/03/2021
NARANDA	NAOMI ARANDA	ALC Approved	11/17/2021
NARANDA	NAOMI ARANDA	Dean	11/30/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

CURRENT CATALOG	PROPOSED
M.S. DEGREE, SCHOOL COUNSELING – THESIS	**M.S. DEGREE, SCHOOL COUNSELING – THESIS**
SC 700 Issues & Best Practices in High School Counseling 3 hours	SC 700 Issues & Best Practices in High School Counseling 3 hours
CE 893 Professional, Ethical, & Legal Issues in Counseling 3 hours	CE 893 Professional, Ethical, & Legal Issues in Counseling 3 hours
SC 705 Issues & Best Practices Elementary & Middle	SC 705 Issues & Best Practices Elementary & Middle
School Counseling 3 hours	School Counseling 3 hours
CE 708 Multicultural Counseling 3 hours	CE 708 Multicultural Counseling 3 hours
SC 715 Counseling Consultation and Collaboration 3 hours	SC 715 Counseling Consultation and Collaboration 3 hours
CE 810 Counseling & Microskills Development 3 hours	CE 810 Counseling & Microskills Development 3 hours
ER 851 Research Design & Writing OR 3 hours	ER 851 Research Design & Writing OR 3 hours
ER 752 Analysis of Research	ER 752 Analysis of Research
SD 820 Assessment in Schools 3 hours	SD 820 Assessment in Schools 3 hours
CE 820 Career Counseling and Development 3 hours	CE 820 Career Counseling and Development 3 hours
CE 825 Counseling Theories 3 hours	CE 825 Counseling Theories 3 hours
CE 830 Group Process in Counseling 3 hours	CE 830 Group Process in Counseling 3 hours
SC 860 Leadership and Advocacy 3 hours	SC 860 Leadership and Advocacy 3 hours
CE 898 Supervised Practicum in Counseling 3 hours	CE 898 Supervised Practicum in Counseling 3 hours
CE 899 Counseling Internship 6 hours	CE 899 Counseling Internship 6 hours
CE 732 Lifespan Development and Disability 3 hours	CE 732 Lifespan Development and Disability 3 hours
Thesis Option:	Thesis Option:
SC 895 Thesis 3 hours	SC 895 Thesis 3 hours
Total 51 hours	Total 51 hours
Direct Entry Candidates must complete an additional 70 clock hours of field experiences in schools to meet KSDE School Counselor license requirements. Completion will be prearranged with program faculty to occur during enrollment in program coursework.	Direct Entry Candidates must complete an additional 70 clock hours of field experiences in schools to meet KSDE School Counselor license requirements. Completion will be prearranged with program faculty to occur during enrollment in program coursework.
M.S. DEGREE, SCHOOL COUNSELING – NON-THESIS	M.S. DEGREE, SCHOOL COUNSELING – NON-THESIS
SC 700 Issues & Best Practices in High School Counseling 3 hours	SC 700 Issues & Best Practices in High School Counseling 3 hours
CE 893 Professional, Ethical, & Legal Issues in Counseling 3 hours	CE 893 Professional, Ethical, & Legal Issues in Counseling 3 hours
SC 705 Issues & Best Practices Elementary & Middle School Counseling 3 hours	SC 705 Issues & Best Practices Elementary & Middle School Counseling 3 hours

CE 708 Multicultural Counseling 3 hours SC 715 Counseling Consultation and Collaboration 3 hours CE 810 Counseling & Microskills Development 3 hours ER 851 Research Design & Writing OR 3 hours ER 752 Analysis of Research SD 820 Assessment in Schools 3 hours CE 820 Career Counseling and Development 3 hours CE 825 Counseling Theories 3 hours CE 830 Group Process in Counseling 3 hours SC 860 Leadership and Advocacy 3 hours CE 898 Supervised Practicum in Counseling 3 hours CE 899 Counseling Internship 6 hours CE 732 Lifespan Development and Disability 3 hours Total 48 hours Direct Entry Candidates must complete an additional 70 clock hours of field experiences in schools to meet KSDE School Counselor license requirements. Completion will be prearranged with program faculty to occur during enrollment in program coursework.	CE 708 Multicultural Counseling 3 hours SC 715 Counseling Consultation and Collaboration 3 hours CE 810 Counseling & Microskills Development 3 hours ER 851 Research Design & Writing OR 3 hours ER 752 Analysis of Research SD 820 Assessment in Schools 3 hours CE 820 Career Counseling and Development 3 hours CE 825 Counseling Theories 3 hours CE 830 Group Process in Counseling 3 hours SC 860 Leadership and Advocacy 3 hours CE 898 Supervised Practicum in Counseling 3 hours CE 899 Counseling Internship 6 hours CE 732 Lifespan Development and Disability 3 hours Total 48 hours Direct Entry Candidates must complete an additional 70 clock hours of field experiences in schools to meet KSDE School Counselor license requirements. Completion will be prearranged with program faculty to occur during enrollment in program coursework.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
10/29/2021		Wait Grad	773		

UserID	First Name	Last Name
KMILLE12	Katrina	Miller

Department Name	Dept Number	Campus Box	Campus Phone
Counselor Education	1410	CAMPUS BOX 4036	620 341-5231

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
The Teachers College

Level
Level 2

Dept Name *
Counselor Education

Level *
○ Undergrad only ● Graduate only ○ Both (can apply only to 500-799)

This request is proposed to *
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202230

☑ I have reviewed the catalog *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char) *
Modify SC Direct Entry

What is proposed? *
Modify the SC Master's Degree Options to include specific information about Direct Entry (KSDE).

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801 –Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☑ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Modify Direct Entry Description
Current:
Additional requirements Direct Entry Candidates
must complete an additional 70 clock hours of field experience in schools to meet KSDE School Counselor license requirements. Completion will be prearranged with program faculty to occur during enrollment in program coursework.

Proposed:
Direct Entry Candidates must complete an additional 70 clock hours of field experience in schools to meet KSDE School Counselor license requirements The experiences are to be arranged as follows:
a.. 30 clock hours while enrolled in SC 700 Issues and Best Practices in High School Counseling
b. 30 clock hours while enrolled in SC 705 Issues and Best Practices in Elementary/Middle School Counseling
c. 10 clock hours through indirect services completed during enrollment in SC 781 Supervised Practicum.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☑ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
The catalog entry will show how the additional KSDE-required observational hours for Direct Entry students are to be completed, identifying the coursework.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to overall credit hours required for 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 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 *
○ Yes ● No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 773 - KMILLE12 The Teachers College Counselor Education Modify ESU Catalog-SC 2095923	

Approvers

Chair UserID (if no chair, enter your UserID) *
KMILLE12

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes *
10/29/2021 02:15:44 PM	KMILLE12	New Request

Date	UserID	Notes *
11/08/2021 08:35:54 AM	NARANDA	Made term corrections from 202203 to 202230. I also selected that this changes does impact an advanced program.

Date	UserID	Notes *
11/16/2021 09:45:49 AM	NARANDA	ALC first reading 11/17/21

Date	UserID	Notes *
11/18/2021 08:40:54 AM	NARANDA	ALC second reading 12/1/21

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
KMILLE12	KATRINA MILLER	CE DEPT	11/03/2021
KMILLE12	KATRINA MILLER	CE CHAIR	11/03/2021
KMILLE12	KATRINA MILLER	Originator	11/03/2021
KMILLE12	KATRINA MILLER	Chair	11/03/2021
NARANDA	NAOMI ARANDA	ALC Approved	11/17/2021
NARANDA	NAOMI ARANDA	Dean	11/30/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

SCHOOL COUNSELING MASTER'S DEGREE OPTIONS	SCHOOL COUNSELING MASTER'S DEGREE OPTIONS
The purpose of the school counseling program is to prepare counselors to provide support services at the elementary, middle and/or high school levels. There are three ways to enter the school counseling program: 1. Applicants holding a Professional teaching license in accord with school counselor licensure requirements in Kansas: 2. Applicants who have a degree in a counseling-related field discipline who enroll in the Restricted Licensure program; or, 3. Direct Entry is an initiative developed by the Kansas State Department of Education. The requirements of teaching license and one year of teaching experience are waived under this legislation, allowing applicants with a bachelor's degree in another discipline to enter a master's program in School Counseling. Additional requirements Direct Entry Candidates must complete an additional 70 clock hours of field experience in schools to meet KSDE School Counselor license requirements. Completion will be prearranged with program faculty to occur during enrollment in program coursework.	The purpose of the school counseling program is to prepare counselors to provide support services at the elementary, middle and/or high school levels. There are three ways to enter the school counseling program: 1. Applicants holding a Professional teaching license in accord with school counselor licensure requirements in Kansas: 2. Applicants who have a degree in a counseling-related field discipline who enroll in the Restricted Licensure program; or, 3. Direct Entry is an initiative developed by the Kansas State Department of Education. The requirements of teaching license and one year of teaching experience are waived under this legislation, allowing applicants with a bachelor's degree in another discipline to enter a master's program in School Counseling. Direct Entry Candidates must complete an additional 70 clock hours of field experience in schools to meet KSDE School Counselor license requirements The experiences are to be arranged as follows: a.. 30 clock hours while enrolled in SC 700 Issues and Best Practices in High School Counseling b. 30 clock hours while enrolled in SC 705 Issues and Best Practices in Elementary/Middle School Counseling c. 10 clock hours through indirect services completed during enrollment in SC 781 Supervised Practicum.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
11/03/2021		Wait Grad	775		

UserID	First Name	Last Name
KMILLE12	Katrina	Miller

Department Name	Dept Number	Campus Box	Campus Phone
Counselor Education	1410	CAMPUS BOX 4036	620 341-5231

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
The Teachers College

Level
Level 2

Dept Name*
Counselor Education

Level*
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)

This request is proposed to*
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202230

☑ I have reviewed the catalog*

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
Modify Cr Hr SC 881

What is proposed?*
Modify SC 881 School Counseling Internship from 6 hours to 1,2,3 hours.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☑ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☑ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☐ Program change

☑ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Old Course * SC 881	Credit Hours * 6	Course Title * School Counseling Internship		Current Course Description (per catalog) * (Prerequisites: All course work must be completed, have an approved application for admission to the internship the semester before expected enrollment and permission required.) Interns will complete a 600 clock hour experience at a site of sites that offer opportunities for working with students in grades kindergarten through grade twelve. The intern will engage in both individual and group counseling as well as a variety of other activities that a regularly employed staff member in the setting would be expected to perform. In general the successful completion of this experience should enable the prospective school counselor to function as the coordinator of a comprehensive school guidance program, grades K through 12.
New/Modified Course * SC 881	Credit Hours * 1,2,3	Course Title		Proposed Course Description (50 words or less, if possible. Exact catalog copy)

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)
Only interns who are employed full time in a school counseling setting are eligible to take six hours of internship in one semester, with pre-approval from the internship instructor approval.

This course is the same as:

Students may repeat course for credit: *   Max Hours
○ Yes ⦿ No

Grading Method *
⦿ Letter Grade ○ Pass/No-Credit ○ Satisfactory/Unsatisfactory

Umbrella Course *
○ Yes ⦿ No

General Education Credit *
○ Yes ⦿ No

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☐ Graduate Council

☑ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Students in the program read the "6 credit hours" of internship as currently listed as a guarantee that they can complete internship in one semester. Listing it as 1,2,3, credit hours will help reduce confusion.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to the overall number of credit hours required to complete the Master's of Science in School 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: *
The School Counseling program corresponds to KSDE endorsement for completers. Only students with full time placement in a school can complete six hours of internship in one semester. Internship is 600 clock hours over 15 weeks, averaging out to 40 hours per week.

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 *
⦿ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
CUR – Syllabus 775 – KMILLE12 The Teachers College Counselor Education Modify Cr Hr SC 881 2097992	
Other	

Approvers

Chair UserID (If no chair, enter your UserID) *
KMILLE12

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes *
11/03/2021 10:36:47 AM	KMILLE12	New Request
11/08/2021 09:18:22 AM	NARANDA	Made term corrections from 202203 to 202230. I also selected that this changes does impact an advanced program. Also please complete level 2 of the form.
11/08/2021 12:06:02 PM	KMILLE12	Your changes weren't saved, so I re-did them and I hope they stuck! Will complete level 2. Thank you.
11/16/2021 09:46:23 AM	NARANDA	ALC first reading 11/17/21
11/18/2021 08:41:23 AM	NARANDA	ALC second reading 12/1/21
12/17/2021 08:42:02 AM	NARANDA	Please see under "Approval" as to why this change was denied and make corrections then send back.

Approvals

Approver Notes

Objection Notes

Deny Reason
Please change this to a Level 1 curricular change. It does not need to go to council, as it is simply changing the course to variable credit. On the syllabus, please indicate 1, 2, OR 3 hours. Thank you!

Approvals

UserID	Name	Role	Date
KMILLE12	KATRINA MILLER	CE DEPT	11/03/2021
KMILLE12	KATRINA MILLER	CE CHAIR	11/03/2021
KMILLE12	KATRINA MILLER	Originator	11/03/2021
KMILLE12	KATRINA MILLER	Chair	11/08/2021
NARANDA	NAOMI ARANDA	ALC Approved	11/17/2021
JCOLORAD	ZENI COLORADO RESA	Dean	01/11/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype-html&cqid-180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype-html&cqid-179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype-html&cqid-176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype-html&cqid-177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype-html&cqid-181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype-html&cqid-182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype-html&cqid-183

COURSE: **SC 881. SCHOOL COUNSELING INTERNSHIP, 1,2,3 hours.**
Tuesdays Aug 24 – Dec 7; 5:00 pm – 7:50 pm
ZOOM Synchronous Meetings – ID 550 325 9145 Password: Hornet

INSTRUCTOR: Susana M. Ortiz, Instructor, Counselor Education Programs.
Phone: (620) 341-5220 E-mail: sortiz6@emporia.edu   Office hours: T-Th 12:00 – 4 p.m.

COURSE DESCRIPTION: (Prerequisite, CE 871; have an approved application to the internship the semester before expected enrollment and permission required.) Interns complete a 600 clock hour experience at a site or sites that offer opportunities for working with students in grades kindergarten through grade twelve. The intern will engage in both individual and group counseling as well as a variety of other activities that a regularly employed staff member in the setting would be expected to perform. In general the successful completion of this experience should enable the prospective school counselor to function as the coordinator of a comprehensive school guidance program, grades Pre-K through 12.

REQUIRED TEXTS:
Erford, B. T. (2019). *Transforming the school counseling profession*. NY, NY: Pearson.
ISBN 9780134610597

Oberman, A. & Studer, J. (2021). *A Guide to Practicum & Internship for School Counselors-In-Training* (3rd ed).
New York, NY: Routledge.
ISBN 9780367217884

RECOMMENDED TEXTS:
Jackson-Cherry, L. & Erford, B. (2018). Crisis Assessment, Intervention, and Prevention. NY, NY: Pearson.
ISBN 9780134522715

Erford, B. (2020). *45 Techniques Every Counselor Should Know* (3rd ed.). Hoboken, NJ: Pearson Education, Inc.
ISBN 978013469489-4

Hackney, H. & Bernard, J. (2016). *Professional counseling: A process guide to helping* (8th ed). Upper Saddle River, NJ: Parson. ISBN 9780134165776

The Teachers College Conceptual Framework

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. Knowledge 1, 2 & 3; **B. Practical Ability** 1, 2 & 3; **C. Dispositions** 1 & 2.

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. Knowledge 1, 2 & 3; **B. Practical Ability** 1, 2 & 3; **C. Dispositions** 1 & 2.

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. Knowledge 1, 2 & 3; **B. Practical Ability** 1, 2 & 3; **C. Dispositions** 1 & 2.

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. Knowledge 1, 2 & 3; **B. Practical Ability** 1, 2 & 3; **C. Dispositions** 1 & 2.

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. Knowledge 1, 2 & 3; **B. Practical Ability** 1, 2 & 3; **C. Dispositions** 1 & 2.

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. Knowledge 1, 2 & 3; **B. Practical Ability** 1, 2 & 3; **C. Dispositions** 1 & 2.

Relevant KSDE Standards for School Counselors in CE881: Internship in School Counseling

Standard 1: The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practice; and preparation standards, professional credentialing practices, legal and ethical behaviors.
Standard 2: The professional school counselor possesses the knowledge and skills to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program.
Standard 3: The professional school counselor understands and demonstrates appropriate counseling skills to address the needs of individuals throughout the stages of human development, possesses knowledge of related human behavior at all developmental levels and in multicultural contexts, and the impact of the stages and behaviors on learning and family dynamics.
Standard 4: The professional school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom lesson design to promote academic, career, and personal/social development of learners.
Standard 5: The professional school counselor understands and demonstrates legal and ethical use of assessment, evaluation, and research in multicultural contexts.

Standard 6: The professional school counselor has knowledge of career development and applies a multi-tier approach for counseling all learners through their developmental stages.

Standard 7: The professional school counselor understands the significance and demonstrates the skills of teaming and consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between learners and their environment.

Standard 8: The professional school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.

COURSE OBJECTIVES:

The student will:

1. gain an in-depth experience in individual and group counseling with students grades Pre-K through 12, including those from various cultures and those with disabilities.
   Conceptual Framework: Proficiency 3, Effective Practice;
   CACREP Standards II –G- 1 b, d, e & j, 2 d- f, 3 a- h, 4 d- g, 5- a- d & g, 6 b & d;   CACREP School Standards: 2- 1, 3, 5 & 6, D- 1, 3 & 4, D- 1 & 4, G- 2, H- 1-5; &
   KSDE Standards: 4 & 8.
2. acquire skill in designing and conducting developmental classroom guidance activities to include all social and cultural diversity within the school environment.
   Conceptual Framework: Proficiency 3, Effective Practice;
   CACREP Standards II –G- 2 e, 3 b & h, 4 g; CACREP School Standards: A- 5, B-   2, C- 2, D- 1 & 2, F- 2 & 3, J- 2 & 3, K- 3, L- 1 & 3; &
   KSDE Standards: 3, 4, & 8.
3. develop skill in serving as a consultant to parents, teachers and administrators as an informational resource person in curriculum development, program planning, management, and evaluation that is inclusive of all social and cultural diversity in the community.
   Conceptual Framework: Proficiency 1, Service to Society; Proficiency 2 Interdisciplinary Scholarly Knowledge; Proficiency 3, Effective Practice;
   CACREP Standards II –G- 1 b & c, 5 f; CACREP School Standards: A- 7, M- 1- 7, N- 1-5; &
   KSDE Standards: 2 & 7.
4. develop skill in conducting needs assessments of the scope and delivery of a comprehensive guidance program.
   Conceptual Framework: Proficiency 3, Effective Practice;
   CACREP Standards II –G- 7 f, 8 d; CACREP School Standards: C- 3, E- 3, G- 3, H- 1- 3, I- 4, J- 3, K- 1-3, P- 1 & 2; &
   KSDE Standards: 2 & 7.
5. develop the ability to design a plan for the development and implementation of the appraisal service.
   Conceptual Framework: Proficiency 2, Interdisciplinary Scholarly Knowledge; Proficiency 3, Effective Practice;
   CACREP Standards II –G- 1 b & i, 4 f, 7 a- g; CACREP School Standards: C- 3,   H- 1- 5, I- 4; &
   KSDE Standards: 1. 2 & 7.
6. acquire skill in communicating appraisal data, case conceptualization, assessments, and /or diagnoses of mental and emotional status in the helping process.
   Conceptual Framework: Proficiency 3, Effective Practice; Proficiency 6, Belongs to Professional Community
   CACREP Standards II –G- 2- c & e, 3 b, d- g, 5 g; CACREP School Standards: D- 3 & 4, G- 1 & 2, H- 4; &
   KSDE Standards: 2, 3 & 5.
7. develop skill in providing parent and teacher consultation as well as parent education including any and all social and cultural diversity within the community.
   Conceptual Framework: Proficiency 1, Service to Society; Proficiency 3, Effective Practice;
   CACREP Standards II –G- 1 b & c, 5 f; CACREP School Standards: A- 7, M- 1- 7, N- 1-5; &
   KSDE: Standards: 3, 7 & 8.
8. utilize knowledge of career development and other information to assist students in achieving successful educational and career placements.
   Conceptual Framework: Proficiency 1, Service to Society; Proficiency 3, Effective Practice; Proficiency 4, Respond to Uncertainty

9. understand and utilize the importance of professional organizations, primarily
ACA & ASCA; professional licensure and accreditation practices; professional   advocacy; and ethical and legal standards, ACA & ASCA.

STUDENT LEARNING OUTCOMES:

The candidate:

1. develops competency in one-to-one counseling with Pre-K through 12 students.
2. develops competency in small group counseling with students grades Pre-K through 12.
3. develops competency in organizing, preparing, and conducting classroom guidance activities.
4. develops competency in consulting with parents and teachers.
5. utilizes knowledge of and functions according to the ASCA Code of Ethics and the National Standards for School Counseling programs.
6. utilizes knowledge of developmental stages in developing strategies for interventions with individuals and groups.
7. evaluates assessment devices to determine their appropriateness for use in assisting students.
8. collaborates with other school personnel in assessing and meeting the needs of students.
9. can identify those issues unique to specific social and cultural groups which impact the counseling process and student success.
10. employs techniques which reflect an understanding of current needs, issues, and thoughts in the counseling field.

TECHNOLOGY COMPETENCIES:

Candidates will be able to effectively:

1. use word processing to create and download printed documents;
2. send and receive email messages and attachments;
3. search the Internet, analyze appropriate information to use for resources on   counseling and the counseling process;
4. properly cite electronic sources and informatively annotate web sites;
5. be able to effectively use electronic library search technology;
6. connect with audio and web camera and operate technology needed for online   guest presentations using Adobe Connect Pro;
7. understand ethical and legal issues involving technology and demonstrate   appropriate use in and outside of the classroom; and
8. able to join and participate in weekly chat and online supervision.

COURSE CONTENT: Enrollment in the School Counseling Internship is an indication
the student has completed all of the course requirements in the School Counseling program. The internship is the capstone field experience. The content consists of the student being able to put into practice, in the school setting, knowledge and skills learned previously in the academic setting. The textbook will be used as a resource for understanding specific counseling theories and techniques. Students are supervised in the field by a site supervisor and receive weekly group supervision from a university faculty throughout their internship experience. Individual, group counseling, and classroom guidance are considered direct services and comprise 40% of the required hours.

METHOD OF INSTRUCTION: Supervision during the internship experience is a tutorial and mentoring form of instruction which facilitates the learning and skill development experiences associated with internship. The on-site supervisor, a licensed school counselor with a minimum of two years experience provides weekly supervision (one-hour minimum each week over the course of the semester) that monitors and evaluates the work of the student. Group supervision is tutorial in nature during which the student integrates and authenticates professional

knowledge and skills. Group supervision is provided weekly by university faculty and meets for a minimum of an hour and a half. One site visit during the course of the final semester will be conducted by university faculty. The site visit includes consultation with on-site supervisor and evaluation of a classroom guidance lesson.

COURSE REQUIREMENTS:
1. Attend weekly group supervision sessions (2 hour minimum)
2. Meet with the on-site mentor for a minimum of one hour per week for feedback
3. Provide proof that liability insurance has been obtained
4. Complete 600 clock hours including 240 hours of direct service (direct service shall include: individual counseling, small group counseling, and classroom guidance) and 360 of indirect service (includes lesson planning, meetings, paperwork)
5. Submit field experience logs at predetermined intervals across the semester
6. Distribute and collect a mid-term and final evaluation from your on-site mentor
7. Students may be called upon to share a tape during group supervision at any time and should therefore record counseling skills tapes weekly for feedback. At least four tapes will be submitted to the university supervisor for grading.
8. During the week following a tape submission, Counselors-in-training will submit a case conceptualization (two-page minimum) to address strengths and weaknesses of the taped session, incorporate evidence of theoretical perspective and plans for subsequent sessions.
9. Facilitate or co-lead a small group of students (four to eight sessions)
10. Prepare and deliver classroom guidance lessons, at each of the grade levels: Pre-K-3, 4-6, 7-9, and 10-12; four lesson plans are required for grading and for the university supervisor's site visit you will also complete a research study reflection of the lesson taught (one of the four lessons you turn in must be the one presented for the onsite visit).
11. Maintain ACA Professional Ethics and Standards of Practice at all times
12. Develop and deliver a crisis assessment, intervention, and prevention webinar
13. Teach and demonstrate a counseling technique with a presentation and video
14. Participate in a simulated interview for a position as a school counselor, feedback will be provided by your peers and university supervisor
15. Upload evidence of content knowledge and practical skill to the online program portfolio on canvas
16. Presentation of portfolio during the practice interview
17. Submit to the internship supervisor as requested:
    a. an up-to-date log of all internship activity (electronic)
    b. a summary sheet accompanying daily log (electronic)
    The final copy submitted will need to be a set of completed daily log sheets and the summary in hard copy for the instructor to file in the student's permanent file.

Note: Students are expected to attend all on-site and group supervision sessions and must meet the minimum number of hours required for on-site (15 hours) and group supervision (30 hours), as well as complete assignments as scheduled. More than one absence will jeopardize final evaluation and grade, and failure to meet minimum requirements for supervision will result in students needing to re-enroll the following semester.

COURSE EVALUATION: The ESU Internship Supervisor will have primary responsibility for evaluation (with consultation from the on-site supervisor). Sources for evaluation include the following:

Students are rated 1 = low (below average), 2 = medium (at average), or 3 = (above average) in terms of how they compare to other students of equal training and experience on the knowledge, skills, and dispositions that follow:

Knowledge:
1. understands the counseling process including stages and skills (*Evaluation of Tapes, Reflection Papers*)
2. understands clients and the counseling session including client's situation,
3. evaluation of counselor and treatment planning (*Evaluation of Tapes, Reflection Papers*)

4. understands the role of professional helper (*participation in class*)

Skills:
1. ability to use counseling skills effectively with clients (*Evaluation of Tapes, Classroom Guidance Lesson*)
2. ability to be "productive" with clients (*Evaluation of Tapes*)
3. ability to give and receive feedback (*through individual/group supervision*)

Dispositions:
1. demonstrates professional and ethical behavior (*participation in/outside of class, Evaluation of Tapes*)
2. demonstrates learning about self (*Reflection Paper, Interview/ Group Discussion*)
3. demonstrates dedication and willingness to develop and grow as a professional helper (*attendance, participation in/outside of class, professional development activities*)

GRADING:

A grade of "A" is awarded to students who have demonstrated the following:

meets the required number of client sessions and hours of direct and indirect service (may have one absence from class/group supervision sessions)
performs consistently at the Target Level (on Tapes, Reflection Papers, and Evaluation Instruments)

A grade of "B" is awarded to students who have demonstrated the following:

meets the required number of client sessions and hours of direct and indirect service (may have two to three absences from class/group supervision sessions)
performs consistently at the Acceptable Level (on Tapes, Reflection Papers, and Evaluation Instruments).

A grade of "C" or below is awarded to students who have demonstrated the following:

meets the required number of client sessions and hours of direct and indirect service (may have over three absences from class/group supervision sessions)
performs consistently at the Unacceptable Level (on Tapes, Reflection Papers, and Evaluation Instruments)
Note: If a student receives a grade of " C" or lower, he/she will be required to repeat the course.

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 success).The faculty in whose course or under whose tutelage an act of academic dishonest 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 (Faculty Senate, May 1996).

INCOMPLETE GRADES (FSB 79006; FSB 87011 approved by President 2/26/88):
The grade I (incomplete) is given only for personal emergencies which are verifiable and when the student has done passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the incomplete as soon as possible during the following semester.

Except for graduate research, thesis, or the equivalent, all incomplete work must be finished by the end of the following full semester (summer sessions are not considered a full semester for purposes of this deadline). During the initial extension period, a student may submit a written petition for an extension of 1 additional semester during which an incomplete grade may be removed. In the most exceptional cases, the faculty member with the written approval of the department chair, may grant the request for an extension. An extension beyond 2 semesters will require the approval of the dean of the school or college in which the course was offered. The granting of an extension will not be routine. Individual instructors may establish earlier deadlines for completion of the work. Students who do not complete the unfinished work by the established deadline will have the grade of F entered on the transcript and will be required to re-enroll to earn credit in the course.

STUDENT ACCOMMODATION: Students who experience a disability and feel a need for an accommodation for any of the activities and requirements of this course should contact the Coordinator of Disability Services, 211

Morse Complex-South, 620-341-5221. If other concerns exist related to safety or medical conditions, please communicate this information as well. This office coordinates services to students to accommodate disabilities and to promote equal educational opportunities. Accommodations are provided on an individualized, as-needed basis after the need for such accommodations has been evaluated for each student. 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.

DISPOSITIONAL EXPECTATIONS: During the process of admission to the school counseling degree program at Emporia State University, candidates are introduced to a set of personal and professional dispositions that are expected to be displayed and enhanced during the program, as well as the process that will be used to formally assess one's status pertaining to the dispositions. Throughout the program faculty take note of daily interactions and observations of candidate behaviors related to the dispositions, consult regularly regarding candidate needs, and identify approaches which may facilitate development. Candidates are accountable for behaviors in or outside of class that do not represent the spirit of the dispositions and upon occasion performance and progress may indicate a need for further action. **The candidate:**

Commitment to Professionalism and Ethical Standards	Belief in Having High Expectations for All Learners
1. is punctual and regularly attends classes	16. demonstrates belief that all students can learn at their potential
2. maintains positive attitudes during and outside of class	17. makes a positive contribution to the learning of others (students/peers
3. is honest and trustworthy in communications & interactions with others	18. understands the role of standards and outcomes
4. demonstrates ethical behavior for actions	**Respect for Cultural and Individual Differences by Providing Equitable Learning Opportunities for All**
5. is open and receptive to change	19. is tolerant of, and responsive to, ideas and views of others
6. is willing to go beyond required assignments	20. is respectful of and responsive to individual differences
Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practice	21. provides equitable learning opportunities for all
7. is accepting of constructive feedback from others	22. considers backgrounds, interests, attitudes of all students/clients when planning
8. is curious and willing to experiment with new ideas and techniques	**Desire to Communicate with Family & Community Members to Make Them Partners in Education**
9. conducts self-assessment through reflection	23. is sensitive to students/clients, peers, & families of different cultures & with special needs
10. recognizes personal limitations & seeks compensate/overcome them	24. encourages interactions in a mutually respectful and friendly manner
Dedication to Life-Long Learning by Participating in Professional Organizations and by Being Current with Research in Their Field	**Commitment to Collaboration with Other Processionals to Improve the Overall Leaning of Students**
11. demonstrates a willingness to read and/or conduct research on his/her own	25. relates well to peers, faculty, staff, and other professionals
12. seeks opportunities for professional development	26. is willing to share information and ideas with others
13. takes responsibility for personal learning	27. works well with others to develop opportunities for peer & student/client learning
14. understands the role as an educator/counselor	28. acts as a consultant with other individuals/systems related to students/clients
15. maintains membership in professional organizations	

SC881 SUPERVISED INTERNSHIP IN SCHOOL COUNSELING
TENTATIVE WEEKLY SCHEDULE* - Fall 2021

Per program accreditation requirements, group supervision sessions will meet for at least 2.0 hours/week; *Actual time schedule*: negotiated during first class among students within boundaries identified by supervisor. Procedures involved in weekly supervisions are detailed in syllabus and handouts. **NOTE:** The following schedule identifies the plan for major categories of assignments but does not identify a number of additional readings and supplementary assignments from Canvas, handouts, quizzes and other class activities. *The instructor reserves the right to modify or adjust the time or instructional schedule as may be needed to accomplish the course objectives or candidate learning outcomes.

Week	Dates	Assignment, Preparation, and Focus (see Canvas for actual assignment upload due dates)
1	Aug 24	Complete and upload Proof of insurance, Contract, and Prerequisite forms
	*****	***Note: Assignments for <u>every</u> week include: Maintain Logs, Record sessions, Discussion Board**
2	Aug 31	Readings: Erford - Ch. 1; Oberman/Studer – Ch. 1 & 4 **Due: Contract, Cert. of Insurance, Supervisee Expectations, Distribute & Gather Informed Consent Forms**
3	Sept 7	Readings: Erford – Ch. 2; Oberman/Studer – Ch. 2 **Due: Field Experience Logs #1**
4	Sept 14	Readings: Erford – Ch. 3; Oberman/Studer – Ch. 3 **Due: Submit and Evaluate Recording #1; Submit Classroom Curriculum Lesson #1**
5	Sept 21	Readings: Erford – Ch. 4; Oberman/Studer – Ch. 6 **Due: Recording #1 Case Conceptualization**
6	Sept 28	Readings: Erford – Ch. 5 & 6; Oberman/Studer – Ch. 7 **Due: Field Experience Logs #2**
7	Oct 5	Readings: Erford – Ch. 7; Oberman/Studer – Ch. 11 **Due: Submit and Evaluate Recording #2; Submit Classroom Curriculum Lesson #2; Sign-up for Comps**
8	Oct 12	Readings: Erford – Ch. 8; Oberman/Studer – Ch. 12 **Due: Recording #2 Case Conceptualization; Field Experience Logs #3**
9	Oct 19	Readings: Erford – Ch. 9; Oberman/Studer – Ch. 5 **Due: Midterm Evaluation**
10	Oct 26	Readings: Erford – Ch. 10; Oberman/Studer – Ch. 8 **Due: Submit and Evaluate Recording #3; Field Experience Logs #4**
11	Nov 2	Readings: Erford – Ch. 11 & 12; ; Oberman/Studer – Ch. 9 **Due: Recording #3 Case Conceptualization; Submit Classroom Curriculum Lesson #3**
12	Nov 9	Readings: Erford – Ch. 13; Oberman/Studer – Ch. 10 **Due: Field Experience Logs #5; Observation of Classroom Curriculum Lesson**
13	Nov 16	Readings: Erford – Ch. 14; Oberman/Studer – Ch. 13 **Due: Submit and Evaluate Recording #4; Submit Classroom Curriculum Lesson #4**
14	Nov 23	Readings: Erford – Ch. 15; Oberman/Studer – Ch. 14 **Due: Recording #4 Case Conceptualization; Field Experience Logs #6; Reflection of Student Learning Due**
15	Nov 30	Readings: Erford – Ch. 16 **Due: Crisis Intervention Webinar; Counseling Technique Presentations (optional); Counselor Interview & Portfolios**
16	Dec 7	Readings: Erford – Ch. 17 **Due: Final Field Experience Logs; Final On-site Evaluation**

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
09/08/2021		Wait Grad	675		

UserID	First Name	Last Name
KONEAL	Kelly	O'Neal-Hixson

Department Name	Dept Number	Campus Box	Campus Phone
Elem Educ/Early Childhood/Spec Educ	1460	CAMPUS BOX 4037	620 341-5445

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
The Teachers College

Level
Level 2

Dept Name*
Elem Educ/Early Child/Spec Ed

Level*
○ Undergrad only ● Graduate only ○ Both (can apply only to 500-799)

This request is proposed to*
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
SpEd HI-Modify Admiss Req

What is proposed?*
The proposal is to modify admission requirements for the MS in Special Education High Incidence program.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
Modification to admission requirements for the High Incidence Special Education

☐ Impacts a teacher education initial licensure program

☑ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☑ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☑ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Streamline the admissions process into our program by removing the letters of recommendation and disposition forms required for admissions. This would allow students to get accepted and enrolled into coursework quickly.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
Streamline the admissions process into our program. We will still require disposition forms collected during our program courses. There are no changes in the number of credit hours in the program.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

● Yes ○ No

If yes, explain: *
Our program leads to licensure in the area of high incidence special education. Our program requires disposition data collected at various times during the program. We will remove this for admissions, but we will still collect that data during specific coursework in the 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 *
● Yes ○ No

Attachments

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 accomodations 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.

Please attach PDF (1)	Please attach PDF (2)
Syllabus	Objections
Other CUR - Other 675 - KONEAL The Teachers College Elem Educ/Early Child/Spec Ed Modify admission require 2069300	

Approvers

Chair UserID (if no chair, enter your UserID) *
SSCHWERD

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes*
09/08/2021 10:20:56 AM	KONEAL	New Request
11/18/2021 09:25:56 AM	NARANDA	Reviewed with no changes.
11/30/2021 09:17:17 AM	NARANDA	ALC first reading 12/1/21
01/11/2022 11:11:49 AM	JCOLORAD	ALC Second Reading: 1/12/22

Approvals

Approver Notes

Unanimously approved by department on 11/5/21.

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
KONEAL	KELLY O'NEAL-HIXSON	Dept mtg	11/16/2021
KONEAL	KELLY O'NEAL-HIXSON	Originator	09/08/2021
SPITTMA1	SHARON PITTMAN	Originator	11/16/2021
SPITTMA1	SHARON PITTMAN	Other	11/16/2021
SSCHWERD	SARA SCHWERDTFEGER	Dept mtg	11/16/2021
SSCHWERD	SARA SCHWERDTFEGER	Chair	11/16/2021
JCOLORAD	ZENI COLORADO RESA	ALC Approved	01/13/2022
JCOLORAD	ZENI COLORADO RESA	Dean	01/13/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=183

Proposed Admission requirements for High Incidence Special education:

Current Admissions	Proposed Admissions
• Minimum of 3.00 GPA on Last 60 hours, as evidenced by official transcripts • Copy of Teaching License • Two References • Two Advanced Candidate Assessment of Dispositions	• Minimum of 3.00 GPA on Last 60 hours, as evidenced by official transcripts • Copy of Teaching License

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
09/08/2021		Wait Grad	680		

UserID	First Name	Last Name
MBOCK1	Marjorie	Bock

Department Name	Dept Number	Campus Box	Campus Phone
Elem Educ/Early Childhood/Spec Educ	1460	CAMPUS BOX 4037	620 341-S445

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
The Teachers College

Level
Level 2

Dept Name*
Elem Educ/Early Child/Spec Ed

Level*
○ Undergrad only ● Graduate only ○ Both (can apply only to 500-799)

This request is proposed to*
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ I have reviewed the catalog *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
SD760-Modify Title/Desc

What is proposed?*
The proposal is to modify the course title and description to align both with current research regarding evidence-based practices and their use with persons with autism spectrum disorder.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 - Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☑ Change course title

☐ Change course prerequisites

☑ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☑ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☐ Program change

☑ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Old Course*	Credit Hours*	Course Title*	Current Course Description (per catalog)*
SD 760	3	Strategies for Students with Autism Spectrum Disorders	This course will provide the candidate with descriptions and applications of methods and strategies for teaching students with autistic spectrum disorders. Candidates will participate in a variety of activities to demonstrate knowledge and skills to meet the academic, social, and behavioral needs of learners in primary through secondary levels. Candidates will learn educational programming techniques, implementation, and evaluation of appropriate interventions in a variety of roles including consultation and co-teaching.

New/Modified Course*	Credit Hours	Course Title*	Proposed Course Description (50 words or less, if possible. Exact catalog copy)*
SD 760		ASD Evidence-Based Practices	This course provides descriptions and applications of evidence-based practices used to support the communication, social, and behavioral proficiency of persons with autism spectrum disorder. The course includes activities to increase the knowledge and skills of professionals who work with persons with autism spectrum disorders across the lifespan.

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)
No special stipulations

This course is the same as:

Students may repeat course for credit: *   Max Hours
◉ Yes ○ No   3

Grading Method*
◉ Letter Grade ○ Pass/No-Credit ○ Satisfactory/Unsatisfactory

Umbrella Course*
○ Yes ◉ No

General Education Credit*
○ Yes ◉ No

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal?*
The field of autism spectrum disorders has changed significantly over the last 10 years. There are now a set of 27 evidence based practice that all professionals ho work with persons with ASD use. These are research-supported practices. All professionals including general education teachers, psychologists, and vocational rehabilitation counselors are expected to use one of more of these evidence-based practices as they work with persons with ASD. The proposed changes in the course title and description are meant to update our course so it will be aligned with this shift in the field.

How does this new course or proposed change fit into the curriculum of this major or of general education?*
SD 760 is one of two required courses in the ASD Graduate Certificate Program. The proposed change in course title and description do not change either the certificate program total credit hours or the identification of this course as one of the required courses for the certificate. The certificate program will remain at 12 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 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 *
◉ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (3)	Please attach PDF (0)
Syllabus	Objections
Attached document has been deleted (Document ID: 2069442).	
Attached document has been deleted (Document ID: 2111916).	
CUR - Syllabus 680 - MBOCK1 The Teachers College Elem Educ/Early Child/Spec Ed SD760-Modify Title/Desc 2112087	
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
SSCHWERD

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes*
09/08/2021 02:42:14 PM	MBOCK1	New Request

Date	UserID	Notes*
11/30/2021 08:33:23 AM	JCOLORAD	Please add the Diversity, Equity, and Inclusion Statement to the syllabus

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how other people's perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of the design, instruction, and/or your experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the unit head (Department Chair or equivalent) as soon as possible, and/or contact the dean of the school/college in which you are enrolled.

Date	UserID	Notes*
12/09/2021 11:36:50 AM	NARANDA	ALC first reading 12/15/21

Date	UserID	Notes*
01/11/2022 11:13:00 AM	JCOLORAD	ALC Second Reading 1/12/22

Approvals

Approver Notes
Unanimously approved by department on 11/5/21.

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SPITTMA1	SHARON PITTMAN	Other	11/16/2021
SSCHWERD	SARA SCHWERDTFEGER	dept mtg	11/16/2021
MBOCK1	MARJORIE BOCK	Originator	12/02/2021
SPITTMA1	SHARON PITTMAN	Originator	12/02/2021
SSCHWERD	SARA SCHWERDTFEGER	Chair	12/02/2021
JCOLORAD	ZENI COLORADO RESA	ALC Approved	01/13/2022
JCOLORAD	ZENI COLORADO RESA	Dean	01/13/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=178
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181

| Dean – Teacher's College | https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=182 |
| 10 Day Campus Review | https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=183 |

Emporia State University
Elementary Education/Early Childhood/Special Education
Emporia, KS 66801-5087
Fall Semester 2021

Course: SD 760XA ASD Evidence-Based Practices
(3 credits, online)
<u>NOTE:</u> **Candidates are expected to maintain a "B" average and must have a grade of A or B on all courses on the plan of study with a SD, EL, and PY prefix.**

Schedule: Aug 23 – Dec 10

Instructor: Marj Bock, Ed.D.
Elementary Education/Early Childhood/Special Education
Home office: 785 856 0491
Office Hours: Mon & Wed 2:00-4:00 p.m.
Email: mbock1@emporia.edu

Course Materials:
*eText: **Matson JL**. *Handbook of Treatments for Autism Spectrum Disorder. [Electronic Resource]*. **1st ed. 2017. Springer International Publishing; 2017. Accessed August 14, 2020.**
http://search.ebscohost.com/login.aspx?direct=true&db=cat06945a&AN=emp.b2038382&site=eds-live

* Computer and Internet access: Students will need dependable access to a computer and the Internet throughout the course. They will be using programs associated with **<u>Microsoft Office</u>** (primarily **Microsoft Word**), **"Canvas," the Internet, and e-mail.** All assignments submitted must be typed and saved as either a Microsoft Word document or a rich text format document. Assignments are submitted through the ESU "Canvas." **PLEASE NOTE: All required materials will be available via Canvas including the eTextbook for this course at no additional cost to students.**

Course Description:

This course provides descriptions and applications of evidence-based practices used to support the communication, social, and behavioral proficiency of persons with autism spectrum disorder. The course includes activities to increase the knowledge and skills of professionals who work with persons with autism spectrum disorders across the lifespan.

DIVERSITY, EQUITY, AND INCLUSION STATEMENT:
Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how identities, perspectives, behaviors, and worldviews may be different from their own. If there are aspects of this course that result in barriers to your inclusion or the inclusion of those around you, contact the individual with whom you are most comfortable: your academic advisor, the Department Chair, your School or

College Dean, the Dean of Students, the Chief Diversity Officer or your course instructor.

Note: 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. *If you are having difficulty with aspects of the course, do not wait until the end of the semester.* For further information or questions, please contact:
Office of Disability Services and Non-Traditional Student Programs is 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu

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 (i.e., 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.
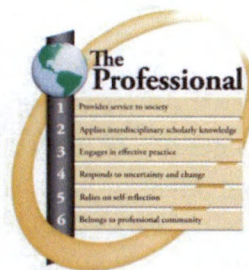
PROFESSIONALISM: Students in this graduate course are expected to participate in a professional manner in all written and oral communications with the instructor and other students of this course.

The Teachers College Conceptual Framework
Emporia State University

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 The Professional: Critical Thinker, Creative Planner, and Effective Practitioner. 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.

Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions
Expectations and requirements for this course address the following relevant indicators:

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.
>
> **C. Candidates exhibit dispositions that exemplify**
> 1) professional 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**
> 2) subject matter content and content-specific pedagogy that form the basis for entitlement to practice.
>
> **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.

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.
>
> **B. Candidates demonstrate practical ability to**
> 2) create learning experiences commensurate with a student's level of readiness.
> 3) assess their educational practices, modify their assumptions and actions, expand their repertoire of skills.

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**
> 3) various instructional strategies that can be used to meet the needs and learning styles of individual students.
>
> **C. Candidates demonstrate practical ability to**
> 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.

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.

TEACHING STANDARDS FOR SPECIAL EDUCATORS & REHABILITATION COUNSELORS

Modified CACREP Standard and KSDE High Incidence Standard

Modified CACREP Standard 5.D.1.a. History and development of rehabilitation counseling including current ASD research

KSDE High Incidence Standard 4: The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.

Student Outcomes:

1. The student describes the evolution of treatments for persons with autism spectrum disorder.
2. The student differentiates evidence-based treatments from all treatments for persons with autism spectrum disorder.
3. The student discusses the benefits of evidence-based treatments for persons with autism spectrum disorder.
4. The student differentiates autism-friendly environments from those that are not.
5. The student evaluates and modifies an environment (e.g., classroom, home, workplace) to create an autism-friendly environment for persons with autism spectrum disorder.
6. The student plans an activity (i.e., educational, daily living skill, or workplace training activity) that utilizes one or more evidence-based practice(s) for persons with autism spectrum disorder.
7. The student implements an activity (i.e., educational, daily living skill, or workplace training activity) that utilizes one or more evidence-based practice(s) for persons with autism spectrum disorder.
8. The student evaluates student or client mastery of an educational, daily living skill, or workplace training activity taught using one or more evidence-based practice(s).
9. The student judges the evidence-based practice(s) used to implement an educational, daily living skill, or workplace training activity to teach or train a person with autism spectrum disorder.

Grading

Course grades will be assigned based on the total number of points the student has obtained on course requirements. There is a total of 200 possible points in this course. The point values for each course requirement and the grading scale are posted below.

Course Requirements
1. Greeting Discussion Board (1) 10 pts
2. ASD Treatments Discussion Board (1) 20 pts
3. AFIRM Modules (6) 10 pts each (total 60 pts)
4. EBP Flipgrids (5) 10 pts each (total 50 pts)
5. ELA (2) 20 pts each (total of 40 pts)

6. IDEA Student Course Evaluation (1) 10 pts

Grading Scale

A = 171-190 pts
B = 152-170 pts
C = 133-151 pts
D = 114-132 pts
F = 113 pts and below

**Weekly Calendar

Weeks 1 & 2
    ASD EBP Pretest (Tues, Aug 24)
    DB Greetings! (Wed & Thurs Aug 26 & 26)
    DB ASD Treatments (Wed & Thurs, Sept 1 & 2)
Weeks 3 & 4
    AFIRM Module (Introduction to ASD) (Fri, Sept 10)
    Environmental Modifications Flipgrid (Wed & Thurs, Sept 15 & 16)
Weeks 5 & 6
    AFIRM Module (Visual Supports) (Fri, Sept 24)
    Visual Supports Flipgrid (Wed & Thurs, Sept 29 & 30)
Weeks 7 & 8
    AFIRM Module (Social Narratives) (Fri, Oct 8)
    Social Narratives Flipgrid (Wed & Thurs, Oct 13 & 14)
Weeks 9 & 10
    AFIRM Module (Reinforcement: Introduction & Practice) (Fri, Oct 22)
    Reinforcement Flipgrid (Wed & Thurs, Oct 27 & 28)
Weeks 11 & 12
    AFIRM Module (Prompting: Introduction & Practice) (Fri, Nov 5)
    Prompting Flipgrid (Wed & Thurs, Nov 10 & 11)
Weeks 13 & 14
    AFIRM Module (Video Modeling) (Fri, Nov 19)
    ELA #1 Video Modeling (Wed, Dec 1)
Weeks 15 & 16
    ELA #2 Division TEACCH Workstation (Wed, Dec 8)
    IDEA Student Course Evaluation (Fri, Dec 10)

**Course schedule and procedures may be modified in response to unforeseen circumstances.

Discussion Board
(One worth 20 points)

Purpose: To describe the evolution of treatments for persons with autism spectrum disorder, to differentiate evidence-based treatments from all treatments for persons with autism spectrum disorder, and to discuss the benefits of evidence-based treatments for persons with autism spectrum disorder.

Description: Each student will be assigned to a team of 4 to 6 students. The team will discuss the Discussion Board topic. Discussions should synthesize information posted on Canvas (e.g., AFIRM Modules, YouTube videos, lecture captures, assigned readings) with additional information from ESU William Allen White Library. Each student will make an initial post addressing the topic. The initial post will conclude with a reference list containing 5 or more references. **The references should follow APA guidelines.** These references can include information posted on Canvas but must include at least one reference from ESU William Allen White Library. Each student will respond to all team members' initial posts over the days the discussion board is scheduled. The idea of the discussion board assignment is to have an ongoing conversation about the discussion topic with several peers.

Directions:
1. After reading all assigned readings, watching all lecture captures, and reading additional scholarly articles related to the topic available through ESU William Allen White Library, create an initial post response to the Discussion Board topic. *(Please note: I would strongly recommend that you create this initial post response using Microsoft Word and save it as a word document. You can then copy and paste it into the Discussion Board portion of Canvas. This would give you a backup coy in case your initial post isn't saved on Canvas.)*
2. Log into the Canvas course website.
3. Click on the Discussion Board assignment link in the course module.
4. Copy and paste your initial post into the discussion board forum. *(Please note: You will not see any other initial posts until after you have made your initial post. In addition, should you be the first person posting in your forum you will not see other initial posts until after others have made their initial posts. In addition, the indentation in your Reference list will not hold when you copy and paste your initial post into the discussion forum. That is alright.)*
5. Log into the discussion board once a day each day it is scheduled. Respond to your team members' initial posts as well as other posts made throughout the discussion board.
6. Refer to the grading rubric provided on Canvas for assignment grading criteria.

AFIRM Modules
(Six worth 10 points each)

Purpose: To differentiate evidence-based treatments from all treatments for persons with autism spectrum disorder and to differentiate autism-friendly environments from those that are not.

Description: Each student complete six AFIRM Modules. Each module contains a pretest and a posttest. The modules also include short videos, interactive exercises, and examples of assessment data collection forms. The content in the modules is research-supported. Each module focuses on an evidence-based practice for persons with autism spectrum disorder.

Directions:
1. Log into the AFIRM website. https://afirm.fpg.unc.edu/afirm-modules
2. Sign up. *(These modules are free unless you wish to earn CEU credit for module completion. To sign up you will create your person ID and password in the AFIRM website.)*
3. Click on the assignment AFIRM Module.
4. Complete the module pretest.
5. Complete the module activities. *(Most modules take 2- 2 ½ hours to complete.)*
6. Complete the module Posttest. *(You may need to retake the posttest if you do not score high enough on it to pass it the first time.)*
7. You will receive a certificate verifying that you have completed the module and past the posttest. Download this certificate to your computer desktop.
8. Upload the module certificate into Canvas in the assignment link.
9. You will receive full points for assignment completion based upon submission of the AFIRM module certificate.

Evidence-Based Practice (EBP) Flipgrids
(Five worth 10 points each)

Purpose: To evaluate and modify an environment (e.g., classroom, home, workplace) to create an autism-friendly environment for persons with autism spectrum disorder, to plan and implement an activity (i.e., educational, daily living skill, or workplace training activity) that utilizes one or more evidence-based practice(s) for persons with autism spectrum disorder, to evaluate student or client mastery of an educational, daily living skill, or workplace training activity taught using one or more evidence-based practice(s), and to judge the evidence-based practice(s) used to implement an educational, daily living skill, or workplace training activity to teach or train a person with autism spectrum disorder

Description: These Flipgrid activities will allow students to apply course content to real life situations. For instance, students will use an environmental evaluation checklist to determine whether an environment is "autism-friendly" as well as make modifications to the environment to assure that it is autism-friendly. ESU students will develop visual supports and social narratives for persons with autism spectrum disorders. Students will also create a video demonstration of effective use of prompting and reinforcement. Students will create a short Flipgrid video for each of these assignments. This video will be posted in Canvas and available for peer review and commentary.

Directions:
1. Read the Flipgrid assignment directions posted in Canvas.
2. Complete the Flipgrid activity. *(In some instances this will involve creating a recording of an environment before making it autism-friendly and then after making it autism-friendly, showing visual cues and schedules created for persons with autism, sharing a social narrative created for a person with autism, or uploading a video demonstrating effective use of prompting and reinforcement strategies while recording use of these strategies.)*
3. Record and publish your Flipgrid.
4. Review Flipgrids posted by 5 of your peers.
5. Refer to grading rubric posted in Canvas to see assignment scoring criteria.

Experiential Learning Activities (ELAs)
(Two worth 20 points each)

Purpose: To plan and implement an activity (i.e., educational, daily living skill, or workplace training activity) that utilizes two or more evidence-based practice(s) for persons with autism spectrum disorder, to evaluate student or client mastery of an educational, daily living skill, or workplace training activity taught using two or more evidence-based practice(s), and to judge the evidence-based practice(s) used to implement an educational, daily living skill, or workplace training activity to teach or train a person with autism spectrum disorder

Description: Each student will plan, implement and evaluate an educational, daily living skill, or workplace training activity using tow or more evidence-based practices for persons with autism spectrum disorder. For ELA #1, the ESU student will create a video modeling activity for a person with autism specrrum disorder. The video modeling activity can be an educational activity, a social skills activity, a workplace activity, or some other activity of benefit for a person with autism spectrum disorder. This video modeling recroding will be submitted t the course instructor for evalution. For ELA #2, the ESU student will reate a Division TEACCH workstation activity for a person with autism spectrum disorder. The ESU student will create a video showing how they introduced a person with autism spectrum disorders to the workstation activity as well as the person with autism completing the workstation activity independently or with prompts as needed. The video will also show the ESU student providing reinforcement after the person with autism spectrum disorder completes the activity. ESU students who do not have access to a person with autism for this ELA will use a person (e.g., family member, friend, colleague) to role play a person with ASD for this activity.

Directions:
1. Read the ELA directions.
2. Complete the ELA following the instruction. *(You will create a recording for these activities.)*
3. Following the directions posted in Canvas, upload your ELA recording.
4. Create a 2-page, single spaced evaluation of the ELA. Address the following in the paper:
    a. Identify the evidence-based practices used in this ELA
    b. Strengths of the ELA as you designed it
    c. Areas for improvement in the ELA as you designed it
    d. Overall evaluation of the ELA as you created it
    e. Conclude your paper with a reference list containing a minimum of 5 references following APA guidelines
5. Refer to the grading rubric posted in Canvas for assignment evaluation criteria

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
09/08/2021		Wait Grad	681		

UserID	First Name	Last Name
MBOCK1	Marjorie	Bock

Department Name	Dept Number	Campus Box	Campus Phone
Elem Educ/Early Childhood/Spec Educ	1460	CAMPUS BOX 4037	620 341-5445

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
The Teachers College

Level
Level 2

Dept Name*
Elem Educ/Early Child/Spec Ed

Level*
○ Undergrad only ● Graduate only ○ Both (can apply only to 500-799)

This request is proposed to*
● Add ○ Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
Add SD750-Intro to ASD

What is proposed?*
The proposal is to create SD 750 Introduction to ASD, previously offered under the SD 703 umbrella course number: as SD 703XB ASD: Medical Issues & Trends.

CIP number*
13.100

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☑ Change affects more than one department

☑ **New course**

☐ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☑ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

New/Modified Course*	Credit Hours*	Course Title*
SD 750	3	Introduction to ASD

Proposed Course Description (50 words or less, if possible. Exact catalog copy)*
This course provides an historical overview of autism spectrum disorders. It includes: 1) etiology; 2) assessment and identification; 3) characteristics; 4) prevalence; and 5) evidence-based practices used to support the communication, socialization, and behavior of persons with autism spectrum disorders in the home, community, school, and workplace. The course includes information about current issues and trends evolving from the autism spectrum disorder community.

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)
No special stipulations

This course is the same as:

Students may repeat course for credit:*	Max Hours
● Yes ○ No	3

Grading Method*
● Letter Grade ○ Pass/No-Credit ○ Satisfactory/Unsatisfactory

Umbrella Course*
○ Yes ● No

General Education Credit*
○ Yes ● No

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal?*
This course has been taught as a pilot course for several summers, SD 703XB. It is one of two required courses for the ASD Graduate Certificate Program. It serves students from several programs: special education, general education, rehabilitation counseling, art therapy, and psychology. It also serves parents of children with ASD.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

How does this new course or proposed change fit into the curriculum of this major or of general education?*
The proposed new course is one of two required courses for the ASD Graduate Certificate program. It provides introductory information as noted in the course description. As such, it is the cornerstone course for the ASD Graduate Certificate program. This new course does not change the number of credit hours required (12 credit hours) for the ASD Graduate Certificate Program.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

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*
● Yes ○ No

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (3)	Please attach PDF (0)
Syllabus	**Objections**
Attached document has been deleted (Document ID: 2069498).	
Attached document has been deleted (Document ID: 2111942).	
CUR - Syllabus 681 - MBOCK1 The Teachers College Elem Educ/Early Child/Spec Ed Add SD750-Intro to ASD 2112090	
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
SSCHWERD

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes*
09/08/2021 04:01:56 PM	MBOCK1	New Request

Date	UserID	Notes*
11/29/2021 02:20:54 PM	NARANDA	Reviewed with no changes.

Date	UserID	Notes*
11/30/2021 08:37:57 AM	JCOLORAD	Can you confirm the number of credit hours to the ASD Graduate Certificate program remains the same? Please indicate this in the "How does this new course or proposed change fit into the curriculum of this major or of general education?" box.

Please include the Diversity, Equity, and Inclusion statement in the syllabus:

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how other people's perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of the design, instruction, and/or your experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the unit head (Department Chair or equivalent) as soon as possible, and/or contact the dean of the school/college in which you are enrolled.

Date	UserID	Notes*
12/09/2021 11:36:27 AM	NARANDA	ALC first reading 12/15/21

Date	UserID	Notes*
01/11/2022 11:13:27 AM	JCOLORAD	ALC Second Reading 1/12/22

Approvals

Approver Notes
Unanimously approved by department on 11/5/21.

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SPITTMA1	SHARON PITTMAN	Other	11/16/2021
SSCHWERD	SARA SCHWERDTFEGER	dept mtg	11/16/2021
MBOCK1	MARJORIE BOCK	Originator	12/02/2021
SPITTMA1	SHARON PITTMAN	Originator	12/02/2021
SSCHWERD	SARA SCHWERDTFEGER	Chair	12/02/2021
JCOLORAD	ZENI COLORADO RESA	ALC Approved	01/13/2022
JCOLORAD	ZENI COLORADO RESA	Dean	01/13/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Emporia State University
Elementary Education/Early Childhood/Special Education
Emporia, KS 66801-5087
Summer Term 2021

Course: SD 750XA Introduction to Autism Spectrum Disorder (3 credit hours, online)

NOTE: **High Incidence candidates are expected to maintain a "B" average and must have a grade of A or B on all courses on the plan of study with a SC, SD, and EL prefix.**

Schedule: July 6 - July 31

Instructor: Marj Bock, Ed.D.
Elementary Education/Early Childhood/Special Education
Home office: (785) 856-0491
Office Hours: Mon & Wed 2:00 to 4:00 p.m.
E-mail: mbock1@emporia.edu

Course Material: *(choose one of the following)*

Prek-6 Teachers
Text: Osteen, M. (2010). *One of Us: A Family's Life with Autism.* Columbia, MO: University
of Missouri Press. [Available from Amazon.com $12.99 kindle + audio]

7-12 Teachers & Rehabilitation Counselors
Text: Lawson, W. (2015). *Older Adults and Autism Spectrum Conditions: An Introduction and
Guide.* Philadelphia, PA: Jessica Kingsley Publishers. [Available from Amazon.com
$14.72 kindle]

* Computer and Internet access: Students will need dependable access to a computer and the
Internet throughout the course. They will be using programs associated with
Microsoft Office (primarily **Microsoft Word**), **"Canvas," the Internet, and e-mail.**
All assignments submitted must be typed and saved as either a Microsoft Word
document or a rich text format document. Assignments are submitted through the
ESU "Canvas.

Course Description:
This course provides an historical overview of autism spectrum disorders. It includes: 1)
etiology; 2) assessment and identification; 3) characteristics; 4) prevalence; and 5) evidence-
based practices used to support the communication, socialization, and behavior of persons
with autism spectrum disorders in the home, community, school, and workplace. The course
includes information about current issues and trends evolving from the autism spectrum
disorder community.

DIVERSITY, EQUITY, AND INCLUSION STATEMENT:
Emporia State University supports an inclusive learning environment where
diversity and individual differences are understood, respected, appreciated, and
recognized as a source of strength. We expect that students and faculty at Emporia
State will respect differences and demonstrate diligence in understanding how
identities, perspectives, behaviors, and worldviews may be different from their

own. If there are aspects of this course that result in barriers to your inclusion or the inclusion of those around you, contact the individual with whom you are most comfortable: your academic advisor, the Department Chair, your School or College Dean, the Dean of Students, the Chief Diversity Officer or your course instructor.

Note: 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. *If you are having difficulty with aspects of the course, do not wait until the end of the semester.*
For further information or questions, please contact:
Office of Disability Services and Non-Traditional Student Programs is 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu

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 (i.e., 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.

PROFESSIONALISM: Students in this graduate course are expected to participate in a professional manner in all written and oral communications with the instructor and other students of this course.

The Teachers College Conceptual Framework
Emporia State University

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 The Professional: Critical Thinker, Creative Planner, and Effective Practitioner. 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.

Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions

Expectations and requirements for this course address the following relevant indicators:

***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.

    C. Candidates exhibit dispositions that exemplify
        1) professional and ethical standards.

***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.

    B. Candidates demonstrate practical ability to
        4) integrate knowledge across and within disciplines
        16) respond respectfully to ideas and views of others
    C. Candidates exhibit dispositions that exemplify
        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

***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
        2) legal issues and ethical standards that apply to sound educational practice

***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.

B. Candidates demonstrate practical ability to
9) assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills

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.

Student Objectives:
1. The student describes the history of autism spectrum disorder including the evolution of its diagnostic criteria.
2. The student describes ASD characteristics and their impact on the lives of persons with ASD and their family members.
3. The student discusses co-occurring mental health and other medical conditions frequently experienced by persons with ASD.
4. The student describes an evidence-based practice used to support persons with ASD.
5. The student discussed *the culture of ASD* and its place in society.

Course Outcomes:

This course helps professionals who work with persons with autism spectrum disorder (ASD) understand the history of ASD, the diagnostic process used to identify an ASD, the characteristics associated with ASD and their impact of the lives of persons with ASD, various mental health and medical conditions that often co-occur with ASD as well as the emerging *culture of ASD* and its role in society.

All written documents are expected to reflect graduate quality work.

1. The document should be correctly formatted and free from grammatical errors.

   To avoid point deductions on written assignments:
   Follow the formatting guidelines for each assignment.
   Type and proofread assignments prior to submitting. A paper with GRAMMATICAL errors will receive point deductions!
   All sources should be properly cited in the text of your document and reference page (APA style).
   Type your name and the date of submission on the document's first page
   Follow specific instructions given for each assignment as listed in the syllabus and on Canvas.

2. The writer should maintain an organized and focused discussion of the assigned topic.

3. Documents must contain adequate information to addressed "all" issues noted in directions for the assignment.

4. Late papers receive additional point deductions. Each course requirement is given an assignment "due date." Assignments must be turned in on or before the specified due date or the project grade will be lowered by 10% for each day the project is late (including weekends). Student assignment grades will be posted on the "Canvas Gradebook." **(Keep a backup copy of all your assignments.)**
   Note: If an assignment does not follow the guidelines for submission, the instructor reserves the right to not accept the document for credit. It is the responsibility of the student to insure that the assignments are properly submitted. If the instructor approves the **resubmission** of a paper, the instructor will determine point deductions for resubmission.

Grading

Course grades will be assigned based on the total number of points the student has obtained on course requirements. There is a total of 100 possible points in this course. The point values for each course requirement and the grading scale are posted below.

Course Requirements
1. Greetings DB (1) 5 points   5 points
2. IDEA Student Evaluation (1) 5 points   5 points
3. DB: Book Talks (3) 15 pts each   45 points

4. AFIRM Modules (6) 10 points each   60 points
5. Independent Project (1) 35 pts   35 points

Grading Scale

A = 135 - 150 points (90-100%)
B = 120 - 134 points (80-89%)
C = 105 - 119 points (70-79%)
D =   90 - 104 points (60-69%)
F =   89 points or lower (59% or lower)

Module	Dates	Assignments**
1	July 6 - July 10	**History of ASD** **DB: Greetings!** (Tues, July 6) **Lectures (2):** History of DSM Diagnostic Systems; Person Centered Planning for Secondary & Adults with ASD **Book:** *One of Us* (Prologue & Chpts 1-9) **OR** *Older Adults & ASC* (Forward, Preface, Introduction & Chpts 1-2) **DB Book Talk 1:** DSM Diagnostic Criteria (Thurs & Fri, July 8 & 9) **AFIRM Modules:** Parent Implemented Interventions & DTT (Sat, July 10)
2	July 11 - July 17	**Characteristics of ASD** **Lecture:** Characteristics of ASD **Book:** *One of Us* (Chpts 10-15) **OR** *Older Adults & ASC* (Chpts 3-5) **DB Book Talk 2:** ASD Characteristics (Thurs & Fri, July 15 & 16) **AFIRM Modules:** Picture Exchange Communication System & Scripting (Sat, July 17)
3	July 18 - July 24	**ASD: Anxiety & Co-Occurring Medical Conditions** **Lectures (2):** ASD & Co-Occurring Medical Conditions; Modified Structured Play Groups for Adults with ASD **Book:** *One of Us* (Chpts 16-21 & Epilogue) **OR** *Older Adults & ASC* (Chpts 6-7, Aging Comfortably & Conclusion) **DB Book Talk 3:** ASD & Co-Occurring Medical Conditions (Thurs & Fri, July 22 & 23) **AFIRM Modules:** Exercise & Structured Play Groups (Sat, July 24)
4	July 25 - July 31	**Education/Treatment Recommendation Report** **IDEA Student Course Evaluation** (Due Fri, July 30) **Independent Project** (Sat, July 31)

** The course schedule and procedures are subject to change in the event of extenuating circumstances.

DB: Book Talks
(Worth 15 points each)

Purpose: To discuss assigned reading.

Description: After reading the assigned reading you will each make an initial post responding to the book talk questions posted in Canvas. You will then read your team members' initial posts; respond to their posts; and discuss the book chapters to share your thoughts.

Directions: To prepare for and participate in this activity, complete the following:

1. Read the assigned reading.
2. Reflect upon the reading.
3. Log into Canvas and click on the correct Module. Then click on the DB link in the module.
4. Make your initial post by the due date. (You will not be able to see any other posts until you have made your first post.)
5. Log in each day the discussion board. Interact with 4 peers each day the discussion board.

AFIRM Modules
(Six worth 10 points each)

Purpose: To demonstrate an understanding of evidence-based practices and their importance for those who work with persons with ASD.

Description: Each student completes six AFIRM Modules. Each module contains a pretest and a posttest. The modules also include short videos, interactive exercises, and examples of assessment data collection forms. The content in the modules is research-supported. Each module focuses on an evidence-based practice for persons with autism spectrum disorder.

Directions:
1. Log into the AFIRM website. https://afirm.fpg.unc.edu/afirm-modules
2. Sign up. *(These modules are free unless you wish to earn CEU credit for module completion. To sign up you will create your person ID and password in the AFIRM website.)*
3. Click on the assignment AFIRM Module.
4. Complete the module pretest.
5. Complete the module activities. *(Most modules take 2- 2 ½ hours to complete.)*
6. Complete the module Posttest. *(You may need to retake the posttest if you do not score high enough on it to pass it the first time.)*
7. You will receive a certificate verifying that you have completed the module and past the posttest. Download this certificate to your computer desktop.
8. Upload the module certificate into Canvas in the assignment link.
9. You will receive full points for assignment completion based upon submission of the AFIRM module certificate.

Independent Project
(Worth 35 points)

Purpose: To align the EBPs highlighted in this course with the real-life experiences of persons with ASD, i.e., either a young child or an adult.

Description: After reading the book used in this course and participating in each of the book talk discussion boards, you will identify a specific challenge, behavior, faced by Cam or one of the adults with ASD about which you read. You will select one of the EBPs studied in the course (i.e., parent-implemented interventions or person-centered planning for secondary or adults, discrete trial training, exercise, integrated play groups, picture exchange communication system, scripting) you would recommend for this person with ASD to address the challenge you identified. You will then create a formal, professional report recommending the EBP you have identified.

Directions: To complete this independent project, please do the following:
1. Those of you who read *Older Adults and Autism Spectrum Conditions* will identify an adult with ASD from the book. Those who read *One of Us* will use Cam for this project.
2. Identify a challenging situation, a specific behavior, for this individual.
3. Identify one of the EBPs studied in this course you believe will be an effective intervention for this behavior with this person.
    a. Parent-implemented interventions or Person-Centered Planning (for secondary & adults)
    b. Discrete trial training
    c. Exercise
    d. Integrated Play Groups
    e. Picture Exchange Communication System
    f. Scripting
4. Create a professional report recommending the EBP you've selected for the person with ASD you identified.
5. Your plan should include the following sections:
    a. Student/Client Name:
    b. Student/Client Age:
    c. Co-Occurring Medical Conditions:
    d. Language Development: (Nonverbal, limited verbal, verbal)
    e. Challenging behavior description: (Describe it in behavioral terms. Be sure to include the setting and frequency, if available, for the behavior.)
    f. Recommended EBP: (Provide a short EBP description.)
    g. Justification for Recommended EBP: (Share the justification or rationale you have used to support selection of the EBP you will recommend.)
    h. Implementation Plan: (Who will implement this, when will it be implemented, how will it be evaluated to determine efficacy? The AFIRM module should give you a lot of help with this section of the plan. The AFIRM models include data collection forms, etc.)
    i. Data Collection Forms: (Include blank data collection forms you would use to document and evaluate overall efficacy of the EBP.)
6. Submit the recommendation report to your course instructor for evaluation.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created   Date Approved   Status   Ticket Number   Review Begin Date   Review End Date
10/27/2021   Wait Grad   759

UserID   First Name   Last Name
MBUTLER   Michael   Butler

Department Name   Dept Number   Campus Box   Campus Phone
Health, PE and Recreation   1450   CAMPUS BOX 4013   620 341-5947

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *   Level
The Teachers College   Level 2

Dept Name *
Health, Phys Educ & Recreation

Level *   Use Add if:
○ Undergrad only ○ Graduate only ● Both (can apply only to 500–799)   o Adding a new course
                                                                 o Adding a new program
This request is proposed to *   Use Modify if:
○ Add ● Modify ○ Delete   o Modifying a course
                                                                 o Modifying a program
Term when change is effective (ex: 202010, 202030, 202050) *   o Modifying requirements, such as admissions requirements
202250   Use Delete if:
                                                                 o Deleting a course from the catalog
                                                                 o Deleting an entire program

☑ I have reviewed the catalog *   Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas
                                                                 (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-   change. It is the responsibility of the department chair to alert these programs of the proposed change.
courses/course-catalog/

Title of this request (limit 25 char) *   Enter a short description to serve as a title for this request.
MS in HPER Name Change

What is proposed? *   State specifically what is being proposed in the curriculum change.
We propose to change the name of the graduate degree in HPER from MS in Health, Physical Education, and   Examples:
Recreation to MS in Health, Physical Education, and Coaching.   o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by
                                                                 removing the GRE requirement.
                                                                 o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2
                                                                 hours.
                                                                 o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY
                                                                 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
Change the name of the graduate degree in HPER from MS in Health, Physical Education, and Recreation to MS in Health, Physical Education, and Coaching.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
The rationale for changing the name of our graduate "HPER" degree to "HPE and Coaching" has two primary components:
1)   Nature of Program and students
2)   Evolution of terminology HPER areas

A brief overview of each follows:
1)   The MS in HPER degree program has been entirely offered online for about 20 years. It was the first MS in HPER offered and accredited for online delivery and as such, has been popular with students across the country. While there has been some diversity in the type of students who have been in the program, the vast majority have been physical educators and/or coaches (frequently both). Accordingly, the curriculum is mostly geared towards those two areas. While the HPER name may have been selected to be compatible with the name of the department, there has never been a recreation class in the masters degree. This name change would more accurately reflect the nature of the program and appropriately highlight the coaching components. This new name will likely make the program more attractive to potential students because of the recognition of coaching in the name. Unlike in the past where there was little competition for students for this type of program, there are currently many somewhat similar programs competing for students. This name change will serve to differentiate our program from much of the competition, improving our chances of recruiting students seeking an advanced degree in this area.
2)   The names of programs and degrees in the general area of physical education have evolved and diversified over the past few decades. Names like HPER were common in the past, but increasingly have changed to either more general names like Sports Science or Kinesiology. In our case, we would like to change to a more specific name (Physical Education and Coaching). We believe this proposed name change will help to distinguish our program from most of the competition and that it will be more appealing to potential students because it will be more clear from the new name that our program has a specific focus on Health, Physical Education, and Coaching.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
This proposal changes the name of the degree but does not affect its curriculum, nor does it affect general education.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

*
○ Yes ⦿ No

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 *
⦿ Yes ○ No

Attachments

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 accomodations 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.

Please attach PDF (5)	Please attach PDF (0)
Syllabus	Objections
Other	
Attached document has been deleted (Document ID: 2094263).	
Attached document has been deleted (Document ID: 2094432).	
Attached document has been deleted (Document ID: 2095927).	
Attached document has been deleted (Document ID: 2106488).	
CUR – Other 759 – MBUTLER The Teachers College Health, Phys Educ & Recreation MS in HPER Name Change 2107680	

Approvers

Chair UserID (if no chair, enter your UserID) *
PLUEBBER

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes *
10/27/2021 09:34:10 AM	MBUTLER	New Request
11/04/2021 11:32:39 AM	NARANDA	ALC First Reading 11/3/21
11/15/2021 02:57:05 PM	NARANDA	Returned per the request of the dept.
11/19/2021 08:55:30 AM	NARANDA	Please correct the attachment to reflect the catalog change. "Current Program Title" and "Proposed Program Title"
11/23/2021 03:09:21 PM	JCOLORAD	ALC First Reading – November 24, 2021
11/30/2021 03:04:38 PM	NARANDA	ALC second reading 12/1/21

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
MBUTLER	MICHAEL BUTLER	Dept Meeting	10/11/2021
DMANGUS	DIANE MANGUS	Other	10/27/2021
DMANGUS	DIANE MANGUS	Other	11/15/2021
PLUEBBER	PAUL LUEBBERS	Dept Appr 11/15	11/18/2021
MBUTLER	MICHAEL BUTLER	Originator	11/19/2021
PLUEBBER	PAUL LUEBBERS	Chair	11/22/2021
NARANDA	NAOMI ARANDA	ALC Approved	12/01/2021
NARANDA	NAOMI ARANDA	Dean	12/01/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181

Dean – Teacher's College https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

<u>Current Program Title</u>: **Master of Science Degree in Health, Physical Education and Recreation**

<u>Proposed Program Title</u>: **Master of Science Degree in Health, Physical Education, and Coaching**

Rationale for HPER master's degree program name change: from "MS in Health, Physical Education and Recreation" to "MS in Health, Physical Education, and Coaching"

The rationale for changing the name of our graduate program has two primary components:

1) Nature of Program and students
2) Evolution of terminology HPER areas

A brief overview of each follows:

1) The MS in HPER degree program has been entirely offered online for about 20 years. It was the first MS in HPER offered and accredited for online delivery and as such, has been popular with students across the country. While there has been some diversity in the type of students who have been in the program, the vast majority have been physical educators and/or coaches (frequently both). Accordingly, the curriculum is mostly geared towards those two areas. While the HPER name may have been selected to be compatible with the name of the department, there has never been a recreation class in the master's degree. This name change would more accurately reflect the nature of the program and appropriately highlight the coaching components. This new name will likely make the program more attractive to potential students because of the recognition of "coaching" in the name. Unlike in the past where there was little competition for students for this type of program, there are currently many somewhat similar programs competing for students. This name change will serve to differentiate our program from much of the competition, improving our chances of recruiting students seeking an advanced degree in this area.

2) The names of programs and degrees in the general area of physical education have evolved and diversified over the past few decades. Names like HPER were common in the past, but increasingly have changed to either more general names like Sports Science or Kinesiology, or more specific names like Physical Education and Coaching. This proposed name change will reflect this trend and identify our program has having a specific focus on Health, Physical Education, and Coaching.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
11/15/2021		Wait Grad	790		

UserID	First Name	Last Name
DMANGUS	Diane	Mangus

Department Name	Dept Number	Campus Box	Campus Phone
Health, PE and Recreation	1450	CAMPUS BOX 4013	620 341–5926

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
The Teachers College

Level
Level 2

Dept Name *
Health, Phys Educ & Recreation

Level *
○ Undergrad only ○ Graduate only ● Both (can apply only to 500–799)

This request is proposed to *
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

☑ I have reviewed the catalog *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char) *
Modify Prgm Course Titles

What is proposed? *
Modify program course titles to reflect the program name change.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
Change names of HL 738-740-745-858-856-868 to reflect program name change to HPEC.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Course names should align with program name change.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No changes to the overall hours 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.
Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.
Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 790 - DMANGUS The Teachers College Health, Phys Educ & Recreation Modify Prgm Course Titles 2106495	

Approvers

Chair UserID (if no chair, enter your UserID) *
PLUEBBER

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID		Notes *
11/15/2021 03:32:51 PM	DMANGUS		New Request

Date	UserID		Notes *
11/23/2021 03:17:25 PM	JCOLORAD		ALC First Reading – November 24, 2021

Date	UserID		Notes *
11/30/2021 03:02:44 PM	NARANDA		ALC Second reading 12/1/21

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
DMANGUS	DIANE MANGUS	Originator	11/15/2021
PLUEBBER	PAUL LUEBBERS	Dept Appr 11/16	11/18/2021
PLUEBBER	PAUL LUEBBERS	Chair	11/18/2021
NARANDA	NAOMI ARANDA	ALC Approved	12/01/2021
NARANDA	NAOMI ARANDA	Dean	12/01/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Current MS in Health, Physical Education and Recreation courses

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
PE 707 Applied Psychology of Health, Sport and Movement
PE 710 Seminar in Athletics
PE 712 Sport and Performance Psychology
PE 715 History of Sport and Politics
PE 720 Assessment Strategies for K-12 Physical Education
PE 725 The Art and Science of Coaching
PE 738 Advanced Technology in HPER
PE 740 Legal Issues in HPER
PE 745 Leadership in HPER
PE 762 Analysis of Teaching/Coaching
PE 768 Advanced Exercise Physiology
PE 801 Directed Readings
PE 803 Motor Behavior
PE 804 Biomechanics
PE 835 Teaching Health & Physical Education Online
PE 840 Exercise Metabolism
PE 858 Ethics in HPER and Sport
PE 859 Issues and Trends in Health, Sports, and Movement Sciences
PE 860 Seminar in Physical Education
PE 861 Supervision of Health and Physical Education
PE 862 Instructional Innovations in Physical Education
PE 864 Sociology of Sport
PE 865 Statistics in HPER
PE 868 Research in HPER
PE 869 Thesis

Proposed MS in Health, Physical Education, and Coaching courses

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
PE 707 Applied Psychology of Health, Sport and Movement
PE 710 Seminar in Athletics
PE 712 Sport and Performance Psychology
PE 715 History of Sport and Politics
PE 720 Assessment Strategies for K-12 Physical Education
PE 725 The Art and Science of Coaching
PE 738 Advanced Technology in HPEC
PE 740 Legal Issues in HPEC
PE 745 Leadership in HPEC
PE 762 Analysis of Teaching/Coaching
PE 768 Advanced Exercise Physiology
PE 801 Directed Readings
PE 803 Motor Behavior
PE 804 Biomechanics
PE 835 Teaching Health & Physical Education Online
PE 840 Exercise Metabolism
PE 858 Ethics in HPEC and Sport
PE 859 Issues and Trends in Health, Sports, and Movement Sciences
PE 860 Seminar in Physical Education
PE 861 Supervision of Health and Physical Education
PE 862 Instructional Innovations in Physical Education
PE 864 Sociology of Sport
PE 865 Statistics in HPEC
PE 868 Research in HPEC
PE 869 Thesis

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created   Date Approved   Status   Ticket Number   Review Begin Date   Review End Date
11/27/2021   Wait Grad   801

UserID   First Name   Last Name
SSHANE   Shawna   Shane

Department Name   Dept Number   Campus Box   Campus Phone
Health, PE and Recreation   1450   CAMPUS BOX 4013   620 341-5848

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*   **Level**
The Teachers College   Level 2

Dept Name*
Health, Phys Educ & Recreation

Level*   **Use Add if:**
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)   o Adding a new course
                                                                                            o Adding a new program
This request is proposed to*   **Use Modify if:**
○ Add ● Modify ○ Delete   o Modifying a course
                                                                                            o Modifying a program
Term when change is effective (ex: 202010, 202030, 202050)*   o Modifying requirements, such as admissions requirements
202250   **Use Delete if:**
                                                                                            o Deleting a course from the catalog
                                                                                            o Deleting an entire program

☑ **I have reviewed the catalog***   Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex:
                                                                                            General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-   the responsibility of the department chair to alert these programs of the proposed change.
courses/course-catalog/

Title of this request (limit 25 char)*   Enter a short description to serve as a title for this request.
Modify MS HPER Prog Req

What is proposed?*   State specifically what is being proposed in the curriculum change.
The MS in HPER program is proposing the removal of the Final Exam from the program completion   **Examples:**
requirements.   o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by
                                                                                            removing the GRE requirement.
As far as the academic catalog, this has not been listed as a program requirement, so due to that we do not   o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2
have a current program that shows it is required, however it is still listed in degree works as a requirement.   hours.
We are proposing to have final exam removed completely.   o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY
                                                                                            801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
Modification to the program completion requirements for the MS in HPER program.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
We have not had any formal Final Exam in the program for at least over a decade. When a student successfully passes the capstone PE868: Research in HPER, then the Graduate Office goes in and marks the Final Exam completed. There is no additional Final Exam that a student completes, so we are just proposing to remove it as a requirement.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
The number of credit hours required for the program remains unchanged.

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 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 *
⦿ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (0)
Syllabus
Other

Please attach PDF (0)
Objections

Approvers

Chair UserID (if no chair, enter your UserID) *
PLUEBBER

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes*
11/27/2021 12:52:08 PM	SSHANE	New Request
11/30/2021 09:01:59 AM	JCOLORAD	This is a Level 2 curriculum change. We need an attachment showing the current requirements on the left side and the proposed requirements on the right side.
12/14/2021 04:31:06 PM	NARANDA	ALC 1st reading 12/15/21
01/11/2022 11:14:12 AM	JCOLORAD	ALC Second Reading 1/12/22

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
PLUEBBER	PAUL LUEBBERS	Dept Appr 10/11	11/29/2021
SSHANE	SHAWNA SHANE	Originator	12/09/2021
PLUEBBER	PAUL LUEBBERS	Chair	12/09/2021
JCOLORAD	ZENI COLORADO RESA	ALC Approved	01/13/2022
JCOLORAD	ZENI COLORADO RESA	Dean	01/13/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
11/27/2021		Wait Grad	802		

UserID	First Name	Last Name
SSHANE	Shawna	Shane

Department Name	Dept Number	Campus Box	Campus Phone
Health, PE and Recreation	1450	CAMPUS BOX 4013	620 341-5848

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*   **Level**
The Teachers College   Level 2

Dept Name*
Health, Phys Educ & Recreation

Level*   **Use Add if:**
○ Undergrad only ● Graduate only ○ Both (can apply only to 500-799)   o Adding a new course
                                                                        o Adding a new program
This request is proposed to*   **Use Modify if:**
○ Add ● Modify ○ Delete   o Modifying a course
                                                                        o Modifying a program
Term when change is effective (ex: 202010, 202030, 202050)*   o Modifying requirements, such as admissions requirements
202250   **Use Delete if:**
                                                                        o Deleting a course from the catalog
                                                                        o Deleting an entire program

☑ I have reviewed the catalog *   Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char) *   Enter a short description to serve as a title for this request.
Change to Application Req

What is proposed?*   State specifically what is being proposed in the curriculum change.
The proposal is to remove the Resume requirement that currently exists in the application process for the MS in HPER program.   **Examples:**
                                                                        o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
As an admissions requirement, since it is not part of the actual program requirements, it is not in the academic catalog under the MS in HPER program requirements. However, we are wanting it removed as a requirement for the application process.   o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
                                                                        o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
Removal of the Resume from the application process for the MS in HPER program.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Currently when someone applies to the MS in HPER program, they must submit a resume to the Graduate Office. However, we do not really use anything in the resume as far as a determining factor in accepting them or declining them from admission to the program. In fact, in most cases, the resume is not even looked at. So the rationale would be that we are removing an extra admission requirement that is no longer used in the admission process.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
This change has no impact on the actual program or 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 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 *
◉ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (0)	Please attach PDF (0)
Syllabus	Objections
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
PLUEBBER

Dean Approver *
JCOLORAD

Communication

(Click Add for more notes)

Date	UserID	Notes*
11/27/2021 01:01:47 PM	SSHANE	New Request

Date	UserID	Notes*
11/30/2021 09:08:42 AM	JCOLORAD	This is a Level 2 curriculum change. We need an attachment with the current admission requirements on the left side and proposed on the right side. If these admission requirements are not spelled out in the catalog, then this is a process that can just be changed with the graduate office.

Date	UserID	Notes*
12/14/2021 04:32:36 PM	NARANDA	ALC 1st reading 12/15/21

Date	UserID	Notes*
01/11/2022 11:14:52 AM	JCOLORAD	ALC Second Reading 1/12/22

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
PLUEBBER	PAUL LUEBBERS	Dept Appr 10/11	11/29/2021
SSHANE	SHAWNA SHANE	Originator	12/09/2021
PLUEBBER	PAUL LUEBBERS	Chair	12/09/2021
JCOLORAD	ZENI COLORADO RESA	ALC Approved	01/13/2022
JCOLORAD	ZENI COLORADO RESA	Dean	01/13/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
01/14/2022		Wait Grad	920		

UserID	First Name	Last Name
MSMITH3	Michael	Smith

Department Name	Dept Number	Campus Box	Campus Phone
Soc Sciences/Sociology/Criminology	1580	CAMPUS BOX 4032	620 341-5566

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*   Level
College of Liberal Arts & Sci   Level 2

Dept Name*
SocScien/Sociology/Criminology

Level*   Use Add if:
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)   o Adding a new course
                                                                      o Adding a new program
This request is proposed to*   **Use Modify if:**
○ Add ● Modify ○ Delete   o Modifying a course
                                                                      o Modifying a program
Term when change is effective (ex: 202010, 202030, 202050)*   o Modifying requirements, such as admissions requirements
202250   **Use Delete if:**
                                                                      o Deleting a course from the catalog
                                                                      o Deleting an entire program

☑ **I have reviewed the catalog***   Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*   Enter a short description to serve as a title for this request.
Modify PO Grad Cert

What is proposed?*   State specifically what is being proposed in the curriculum change.
We propose to make the electives for the graduate certificate in political science more flexible.   **Examples:**
                                                                      o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
                                                                      o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
                                                                      o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
The current curriculum specifies the electives for the certificate. We propose to change this to any 700 level+ course and also make the core slightly more flexible

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
The new graduate certificate is attracting interest and enrollments but the political science faculty are stretched thin. Making the program more flexible will make it more sustainable.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
The certificate is a stand-alone program. We have no other graduate programs in political science.

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 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 *
⦿ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 920 - MSMITH3 College of Liberal Arts & Sci SocScien/Sociology/Criminology Change PO GradCertificate 2124992	

Approvers

Chair UserID (if no chair, enter your UserID) *
MSMITH3

Dean Approver *
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes *
01/14/2022 10:42:52 AM	MSMITH3	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
MSMITH3	MICHAEL SMITH	Originator	01/14/2022
MSMITH3	MICHAEL SMITH	Chair	01/14/2022
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	01/25/2022
ESTEPHE4	GAILE STEPHENS	Dean	01/25/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

OLD Curriculum

POLITICAL SCIENCE CERTIFICATE The Political Science Graduate Certificate is designed for teachers who hold Master's Degrees in other fields and seek to meet the Higher Learning (HLC) requirements for teaching dual-enrollment high school Government courses. The curriculum is:

Required Core: 9 hours Take three of the following: PO 711 American National Government 3 hours PO 716 State and Local Government 3 hours PO 712 Constitutional Law I

Electives: 9 hours Take three of the following: PO 713 Constitutional Law II 3 hours PO 715 American Judiciary 3 hours PO 717 Campaigns and Elections 3 hours PO 714 American Legislatures 3 hours

NEW Curriculum

POLITICAL SCIENCE CERTIFICATE The Political Science Graduate Certificate is designed for teachers who hold Master's Degrees in other fields and seek to meet the Higher Learning (HLC) requirements for teaching dual-enrollment high school Government courses. The curriculum is:

Required Core: 9 hours Take three of the following: PO 711 American National Government 3 hours PO 716 State and Local Government 3 hours, and one of PO 712 Constitutional Law I 3 hours OR PO 713 Constitutional Law II 3 hours

Electives: 9 hours of graduate credits in political science at the 700 level or above. Up to 6 hours of graduate credits in political science may be transferred from another university and counted toward the certificate.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created Date Approved Status   Ticket Number Review Begin Date Review End Date
09/08/2021   Wait Grad 677

UserID   First Name Last Name
ESTEPHE4   Gaile   Stephens

Department Name   Dept Number Campus Box   Campus Phone
College of LA and S-Dean 4500   CAMPUS BOX 4029   620 341-5437

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *   Level
College of Liberal Arts & Sci   Level 2

Dept Name *
Interdisciplinary Studies

Level *   Use Add if:
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)   o Adding a new course
                                                          o Adding a new program
This request is proposed to *   Use Modify if:
○ Add ● Modify ○ Delete   o Modifying a course
                                                          o Modifying a program
Term when change is effective (ex: 202010, 202030, 202050) *   o Modifying requirements, such as admissions requirements
202250   Use Delete if:
                                                          o Deleting a course from the catalog
                                                          o Deleting an entire program

☑ I have reviewed the catalog *   Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas
                                                          (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-   change. It is the responsibility of the department chair to alert these programs of the proposed change.
courses/course-catalog/

Title of this request (limit 25 char) *   Enter a short description to serve as a title for this request.
Modify Geoinformatics Cur

What is proposed? *   State specifically what is being proposed in the curriculum change.
Modifying the curriculum of the Master in Informatics – Geoinformatics Concentration to reflect the change   Examples:
in the course credit hours of ES 771: Remote Sensing from 4 credit hours to 3 credit hours. The credit hour   o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by
changes to ES 771 also require the concentration elective hours to increase from 5 to 6 hours. Modifying   removing the GRE requirement.
the elective hours will keep the total number of credit hours for the concentration at 36.   o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2
                                                          hours.
                                                          o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY
                                                          801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
None

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☑ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Modifying the curriculum of the Master in Informatics – Geoinformatics Concentration to reflect the change in the course credit hours of ES 771: Remote Sensing from 4 credit hours to 3 credit hours. The credit hour changes to ES 771 also require the concentration elective hours to increase from 5 to 6 hours. Modifying the elective hours will keep the total number of credit hours for the concentration at 36.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
These modifications update the curriculum listing of ES 771 and increase the total hour of electives to maintain a 36 hour concentration.

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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (2)	Please attach PDF (0)
Syllabus	Objections
Other	
Attached document has been deleted (Document ID: 2069255).	
CUR - Other 677 - PZUNKEL College of Liberal Arts & Sci Interdisciplinary Studies Course credit hour edits 2074560	

Approvers

Chair UserID (if no chair, enter your UserID) *
ESTEPHE4

Dean Approver *
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes *
09/08/2021 12:13:12 PM	PZUNKEL	New Request

Date	UserID	Notes *
12/02/2021 03:14:42 PM	ESTEPHE4	The title of the curriculum request was clarified as requested. The explanation of the proposed changes was also modified in an effort to clarify the request.

Approvals

Approver Notes
Title of the change form needs clarified to what the request is asking. You are modifying the Geoinformatics Concentration. Title should reflect this.

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
PZUNKEL	PAUL ZUNKEL	Originator	09/21/2021
ESTEPHE4	GAILE STEPHENS	IDS Dept Chair	09/21/2021
ESTEPHE4	GAILE STEPHENS	Chair	09/21/2021
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	10/12/2021
ESTEPHE4	GAILE STEPHENS	Dean	12/02/2021

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
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Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

MASTER OF SCIENCE IN INFORMATICS WITH GEOINFORMATICS CONCENTRATION

The M.S. in Informatics is a 36-credit hour graduate degree program. It is a collaboration between the School of Library and Information Management, the School of Business, and the College of Liberal Arts and Sciences and is administered by the Department of Interdisciplinary Studies. The program can be taken entirely online or be a mixture of online and on campus courses.

Required Informatics Core Courses - 21 Credit Hours
Required Core Courses – 15 credit hours

LI 800	Introduction to Informatics	3 hours
LI 844	Database Design	3 hours
LI 819	Information Retrieval	3 hours
ID 745	Programming and Data Analysis for Informatics	3 hours
ID 810	Informatics Capstone Seminar	3 hours

Capstone – 6 Credit Hours

ID 871	Directed Research	3 hours
ID 872	Practicum	3 hours
ID 873	Internship	3 hours
ID 875	Thesis	3 hours
GE 573	Internship in Geographic Information Systems	3 hours

Geoinformatics Concentration – 15 Credit Hours
Geoinformatics Core – 10 Credit Hours

GE 572	GIS Applications	3 hours
ES 555	Small-Format Aerial Photography	3 hours
ES 771	Remote Sensing	4 hours

Geoinformatics Electives

Any Earth Science (ES), Geology (GO), or Geography (GE) courses approved by advisor	5 hours

Total Hours   36 hours

Pre-requisites

- Bachelor of Science in Geography, Geology, Earth Science or closely related field.
- At least one course in geographic information systems (GIS)
- At least one course in Cartography
- At least one course in Statistics
- At least one course in Computer Programming (Fortran, Visual Basic, C++, Perl, Python, R, etc.)

MASTER OF SCIENCE IN INFORMATICS WITH GEOINFORMATICS CONCENTRATION

The M.S. in Informatics is a 36-credit hour graduate degree program. It is a collaboration between the School of Library and Information Management, the School of Business, and the College of Liberal Arts and Sciences and is administered by the Department of Interdisciplinary Studies. The program can be taken entirely online or be a mixture of online and on campus courses.

Required Informatics Core Courses – 21 Credit Hours
Required Core Courses – 15 credit hours

LI 800	Introduction to Informatics	3 hours
LI 844	Database Design	3 hours
LI 819	Information Retrieval	3 hours
ID 745	Programming and Data Analysis for Informatics	3 hours
ID 810	Informatics Capstone Seminar	3 hours

Capstone – 6 Credit Hours

ID 871	Directed Research	3 hours
ID 872	Practicum	3 hours
ID 873	Internship	3 hours
ID 875	Thesis	3 hours
GE 573	Internship in Geographic Information Systems	3 hours

Geoinformatics Concentration – 15 Credit Hours
Geoinformatics Core – 9 Credit Hours

GE 572	GIS Applications	3 hours
ES 555	Small-Format Aerial Photography	3 hours
ES 771	Remote Sensing	3 hours

Geoinformatics Electives
Any Earth Science (ES), Geology (GO), or
Geography (GE) courses approved by advisor   6 hours

Total Hours   36 hours

Pre-requisites

- Bachelor of Science in Geography, Geology, Earth Science or closely related field.
- At least one course in geographic information systems (GIS).
- At least one course in Cartography.
- At least one course in Statistics.
- At least one course in Computer Programming (Fortran, Visual Basic, C++, Perl, Python, R, etc.).

CUR – Curricular Change Request

EMPORIA STATE
UNIVERSITY

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
12/07/2021		Wait Grad	820		

UserID	First Name	Last Name
ESTEPHE4	Gaile	Stephens

Department Name	Dept Number	Campus Box	Campus Phone
College of LA and S–Dean	4500	CAMPUS BOX 4029	620 341–5735

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
College of Liberal Arts & Sci

Level
Level 2

Dept Name*
Music

Level*
Undergrad only   Graduate only   Both (can apply only to 500–799)

This request is proposed to*
Add   Modify   Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
Modify MM Music Ed Curr

What is proposed?*
This request is to modify the Master's in Music: Emphasis in Music Education curriculum to reflect updates and department approved changes. The changes include modifications to the course title of MU 848. The removal of the 3 credit hour Music Theory/Music History Elective. Then we propose modifying the required degree electives to retain the overall degree credit hours of 32. This request asks to remove the following courses options from the curriculum as they are no longer taught MU 810, MU 882, MU 871. It also adds MU 883 and MU 884 as options to fulfill the Capstone requirement.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:

o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.

o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.

o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
Modifications to the curriculum of the MM Emphasis in Music Education degree to reflect changes in courses, requirements, and current instructional practices.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☑ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
This curriculum change will reflect changes to courses made in the past or proposed this year including updating course content and credit hours to better meet current music education practices and the needs of students in the program to manage their course loads. Additionally the changes remove several courses that are no longer taught by the department. Finally, the removal of the 3 hour Music Theory or Music History requirement and the addition of those hours to the degree electives (changing from 6–9) will allow students to have more freedom to pursue areas of interest as they work toward earning the degree.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
The proposed change will not modify the total hours of the degree, but will modify and update the curriculum so it reflects current practices and offers students additional freedom in pursuing their 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (4)	Please attach PDF (0)
Syllabus	Objections
Other	
Attached document has been deleted (Document ID: 2114038).	
Attached document has been deleted (Document ID: 2129137).	
Attached document has been deleted (Document ID: 2132259).	
CUR – Other 820 – ESTEPHE4 College of Liberal Arts & Sci Music Modify MM Music Ed Curr 2135620	

Approvers

Chair UserID (if no chair, enter your UserID) *
ACOMSTOC

Dean Approver *
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes*
12/07/2021 05:03:59 PM	ESTEPHE4	New Request

Date	UserID	Notes*
02/07/2022 10:44:00 AM	MSEWELL	Dr. Stephens– I've emailed you information about this ticket. Please let me know if there are any questions. Thank you!

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
ESTEPHE4	GAILE STEPHENS	Originator	01/24/2022
ACOMSTOC	ALLAN COMSTOCK	Chair	01/24/2022
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	02/04/2022
ESTEPHE4	GAILE STEPHENS	Dean	02/07/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet~curr/docpop/docpop.aspx?clienttype=html&cqid=183

Master's in Music: Music Education Emphasis (Proposed Changes)

Current Curriculum (ESU Catalog p. 201)

Master of Music
Music Education Emphasis

Degree Requirements

MU 838 Music Bibliography	2 hours
MU836 Techniques of Analysis	3 hours

Music History – select one course

MU 733 Music in the Medieval Period	3 hours
MU 734 Music in the Renaissance Period	3 hours
MU 735 Music in the Baroque Period	3 hours
MU 736 Music in the Classical Period	3 hours
MU 737 Music in the Romantic Period	3 hours
MU 744 Music of the Twentieth Century	3 hours

Music Theory or music History Elective   3 hours

Music Education – 11 hours

MU 839 Research in Music Education	3 hours
MU 846 History and Philosophy of Music Education	3 hours
MU 848 Learning Theories in Music	3 hours
MU 880 Capstone Research	2 hours

Music Education Computer Proficiency - select one

MU 810 Digital Audio Techniques	2 hours
MU 12 Navigating Computers in Music	2 hours

Capstone – 2 hours – select one

MU 882 Graduate Instructional Practicum	2 hours
MU 879 Thesis	2 hours
MU 871 Special Project	2 hours

Elective Studies –   **6 hours**
Applied music not to exceed 2 hours

Total Hours for Degree   **32 hours**

Master's in Music: Music Education Emphasis (Proposed Changes)

Proposed Changes

Master of Music
Music Education Emphasis

Degree Requirements

MU 838 Music Bibliography	2 hours
MU836 Techniques of Analysis	3 hours

Music History – select one course 3 hours required

MU 733 Music in the Medieval Period	3 hours
MU 734 Music in the Renaissance Period	3 hours
MU 735 Music in the Baroque Period	3 hours
MU 736 Music in the Classical Period	3 hours
MU 737 Music in the Romantic Period	3 hours
MU 744 Music of the Twentieth Century	3 hours

~~Music Theory or music History Elective~~ ~~3 hours~~

Music Education – 11 hours required

MU 839 Research in Music Education	3 hours
MU 846 History and Philosophy of Music Education	3 hours
MU 848 Learning Theories and Assessment Practices in Music	3 hours
MU 880 Capstone Research	2 hours

Music Education Computer Proficiency

MU 809 Introduction to Technology in Music	3 hours
~~MU 810 Digital Audio Techniques~~	~~2 hours~~
~~MU 812 Navigating Computers in Music~~	~~2 hours~~

Capstone –select one

~~MU 882 Graduate Instructional Practicum~~	~~2 hours~~
~~MU 879 Thesis~~	~~2 hours~~
~~MU 871 Special Project~~	~~2 hours~~
MU 883 Graduate Project	2-6 hours
MU 884 Graduate Thesis	3-6 hours

Elective Studies –   4-8 hours
Applied music not to exceed 2 hours

Total Hours for Degree   32 hours

evalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
JPERSING	3395	Wait GR Office	01/03/2022

Student E ID *	Student First Name	Preferred First Name	Student Last Name
E10236417	Matthew	Matthew	Wilkins

Course Prefix *	Course Number *	Course Title *
PY	803	RESEARCH PROBLEM IN PSYCHOLOGY

Semester taken *	Original Grade *	Hours Credit *
201310	A	1

Instructor UserID *	Instructor First Name	Instructor Last Name
JPERSING	James	Persinger

Dept Validation Examiner UserID *	Examiner First Name	Examiner Last Name
JPERSING	James	Persinger

Detailed description of method of revalidation *

This was an independent study in which Matt created a social skills curriculum for teens which utilizes role-playing games (RPGs). To revalidate, Matt wrote a syllabus for a 300-level undergraduate course in psychology on use of RPGs to facilitate social-emotional development, which he may teach as a possible elective in fall 2022.

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

Matt was inactive for several years due to extraordinary circumstances. Matt's mother passed away in 2016, which took his full attention trying to keep the family business afloat. Despite his efforts, he subsequently lost the business, and his house. Then in March 2020 he experienced life-threatening medical issues which had him in a hospital and subsequently a nursing home, for 18 months.

Attachment (1)

GR - Revalidation Misc

GR - Revalidation Misc - 3395 - E10236417 - MatthewWilkins

Approvals

Orgn	UserID	Date
ADVISR	JPERSING	01/03/2022

Revalidation

EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
JPERSING	3396	Wait GR Office	01/03/2022

Student E ID *	Student First Name	Preferred First Name	Student Last Name
E10236417	Matthew	Matthew	Wilkins

Course Prefix *	Course Number *	Course Title *
PY	626	THEORIES OF PERSONALITY

Semester taken *	Original Grade *	Hours Credit *
201350	A	3

Instructor UserID *	Instructor First Name	Instructor Last Name
MVEQUIST	Marciana	Vequist

Dept Validation Examiner UserID *	Examiner First Name	Examiner Last Name
JPERSING	James	Persinger

Detailed description of method of revalidation *

I was revalidator for this course as Dr. Vequist retired from ESU in 2016. To revalidate, Matt rewrote his comprehensive examination questions which required incorporation of the content of this course. He was given two hours in a proctored setting and provided written answers to the two questions in which PY626 content was required to be incorporated, and his responses were scored as satisfactory by myself and the other school psychology faculty Kaira Hayes and Kylea Shoemaker. Those questions were.

School psychologists are increasingly expected to be school-based mental health providers. Provide a rationale for school-based mental health services, and explain why school psychologists should be part of a team that provides those services. Then, for three mental health aspects of your choosing (a few ideas are listed below), describe your conceptual and theoretical approach, and what you would do to address universal, selected and targeted (also known as primary, secondary and tertiary) needs in a middle or high school. Aspects you might consider include bullying, violence prevention, social skills competence, depression, anxiety disorders, suicide, self-injury, LGBTQ, crisis planning/response, or others as you see fit.

For an individual with a referral for possible emotional disturbance, choose one of the areas of exceptionality listed below and describe how you would complete the comprehensive evaluation. In other words, design an assessment battery or approach to determine eligibility and develop appropriate recommendations to address strengths and weaknesses. Cite the theoretical bases for your assessment plan. Your answer should reflect the differences between evaluation, assessment, and testing. Be sure to include traditional methods and alternatives to traditional methods such as informal assessment procedures. Be sure to assess all areas or domains of the individual as you believe would be appropriate (personality, ability, achievement, socio-emotional, etc...). Demonstrate that you use a problem-solving framework, engage in data-based decision-making, and consider all relevant factors.

Do not give emphasize in your answer the legal (process/administrative) requirements you would follow (e.g., describing how you would seek informed consent, specifying how many days you have to complete the evaluation, etc...) as that is of tertiary relevance to this question's purpose.

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

Matt was inactive for several years due to extraordinary circumstances. Matt's mother passed away in 2016, which took his full attention trying to keep the family business afloat. Despite his efforts, he subsequently lost the business, and his house. Then in March 2020 he experienced life-threatening medical issues which had him in a hospital and subsequently a nursing home, for 18 months.

Attachment (1)
GR - Revalidation Misc
GR - Revalidation Misc - 3396 - E10236417 - MatthewWilkins

Approvals

Orgn	UserID	Date
ADVISR	JPERSING	01/03/2022

Revalidation
EMPORIA STATE
U N I V E R S I T Y

Originator	Ticket Number	Status	Document Date
JPERSING	3397	Wait GR Office	01/03/2022

Student E ID *	Student First Name	Preferred First Name	Student Last Name
E10236417	Matthew	Matthew	Wilkins

Course Prefix *	Course Number *	Course Title *
EA	885	HUMAN RELATIONS / GROUP PROCESSES

Semester taken *	Original Grade *	Hours Credit *
201350	A	2

Instructor UserID *	Instructor First Name	Instructor Last Name
CCLAYBUR	Clmetine	Clayburn

Dept Validation Examiner UserID *	Examiner First Name	Examiner Last Name
JPERSING	James	Persinger

Detailed description of method of revalidation *

I was revalidator for this course as Dr. Clayburn retired from TTC many years ago. To revalidate, Matt rewrote his comprehensive examination responses to the questions which required incorporation of the knowledge and application of this course content. This was done in the usual proctored setting and he was given two hours to complete the task, and his responses were scored as satisfactory by the school psychology faculty including Kylea Shoemaker, Kaira Hayes and myself using the standard comps rubric. The questions he answered included:

As a school psychologist, you are part of a problem-solving team working with a child in a middle school. Team members concur that the child should receive assistance because of attention-seeking behavior which detracts from his learning as well from the learning of his peers. The team agrees that the teacher will be responsible for much of the intervention, but probably needs consultative assistance in order to be effective.
a.   Describe at least three behavioral interventions which the general/education classroom teacher could use with the child. Provide enough detail that an educator who has not spoken with you could independently implement the intervention. To complete your answer, specify the conceptual or theoretical bases for the intervention, i.e., why do you believe it will work? For instance, if you were to describe a procedure in which a child is rewarded for engaging in lower rates of the undesirable behavior, you would need to explain the principles involved in differential reinforcement of lower rates of behavior (DRL) that make it effective in the circumstance you describe.
b.   Describe your consultative approach, including human relations and group processes, in this situation. That is, what are the key consultation principles involved, the model you are likely to utilize, the human relations and group processing principles and practices that apply, etc...? After that theoretical discussion, describe a tangible and specific plan which illustrates in a practical way what consultation and process "looks like" in this situation.

Describe the process and components/phases and group process involved in a Functional Behavioral Assessment (FBA), using details from a fictitious or real case to illustrate this assessment process. Illustrate in your description the connection that the phases should have to each other, i.e., how is information generated in one phase used in later phases? Throughout your description, use proper terminology (e.g., from learning theory, from developmental theory, from assessment principles learned in your coursework, etc...) as appropriate in labeling elements of the process.

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

Matt was inactive for several years due to extraordinary circumstances. Matt's mother passed away in 2016, which took his full attention trying to keep the family business afloat. Despite his efforts, he subsequently lost the business, and his house. Then in March 2020 he experienced life-threatening medical issues which had him in a hospital and subsequently a nursing home, for 18 months.

Attachment (1)

GR - Revalidation Misc
GR - Revalidation Misc - 3397 - E10236417 - MatthewWilkins

Approvals

Orgn	UserID	Date
ADVISR	JPERSING	01/03/2022

Record of: Matthew P. Wilkins
Current Name: Matthew P. Wilkins
847 S Ash St
Ottawa, KS 66067-2719

Course Level: Graduate
Matriculated: Fall 2012

Degree Awarded Master of Science 14-DEC-2013
Primary Degree
Major : School Psychology

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
INSTITUTION CREDIT:			
Fall 2012			
PY 714	Assessing Young Children	3.00 A	12.00
PY 722	Theories of Learning	3.00 A	12.00
PY 835	Seminar in School Psychology	3.00 A	12.00
SD 700	Char Mild/Moderate Disability	3.00 A	4.00
	Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 48.00 GPA:		
Spring 2013			
ER 752	Analysis of Research	3.00 A	12.00
ER 857	Stat Methods for Educ/Psych II	3.00 A	12.00
PY 803	Research Problem in Psychology	1.00 A	4.00
PY 812	Individual Assessment	3.00 A	12.00
PY 841	Assessment of Intelligence	3.00 A	12.00
	Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 52.00 GPA:		
Summer 2013			
PY 801	School Psychological Consult	3.00 A	12.00
PY 836	School-Based Prevention/Interv	3.00 A	12.00
PY 860	Ldng Proc to Meet Div Stdnt Nd	3.00 A	12.00
	Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA:		
Fall 2013			
EA 885	Human Rel and Grp Proc in Educ	2.00 A	8.00
EA 626	Theories of Personality	3.00 A	12.00
PY 843	Psychoeducational Assessment	3.00 A	12.00
PY 900	Thesis, Ed.S.	3.00 A	12.00

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
Institution Information continued:			
SC 705	Intro to Elem/Mid Schl Couns	3.00 A-	11.10
	Ehrs: 14.00 GPA-Hrs: 14.00 QPts: 55.10 GPA: 3.94		
Spring 2014			
CD 838	Adv Methods for Inclus EC Educ	3.00 W	0.00
PY 803	Research Problem in Psychology	3.00 A	12.00
PY 844	School Psychology Ed.S. Proj	3.00 A-	11.10
PY 851	Sem in Behavior Modification	3.00 A	12.00
	Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 35.10 GPA: 3.90		
Fall 2014			
EA 830	School Leadership Theory	3.00 A	12.00
PY 838	Super Prac in School Psych	6.00 B+	19.80
SD 702	Strat for Stud Mild/Mod Disab	3.00 A	12.00
	Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 43.80 GPA: 3.65		
Spring 2015			
PY 703	School Neuropsychology	3.00 A	12.00
RE 695	Employment Issues in Rehab	3.00 F	0.00
	Ehrs: 3.00 GPA-Hrs: 6.00 QPts: 12.00 GPA: 2.00		

Last Standing:
*************** TRANSCRIPT TOTALS ***************

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	72.00	75.00	282.00	3.76
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	72.00	75.00	282.00	3.76

*************** END OF TRANSCRIPT ***************

EMPORIA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
EDUCATION SPECIALIST (ED.S.) DEGREE PLAN in SCHOOL PSYCHOLOGY
(Fall 2020)

Name:___Matt Wilkins_____

Address:__847 Ash St Ottawa KS 66067_____ E-mail ___mwilkins@g.emporia.edu_____

E#:___E10236417_____ Phone 785 893 2053

REQUIRED COURSES						SUBSTITUTIONS				

DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE
PY	820	Response to Intervention in School Psychology	3		Fall 2014	SD	702	Strategies Mild/Moderate Dis	3	
PY	843	PsychoEducational Assessment	3		Sp 2014	PY	844	School Psych Ed.S. Project	3	
PY	838	Supervised Practice in School Psych.	6		Fall 2014				6	
PY	801	School-based Consultation and Collaboration	3		Fall 2014	EA	830	School Leadership Theory	3	
SD	850	Characteristics of the Gifted	3		Fall 2013	PY	626	Theories of Personality	3	

12 Credit Hours Required Electives

CE	801	Crisis Counseling Trauma Informed Or other course on trauma-informed care is preferred- but may select a different elective based on interests and course availability	3		Sp 2014	PY	851	Seminar in Behavior Mod	3	
CE	708	Multicultural Counseling (preferred) or ED 535 Cultural Awareness for Educators or PY 846 Culture, Assessment in Psych (Emporia based) or a different course on diversity	3		Spring 2014	PY	803	Research Problem in Psychology	3	
		Elective	3		Sp 2015	PY	703	School Neuropsychology	3	
		Elective	3		Fall 2013	EA	885	Human Rel and Group Process Ed	2	
					Sp 2014	PY	803	Research Problem in Psychology	1	

Sp2013

Approved Transfer Credit (Maximum = 6 hours)

COLLEGE	COURSE NUMBER AND NAME	HRS.	GRADE	SEM.	ESU COURSE EQUIVALENT

Adviser Signature___ _James Persinger_____Date__1/3/2021_____

Student Signature_____via email_____Date__1/3/2021_____

Dept Chair Signature_____Date_____

Graduate School Dean Signature_____Date_____

Rev. 2/26/2020

Shifting of information in Graduate School Policy Handbook

Graduate School Policy Handbook: https://www.emporia.edu/documents/2831/policyhandbook_2021-2022_1_VRWB0T0.pdf , Page 30

Current:

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. (Approved by Graduate Council, April 15, 2021)

• Only courses approved for both graduate and undergraduate level (12 shared hours) in which the student receives a B (inclusive of 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. (Approved by Graduate Council, April 15, 2021)

• Transcripts - Two transcripts, one undergraduate and one graduate, will show the completed coursework for Accelerated Degree students. Undergraduate transcripts will contain all courses taken for undergraduate credit. Graduate transcripts will contain all courses taken for graduate credit. All courses shown on the undergraduate transcript will be used to calculate the undergraduate GPA. Graduate GPA will be calculated using graduate courses. (Revision approved by Provost, April 2019)

• In Masters programs requiring 40 or more hours of graduate coursework, a maximum of 15 hours may be shared between the Bachelor's and Master's program. (Approved by Graduate Council, October 18, 2018)

Proposed:

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. (Approved by Graduate Council, April 15, 2021)

• In Masters programs requiring 40 or more hours of graduate coursework, a maximum of 15 hours may be shared between the Bachelor's and Master's program. (Approved by Graduate Council, October 18, 2018), and no more than 15 semester hours of graduate credit can be accumulated as a senior earing graduate credit (approved by Graduate Council, September 2019).

• Only courses approved for both graduate and undergraduate level (12 shared hours) in which the student receives a B (inclusive of 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. (Approved by Graduate Council, April 15, 2021)

• Transcripts - Two transcripts, one undergraduate and one graduate, will show the completed coursework for Accelerated Degree students. Undergraduate transcripts will contain all courses taken for undergraduate credit. Graduate transcripts will contain all courses taken for graduate credit. All courses shown on the undergraduate transcript will be used to calculate the undergraduate GPA. Graduate GPA will be calculated using graduate courses. (Revision approved by Provost, April 2019)

• In Masters programs requiring 40 or more hours of graduate coursework, a maximum of 15 hours may be shared between the Bachelor's and Master's program. (Approved by Graduate Council, October 18, 2018)

1. Move last bullet point to third bullet point to follow directly after the earned credit hours for degrees requiring less than 40 hours of credit.
2. Add "and no more than 15 semester hours of graduate credit can be accumulated as a senior earing graduate credit (approved by Graduate Council, September 2019)" which is located on page 21 in the policy handbook. (Item 6, under the Seniors Earing Graduate Credit heading)

EMPORIA STATE
U N I V E R S I T Y
Graduate School

330 call to order

TO: Members of the Graduate Council

FROM: Amanda Lickteig, Chair, Graduate Council

DATE: March 24, 2022

The Council of Graduate School will meet at 3:30 p.m. on Thursday, March 24, 2022, in the PKP Room in the Memorial Union.

<div align="center">AGENDA</div>

1. **Approval of the minutes from the February 24, 2021, meeting.**

2. **<u>Action</u>**

3. **4 + 1 Programs**

    BS-Chemistry/MS-Forensic Science-Criminalistics Concentration *approved*

    Curricular Change: https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180 (If you are unable to view the above link, please contact the IT Help Desk at Ext. 5555 for assistance with clearing your cookies.)

    Business

    approved

    - Modify CS564 UG & GR Credit, Tckt 978, Dr. Marc Fusaro will present
    - Update catalog due to course number changes, Tckt 985, Dr. Marc Fusaro will present
    - Modify MACC prerequisites, Tckt 986, Dr. Marc Fusaro will present
    - Modify MBA elective requirements, Tckt 987, Dr. Marc Fusaro will present
    - Modify MBA-Accounting prerequisites, Tckt 994, Dr. Marc Fusaro will present
    - Modify MBA-Accounting electives, Tckt 995, Dr. Marc Fusaro will present
    - Add new GR Certificate Business Application Development, Tckt 1000, Dr. Marc Fusaro will present
    - Add new GR Certificate Business Fundamentals, Tckt 1001, Dr. Marc Fusaro will present

- Add new GR Certificate Emerging Technology Management, Tckt 1002, Dr. Marc Fusaro will present
- Add new GR Certificate Information Systems Management, Tckt 1003, Dr. Marc Fusaro will present
- Add new GR Certificate Marketing, Tckt 1004, Dr. Marc Fusaro will present

approved (handwritten)

- Add new GR Class BU802, Tckt 1005, Dr. Marc Fusaro will present
- Add new GR Class BU803, Tckt 1006, Dr. Marc Fusaro will present
- Add new GR Class BU805, Tckt 1007, Dr. Marc Fusaro will present
- Add new GR Concentration-Healthcare, Tckt 1008, Dr. Marc Fusaro will present.

approved (handwritten)

Physical Sciences

approved (handwritten)

- Add ES720 Environmental Soil Science as a course, Tckt 899, Dr. Paul Zunkel will present

SLIM

approved (handwritten)

- Modify Leadership & Administration Information Organizations Certificate, Tckt 780, Stan Trembach will present
- Modify Leadership & Administration Information Organizations Concentration, Tckt 781, Stan Trembach will present
- Update PhD Tier 2 Courses, Tckt 998, Stan Trembach will present
- Add Outreach & Community Engagement Concentration, Ticket 1012, Stan Trembach will present

approved (handwritten)
approved (handwritten)

4. **Information/Congratulations/News**

5. **Reports/Discussion**

- Election of Chair/Vice President

Amanda & Whtny will serve again next year. (handwritten)

6. **Comments**

Upcoming Scholarship Deadlines
- Biology Scholarship, March 25, 2022
  https://www.emporia.edu/graduate-school/admissions-costs/financial-assistance/scholarships/

Submissions for Research and Creativity Day
Friday, April 8, 2022

Research and Creativity Day
Thursday, April 28, 2022

Graduate Commencement Ceremony
Friday, May 13, 2022, 6:00pm at White Auditorium

7. **For the Good of the Order**

Requested topics for April Mtg requested by Dr. Spotweed

Future Meeting Dates
Thursday, April 21, 2022, PKP Room, MU

Graduate Council SharePoint Folder
https://emporia.sharepoint.com/sites/GraduateCouncil/SitePages/Home.aspx

Adjourn @ 4:26p

GRADUATE COUNCIL 2021 - 2022

Will Phillips	Business	Box 4039	5095	wphilli3@g.emporia.edu
William Jensen	Biological Sciences	Box 4050	5339	wjensen1@emporia.edu
Libby Schmanke	Counselor Education	Box 4036	5804	eschmank@emporia.edu
Jerry Liss	Elementary Education/Early Childhood/Special Education	Box 4037	5821	jliss@emporia.edu
Mel Storm	English, Modern Languages, and Journalism	Box 4019	5563	mstorm@emporia.edu
Michael Butler	Health, Physical Education and Recreation	Box 4013	5947	mbutler@emporia.edu
Essam Abotteen	Mathematics and Economics	Box 4027	5634	eabottee@emporia.edu
Andy Houchins	Music	Box 4029	6089	ahouchin@emporia.edu
Lynnette Schreiner	Nursing	Box 4043	4450	lschrein@emporia.edu
Michael Morales	Physical Sciences	Box 4030	5978	mmorales@emporia.edu
John Wade	Psychology	Box 4031	5317	jwade2@emporia.edu
Amanda Lickteig	School Leadership/Middle and Secondary Teacher Educ.	Box 4037	5096	alicktei@emporia.edu
Stan Trembach	School of Library and Information Management	Box 4029	5203	strembac@emporia.edu
Maire Johnson	Social Sciences, Sociology & Criminology	Box 4032	5461	mjohns38@emporia.edu
Rochelle Rowley	Social Sciences, Sociology & Criminology	Box 4022	5321	rrowley1@emporia.edu
Jerald Spotswood	Dean, Graduate School and Distance Education (Ex-Officio)	Box 4003	5403	jspotswo@emporia.edu
Jim Williams	Vice President, Student Affairs (Ex-Officio)	Box 4007	5269	jwilliam@emporia.edu
Dorothy Stevenson	Director-Graduate Recruiting & Marketing (Ex-Officio)	Box 4003	5403	dsteven7@emporia.edu
Yifang Hao	Graduate Student Representative			yhao@g.emporia.edu
Kyra Jumper	Graduate Student Representative			kjumper@g.emporia.edu

Amanda Lickteig, Chair – Libby Schmanke, Vice Chair – Mary Sewell, Executive Secretary

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 sooner than in a traditional framework.

Undergraduate Program B.S.-Chemistry _____ Total UG Hours ___105_____

Graduate Program MSFS-Chemistry Concentration _____ Total GR Hours ___40_____

Curriculum Requirements	*Program Requirements*
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 below). Students must have a minimum of a "B" (3.0) 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.	**GPA Requirements** Students must apply to the graduate school after completing a minimum of 75 hours of study. To be considered for admission to the accelerated undergraduate program, students must have a minimum 3.33 GPA overall and at least a B- in all attempted biology or chemistry courses. Students must earn a minimum of a "B" (3.0) in graduate courses taken as an undergraduate student (shared hours). Any shared courses in which a grade of less than a "B" is earned will not be counted for graduate credit.
List courses to be shared Up to fifteen (15) hours of graduate credit may be shared between the graduate and undergraduate degree. These 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 Example: BIO 212, satisfied by BIO 712 BIO 220, satisfied by BIO 720	**Shared Hours (15) **CH777 – Instrumental Analysis (5) **CH779 –Advanced Instrumental Analysis (5) **FO 770 Forensic Science Seminar (1) **FO 730 Ethics and Professionalism in FS (1) **Forensic Science Elective (3) NOTES: Chemistry Advanced Elective (Chemistry requirement) satisfied by CH 779 (5) CH 480 (Chemistry requirement) satisfied by FO 770 (1) **shared hours used to meet Chemistry required and elective hours requirement

Program of Study	
Programs must complete a Program of Study, develops a plan for academic advising, and tracking students. **Advisor for Program: Dr. Mingjing Sun**	

Plan of Study for Accelerated Master's Degree Program – Highlight the Shared Hours
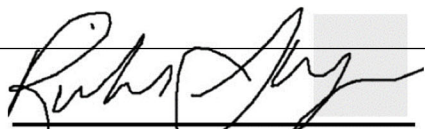
Fall Courses	Spring Courses

Fall 1st year (15 hours)			Spring 1st year (16 hours)		
CH 123/124	Chemistry I/Lab	5	MA 161	Calculus I	5
GB 140/141	Principles of Biology/Lab	4	CH 126/127	Chemistry II/Lab	5
EG 101	Composition I	3	EG 102	Composition II	3
	Speaking & Listening	3	Creative Arts/Humanities (1st)		3
UL = 0			**UL = 0**		
Semester Totals / (Running Total)			**Semester Totals / (Running Total)**		
UG hours 15 / (15)			UG hours 16 / (31)		

Fall 2nd year (16 hours)			Spring 2nd year (15-16 hours)		
CH 572/573	Organic I/Lab	5	CH 574/575	Organic II/Lab	5
MA 262	Calculus II	5	PH 190/1/2	Physics I/Lab/Recitation	5
Creative Arts/Humanities (2nd)		3	Social & Behavioral Sci (1st)		3
Upper Level Elective		3	Elective		2-3
			UL = 5		
UL = 8					
Semester Totals / (Running Total)			**Semester Totals / (Running Total)**		
UG hours 16 / (47)			UG hours 15-16 / (62-63)		

Fall 3rd year (16 hours)			Spring 3rd year (15 hours)		
CH 525	Descrip. Inorganic	3	CH 721/722	Physical Chem II/Lab	5
CH 720	Physical Chemistry I	3	CH 725/726	Adv Inorganic/Lab	5
PH 393/4/5	Physics II/Lab/Recitation	5	CH 479	Undergraduate Research	2
CH 376/377	Quant/Lab	5	MA 341	Intro to Prob & Stats	3
UL = 16			**UL = 15**		
Semester Totals / (Running Total)			**Semester Totals / (Running Total)**		
UG hours 16 / (78-79)			UG hours 15 / (93-94)		
			Complete Application for Accelerated Master's Program		

Fall 4th year (12 hours)			Spring 4th year (15 hours)		
**CH 777	Instrumental	5	**CH 779	Adv Instrumental	5
**FO 730	Ethics and Prof. in FS	1	**FO 770	Research Seminar	1
CH 560	Fundamentals of Biochem	3	**	F.S. Elective	3
Creative Arts/Humanities		3	Social & Behavioral Sci (2nd)		3
			Social & Behavioral Sci (3rd)		3
UL = 3			**UL = 0**		
Semester Totals / (Running Total)			**Semester Totals / (Running Total)**		
UG hours 6 / (99-100)			UG hours 6/ (105-106)		
**Shared hours 6 / (6)			**Shared Grad hours 9 / (15)		
**Grad hours 6 / (6)			**Grad hours 9 / (15)		

STUDENT IS OFFICIALLY A GRADUATE STDUENT AND PAYS GRADUATE TUITION RATES	

Fall 5th year (13 hour)			Spring 5th year (12 hours)		
GB 760	Pharmacology	3	FO 771	F.S. Seminar	1
FO 702	Biological and For. Evidence	3	FO 809	Research Project	2
FO 770	Research Seminar	1	FO 720	Toxicology	3
FO 809	Research Project	3	F.S.	Elective	3
F.S.	Elective	3	F.S.	Elective	3

Semester Totals / (Running Total)
Total hours 13 / (135)
UG hours   - / (107)
Grad hours 13 / (28; includes **shared)

Semester Totals / (Running Total)
Total hours 12/ (147)
UG hours   - / (105-106; 120 with 15 h **shared)
Grad hours 12 / (40; includes 15 h **shared)

Total Undergrad hrs, including shared   (120)
Total Graduate hrs, including shared (40)

Approvals

(signature)

_____   _____
Department Chair of Undergraduate Program   2/10/2022
                                                          Date

(signature)

_____   _____
Department Chair of Graduate Program   2/23/2022
                                                          Date

(signature: R. Brent Thomas)

_____   _____
Dean of School/College   24 February 2022
                                                          Date

_____   _____
Graduate Council Chair   Date

_____   _____
Graduate School Dean   Date

From:	Melissa Bailey
Sent:	Wednesday, March 23, 2022 10:42 AM
To:	Mary Sewell; Richard Sleezer; Mingjing Sun
Subject:	justification for changes to chemistry 4+1

Hi everyone,

Since neither Mingjing or I can attend the Grad Council meeting tomorrow, Mary asked for a brief synopsis of the changes and why in lieu of someone going.

Rich and Mingjing - if you need to add or change anything, please feel free.

Justification for changes to the Chemistry-MSFS 4+1

The changes to the program are being proposed for the following reasons:

- the previous pcurriculum did not meet current requirements for an accelerated program,
- the proposed curriculum incorporates the changes approved previously to the MSFS-Chemistry concentration (adding FO 730, Ethics and removing CH 777 as a required class, removed Drug Chemistry as a required class), and
- the proposed curriculum incorporates the recent changes to the general education requirements.

The proposed curriculum does not change the academic integrity of the program in any way.

Does that work? We haven't really had questions on the other changes, so I don't anticipate a lot of controversy with this one.

Thanks,
Melissa

Melissa M. Bailey, Ph.D.
Director, MSFS Program
Professor, Department of Biological Sciences
Anatomy Nerd and Toxicology Enthusiast

EMPORIA STATE
U N I V E R S I T Y
Graduate School

Present: Phillips, Jensen, Schmanke, Liss, Butler, Abotteen, Houchins, Schreiner, Wade, Lickteig, Johnson, Hao, Spotswood, Storm, Trembach, Stevenson, Morales

Absent: Williams, Rowley, Jumper
Guests: Linda Turney, Melissa Bailey, Paul Zunkel, Alfredo Montalvo

The Council of the Graduate School met at 3:30 p.m. on Thursday, February 24, 2022, in the PKP Room, MU. Libby Schmanke called the meeting to order at 3:33 pm.

Action

- Minutes from the November 18, 2021 meeting were approved.
- Dr. Melissa Bailey and Dr. Alfredo Montalvo presented the 4 + 1 Program in BS Crime and Delinquency Studies/MS Forensic Science-Criminalistics. Program approved with 14 approvals and 1 abstention.
- Dr. Melissa Bailey presented the 4 + 1 Program in BS Biochemistry and Molecular Biology/MS Forensic Science-Biology. Program approved with 14 approvals and 1 abstention.
- The following curricular changes were approved:
  ### Biological Sciences
  - Modify the MS in Forensic Science with Chemistry Concentration, Tckt 730.
  ### Business Administration
  - Modify MBA Program Foundations in Catalog, Tckt 980.
  ### Counselor Education
  - Modify the credit hours for the MS in School Counseling, Tckt 771.
  - Delete the School Counseling Thesis Concentration, Tckt 772.
  - Modify the School Counseling catalog listing to include information about Direct Entry, Tckt 773.
  - Modify the credit hours for SC881, Tckt 775.

  ### Elementary Education, Early Childhood, & Special Education
  - Modify admissions requirements for Special Education – High Incidence Concentration, Tckt 675.
  - Modify SD760 title and description, Tckt 680.
  - Create SD750, Introduction to ASD, Tckt 681.

  ### Heath, Physical Education & Recreation
  - Name change for the MS in Health, Physical Education & Recreation degree, Tckt 759.
  - Modify HPER program course titles, Tckt 790.
  - Modify HPER Program Requirements, Tckt 801.
  - Modify HPER Application Requirements, Tckt 802.

  ### History
  - Modify Political Science Certificate, Tckt 920.

  ### Informatics
  - Modify the MS in Informatics with Geoinformatics Concentration.

Music
- Modify Master of Music with Music Education Concentration Curriculum, Tck 820.

- Dr. John Wade presented a revalidation request for Matthew Wilkins, EdS. Council approved the revalidation of PY803-Research Problems in Psychology, Spring 2013; EA885-Human Rel and Grp Proc in Educ, Fall 2013; PY626-Theories of Personality, Fall 2013.

Information/Congratulations/News

- Libby Schmanke shared that Laura Baron Reyes (Informatics) and Chung Sang Ling (HPER) were the recipients of the Robert Grover Scholarship; and Brandon Franta (Biology) was the recipient of the Scholar's Circle Award.
- Libby Schmanke reminded Council of scholarship deadlines, the date for Research & Creativity Day-Thursday, April 28, 2022, and date/time for the May Graduate Commencement Ceremony-Friday, May 13, 2022, 6pm at White Auditorium.

Reports/Discussion

Mary Sewell shared with Council the shifting of information in the Graduate School Policy Handbook. These shifts will organize information about seniors earning graduate credit and 4 + 1 programs.

Comments

For the Good of the Order

Adjourned at 4:18 pm
Next Meeting: March 24, 2022, PKP, MU

To change LI 893 Title under Certificate (page 216 of the 2021/2022 catalog) - #780 curricular change

Current –

LEADERSHIP AND ADMINISTRATION IN INFORMATION ORGANIZATIONS CERTIFICATE
(Students with previous masters-level management course)
Required Courses:
LI 850 Leadership in Information Organization 3 hours
Select fifteen-hours of credit from any of the following courses:
LI 811 Community Needs Analysis 3 hours
LI 825 Special Topics in Diversity and Inclusion 1-3 hours
LI 833 Resources and Services for Diverse Populations 3 hours
LI 859 Project Management in Information Organizations 3 hours
LI 863 Current Issues in Management in Information
Organizations 1-3 hours
LI 868 Advocacy and Information Organization 3 hours
LI 870 Practicum 1-3 hours
LI 893 Seminar in Administrative Theory 3 hours
**Total Course Credit Hours for Certificate in Leadership
and Administration in Information Organizations 18 hours**
(Students with no previous masters-level management course)
Required Courses:
LI 805 Management in Information Organization 3 hours
LI 850 Leadership and Information Organizations 3 hours
Select twelve-hours of credit from any of the following courses:
LI 811 Community Needs Analysis 3 hours
LI 825 Special Topics in Diversity and Inclusion 1-3 hours
LI 833 Resources and Services for Diverse Populations 3 hours
LI 859 Project Management in Information Organizations 3 hours
LI 863 Current Issues in Management in Information
Organizations 1-3 hours
LI 868 Advocacy and Information Organizations 3 hours
LI 870 Practicum 1-3 hours
LI 893 Seminar in Administrative Theory 3 hours
**Total Course Credit Hours for Certificate in Leadership
and Administration in Information Organizations 18 hours**

Proposed-

LEADERSHIP AND ADMINISTRATION IN INFORMATION ORGANIZATIONS CERTIFICATE
(Students with previous masters-level management course)
Required Courses:
LI 850 Leadership in Information Organization 3 hours
Select fifteen-hours of credit from any of the following courses:
LI 811 Community Needs Analysis 3 hours
LI 825 Special Topics in Diversity and Inclusion 1-3 hours
LI 833 Resources and Services for Diverse Populations 3 hours
LI 859 Project Management in Information Organizations 3 hours
LI 863 Current Issues in Management in Information
Organizations 1-3 hours
LI 868 Advocacy and Information Organization 3 hours
LI 870 Practicum 1-3 hours
LI 893 Management in Library and Information Agencies Seminar 3 hours

**Total Course Credit Hours for Certificate in Leadership
and Administration in Information Organizations 18 hours**
(Students with no previous masters-level management course)
Required Courses:
LI 805 Management in Information Organization 3 hours
LI 850 Leadership and Information Organizations 3 hours
Select twelve-hours of credit from any of the following courses:
LI 811 Community Needs Analysis 3 hours
LI 825 Special Topics in Diversity and Inclusion 1-3 hours
LI 833 Resources and Services for Diverse Populations 3 hours
LI 859 Project Management in Information Organizations 3 hours
LI 863 Current Issues in Management in Information
Organizations 1-3 hours
LI 868 Advocacy and Information Organizations 3 hours
LI 870 Practicum 1-3 hours
LI 893 Management in Library and Information Agencies Seminar 3 hours
**Total Course Credit Hours for Certificate in Leadership
and Administration in Information Organizations 18 hours**

Emporia State University

ES 720 XA Environmental Soil Science
Spring 2023

Instructor: **Dr. Alivia J. Allison**
Class will meet: Online Remotely via Canvas (New material will be posted on <u>Mondays at 1:00 pm</u>)
　　　　　　　Online Office Hours: M, T: 11:00 a.m.-1:00 p.m., W: 11:00 a.m.-12:00 p.m.
　　　　　　　Campus Office Location: Science Hall, Room 109B
　　　　　　　Campus Phone: (620) 341-5984
　　　　　　　Email: **aalliso2@emporia.edu**

COURSE DESCRIPTION

Welcome to Environmental Soil Science, ES 720 XA. This course is designed to introduce students to the environmental and geographic issues concerning soils. We will also cover select agricultural and archaeological aspects of soils as well. This course will be taught as a seminar, but will also contain an introductory (but detailed) online lecture component with the goal of bringing everyone up-to-speed on the dynamic subject of soil science.

This course will cover the basics of soil science including soil genesis, soil classification, and soil properties. After the first review portion of the class is complete (including your first exam), <u>each following week's online seminar discussion will be led by students via Canvas Discussion Board</u> as we read scientific articles and/or book chapters that have been chosen to help illustrate assorted issues concerning soils. You will each be responsible for and expected to read the articles or book chapters that you have been assigned, give a written summary of the assigned material to the whole class, and lead an online discussion about the material. <u>During weeks when you are not leading the class discussion, you are all still responsible for reading all of the assigned material in order to participate in and contribute to the class discussion online</u>. A seminar course works best when everyone actively participates, and the class will benefit most from lively academic discussions over the course material.

CLASS FORMAT

This online class will be taught via Canvas using an asynchronous teaching format, meaning that you are responsible for studying and reviewing all materials posted for this course on your own time, and thus are able to work at your own pace. Asynchronous, in terms of this class, means that there is <u>no set meeting time for this course</u>, but uploaded PPT presentation materials or assigned reading materials (those outside of your textbook such as journal articles), will be available for your review per the schedule set by the professor at the start of the class.

Schedule: Lecture materials such as PowerPoint (PPT) presentations and homework assignments (when pertinent) <u>will be posted by 1:00 pm on Mondays each week</u>. As we get closer to the second section of the class when we begin reading scientific soil science articles, specific details about discussion boards will be shared at that time. ES 720 exam times will be discussed via Canvas as each exam approaches (see the class schedule starting on p. 5 of this syllabus). Lastly, if a post will be delayed for any reason, I will communicate with you all about this as soon as possible.

REQUIRED TEXTBOOK
Brady, N.C., and Weil, R.R., 2018. Elements of the Nature and Properties of Soils, 4th ed. Pearson
     Education, New York, New York. ISBN: 978-0-13-325459-4

SUPPLEMENTAL TEXTS
Brady, N.C., and R.R. Weil, 2017. The Nature and Properties of Soils, 15th ed. Pearson Education
     Inc., Upper Saddle River, New Jersey.
Soil Science Division Staff, 2017. Soil Survey Manual. C. Ditzler, K. Scheffe, and H.C. Monger
     (eds.). USDA Handbook 18. Government Printing Office, Washington, D.C.
Gardiner, D.T., and Miller, R.W., 2008. Soils in Our Environment. 11th ed. Prentice Hall, Upper
     Saddle River, New Jersey.
Eswaran, H., Rice, T.J., Ahrens, R., and Stewart, B.A., Editors, 2002. Soil Classification. A Global
     Desk Reference. CRC Press, Boca Raton, Florida.
Foth, H. D., and Schafer, J.W., 1980. Soil Geography and Land Use. John Wiley and Sons, New York.
Hillel, D., 1998. Environmental Soil Physics. Academic Press, San Diego, California.
Pierzynski, G.M., Sims, J.T., and Vance, G.F., 2000. Soils and Environmental Quality. Second
     Edition. CRC Press LLC, Boca Raton, Florida.
Soil Survey Staff, 1999. Soil Taxonomy: A Basic System of Soil Classification for Making and
     Interpreting Soil Surveys. Agricultural Handbook No. 436. USDA-NRCS.
Troeh, F.R., Hobbs, J.A., and Donahue, R.L., 2004. Soil and Water Conservation: Productivity and
     Environmental Protection, 4th ed. Prentice-Hall Inc. Upper Saddle River, New Jersey.

CLASS WEBSITE is available at https://canvas.emporia.edu/

GRADING:

Activity	Contribution to Grade
Exams I, II	50%
Research Paper	15%
PPT Presentations	10%
Written Article Summaries/Responses/Homework	25%
Total	100%

Grades in this class will be based on the following percentages:
A = 100-94%, A- = 93-90%, B+ = 89-87%, B = 86-84%, B- = 83-80%, C+ = 79-77%,
C = 76-70%, D = 69-60%, F = 59-0%

Also, be aware that per ESU regulations, grades are assigned the following meaning:
     A (Superior), B (Good), C (Average), D (Poor), F (Failure), W (Withdrawal), I (Incomplete),
     IP (In-Progress), N (No Credit), P (Pass), S (Satisfactory), U (Unsatisfactory), T (class in
     progress), Y (no grade given by instructor), and V (Visitor or Audit).

Grade points will be computed on the following scale: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0,
B- = 2.7, C+ = 2.3, C = 2.0, D = 1.0, F = 0

COURSE EVALUATION
     Graduate Students: Evaluation for this class is based on two exams, weekly written article
summaries (a three-page minimum) and online conversation responses and additional homework
assignments, a research paper (on a soil science topic of your choice -- a twelve-page minimum with

at least ten sources is required), <u>three</u> class PPT presentations (details to follow), and <u>active</u> participation in the online class. Graduate students are expected to post/respond to <u>four</u> class discussion links each week, although additional posts are encouraged and welcomed (again, specific details to follow for this assignment).

Exams can consist of a combination of multiple choice, true/false, short answer, matching, and essay questions. You are responsible for ALL of the material within each chapter or article assigned whether we specifically cover the material in class or not, although each exam will focus most heavily on the topics covered within the PowerPoint presentations and online class discussion.

Please be aware that while this upper-division course is designed for both undergraduate and graduate students alike, **there are <u>noted differences in expectations for undergraduate students vs. graduate students,</u> with the highest of expectations being placed on the latter. This will be reflected in the grading of assignments, the difficulty/quantity of assignments, and so on. That said, ALL students should strive to work at a graduate-level in order to benefit the most from this 700-level graduate course.

CLASS POLICIES

➢ **<u>No make-up exams</u> will be given except in the case of <u>documented</u> emergencies or illnesses, and <u>must</u> first be approved by the instructor.**
➢ **Late assignments (those turned in after the due date/time) will be penalized.** Due dates will be announced for each assignment as they are given.
➢ **Online class participation is expected and required, and is crucial to the development of your knowledge and skills in this course.**
➢ Class emails will be sent to your ESU email addresses. **Check your ESU email regularly.**
➢ **If you have any issues or concerns at all, please communicate with the instructor ASAP.** Most issues can be resolved quickly, and to the satisfaction of both student and instructor if dealt with appropriately.

COURSE-SPECIFIC LEARNING OUTCOMES
By the conclusion of this course, graduate students will be able to:
- Explain and use in their research both historical and up-to-date information about environmental issues and problems involving soil science and soil geography
- Evaluate and apply knowledge of various soil science topics - including soil erosion, carbon sequestration, soil contamination, and soil management practices - to their own research
- Collect, analyze, and apply scientific data to their M.S. research with respect to soil science
- Independently identify soil horizons and various soil characteristics in soil pits/sections
- Critically read and evaluate scientific literature, with an emphasis on and specific practice concerning environmental and agricultural practices
- Think more critically about and evaluate the natural world in which we live

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EMPORIA STATE UNIVERSITY POLICIES

<u>Academic Integrity</u>: The following "Academic Dishonesty Policy" will be enforced in this class:

"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 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. In addition, acts of academic dishonesty shall be grounds to deny admissions to a department or program." See: https://www.emporia.edu/academics-majors/academic-affairs/academic-dishonesty-policy/

Student Accommodations

Student Accessibility and Support Services (SASS) at Emporia State University (ESU) ensures that students with disabilities have full and equal access to the programs and services of ESU without discrimination. Any student who feels they may need academic accommodations or access to accommodations based on the impact of a documented disability should contact and register with SASS during the first week of class or as soon as possible after the diagnosis of a disability. SASS is the official office to assist studentsthrough the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with SASS must obtain a new accommodation each semester. The SASS office can be located in Plumb Hall 106, or can be contacted by phone: 620-341-6637, or email: SASS@emporia.edu. The SASS office website is https://www.emporia.edu/academics-majors/academic-services-advising/student-accessibility-support-services/.

Diversity, Equity, and Inclusion

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how identities, perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of this course that result in barriers to your inclusion or the inclusion of those around you, contact the individual with whom you are most comfortable: your academic advisor, the Department Chair, your School or College Dean, the Dean of Students, the Chief Diversity Officer or your course instructor.

Student Code of Conduct: https://www.emporia.edu/about-emporia-state-university/leadership-faculty-staff/student-affairs/dean-students/student-code-conduct/

Sexual Harassment/Discrimination: https://www.emporia.edu/about-emporia-state-university/discrimination-harassment-response-prevention/equal-opportunity-access/discrimination-harassment-policy-process/

BASIC NEEDS

It can be challenging to perform your best in the classroom if you have trouble meeting your basic needs. Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live is encouraged to connect with campus support services. Examples of such services include the campus food pantry, Corky's Cupboard; counseling and other physical and mental health services at the Student Wellness Center; financial aid and emergency scholarships; free legal services for students; and more. For more information about campus and community support services, visit the "Resources" page at emporia.edu/eat.

Please also notify me if you are comfortable doing so. This will enable me to help however I can. Together we can work to make sure those needs are met.

ES 720 COURSE SCHEDULE

Date	Class Topics	Reading/Assignments
Week 1 1/23	Course Introduction; Ch.1: The Soils Around Us, Pt. I	Read Ch. 1 p. 1-28 in Brady and Weil (B&R)
Week 2 1/30	Ch.1: The Soils Around Us, Part II; Ch. 2: Formation of Soils from Parent Materials, Pt. I	Homework #1 Posted Read Ch. 2 p. 29-71 in B&R
Week 3 2/6	Ch. 2: Form. of Soils from Parent Materials, Part II Ch. 3: Soil Classification, Part I	Homework #1 Due Homework #2 Posted Read Ch. 3 p. 72-116 in B&R
Week 4 2/13	Ch. 3: Soil Classification, Part I (continued)	Assorted Readings
Week 5 2/20	Ch. 3: Soil Classification, Part II	Homework #2 Due Homework #3 Posted; Continue Reading Ch. 3 (p. 72-116)
Week 6 2/27	Ch. 4 Soil Architecture and Physical Properties	Homework #3 Due Read Ch. 4 p. 117-162 in B&R
Week 7 3/6	**EXAM I (via Canvas) – Will cover Ch. 1, 2, 3, 4** - Assign first articles for online seminar discussion	STUDY for Exam I Begin Reading Articles
Week 8 3/13	**Begin Discussing Seminar Articles Online:** Soil Science History, Soil Quality Soil Quality, Soil Test Kits, Soil Score Cards	Assorted Readings
Week 9 3/20	Soil Resilience, Soil Geography, and Global Environmental Issues	Assorted Readings
Week 10 3/27	*** Research paper <u>topics</u> due via email to prof.** Soils and Archaeology, Paleosols and Buried Soils	Assorted Readings

Date	Class Topics	Reading/Assignments
Week 11 4/3	Soil and Civilization, Soil Erosion, Soils and Wetlands, Carbon Sequestration	Assorted Readings
Week 12 4/10	*** Turn in 3-page <u>proposal</u> summary of project** Soil Erosion, Carbon Sequestration, Global Carbon Budget, Climate Change	Assorted Readings
Week 13 4/17	Soil Reclamation, Remediation, Conservation, and Management Practices	Assorted Readings STUDY for Exam
Week 14 4/24	**EXAM II (via Canvas)**	Continue working on final research PPT after exam is submitted
Week 15 5/1	***Research PPT Presentations* due via Canvas**	Proofread and Finalize Research Paper
Week 16 5/11	**<u>Research Paper Due</u> to instructor via Canvas by Thursday, 5/11 at 5:00 p.m. *Grade penalties will apply for late papers.**	Submit Soil Science Research Paper

(Course syllabus and class schedule are subject to revision.)

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
11/03/2021		Wait Grad	780		

UserID	First Name	Last Name
LMCDONA5	Linda	McDonald

Department Name	Dept Number	Campus Box	Campus Phone
SLIM-Regional Programs-Dean	4652	CAMPUS BOX 4025	620 341-5203

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
School of Library & Info Mgmt

Level
Level 2

Dept Name *
Library & Info Mgmt

Level *
◯ Undergrad only ◉ Graduate only ◯ Both (can apply only to 500-799)

Use Add if:
o Adding a new course
o Adding a new program

This request is proposed to *
◯ Add ◉ Modify ◯ Delete

Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements

Term when change is effective (ex: 202010, 202030, 202050) *
202250

Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ I have reviewed the catalog *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char) *
To modify certificate

Enter a short description to serve as a title for this request.

What is proposed? *
Update Leadership and Administration in Information Organizations Certificate for new course title & description for LI893 in both areas for students with previous masters-level management courses and students with no previous masters-level management course.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Modify Leadership and Administration in Information Organizations Certificate to update new title of LI 893 from Seminar in Administrative Theory to Management in Library and Information Agencies Seminar.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Update the curriculum due to reflect course changes

How does this new course or proposed change fit into the curriculum of this major or of general education? *
This proposed is for a reworded title and course description for a required course in the Ph.D. degree program. This change is to provide clarity in wording and is intended to make it easier for current students to understand the subject of the course and the topics included in the course. This is not a change in the approved subject of the course or in the overall curriculum of the program. It does not change program hours or core requirements for 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 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 *
◉ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.
Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (3)	Please attach PDF (0)
Syllabus	Objections
Other	
Attached document has been deleted (Document ID: 2105348).	
Attached document has been deleted (Document ID: 2147394).	
CUR - Other 780 - LMCDONA5 School of Library & Info Mgmt Library & Info Mgmt To modify certificate 2147628	

Approvers

Chair UserID (if no chair, enter your UserID) *
WJEONG1

Dean Approver *
WJEONG1

Communication			

(Click Add for more notes)

Date	UserID		Notes*
11/03/2021 05:11:03 PM	LMCDONA5		New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
LMCDONA5	LINDA MCDONALD	Originator	03/09/2022
WJEONG1	WOOSEOB JEONG	Chair	03/09/2022
WJEONG1	WOOSEOB JEONG	Dean	03/09/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
11/03/2021		Wait Grad	781		

UserID	First Name	Last Name
LMCDONA5	Linda	McDonald

Department Name	Dept Number	Campus Box	Campus Phone
SLIM–Regional Programs–Dean	4652	CAMPUS BOX 4025	620 341–5203

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Library & Info Mgmt

Level
Level 2

Dept Name*
Library & Info Mgmt

Level*
○ Undergrad only ◉ Graduate only ○ Both (can apply only to 500–799)

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

Term when change is effective (ex: 202010, 202030, 202050)*
202250

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ I have reviewed the catalog*

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char)*
To modify concentration

Enter a short description to serve as a title for this request.

What is proposed?*
Update Master of Library Science – Concentration in Leadership and Administration for the LI893 course new course title

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

Other major change (program, major, etc.) *
To modify MASTER OF LIBRARY SCIENCE—
CONCENTRATION IN LEADERSHIP AND
ADMINISTRATION to new title of LI 893 from Seminar in Administrative Theory to Management in Library and Information Agencies Seminar.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Update the curriculum due to reflect course changes

How does this new course or proposed change fit into the curriculum of this major or of general education? *
This proposed is for a reworded title and course description for a required course in the Ph.D. degree program. This change is to provide clarity in wording and is intended to make it easier for current students to understand the subject of the course and the topics included in the course. This is not a change in the approved subject of the course or in the overall curriculum of the program. It does not change program hours or core requirements for 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.
Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (2)	Please attach PDF (0)
Syllabus	Objections
Other	
Attached document has been deleted (Document ID: 2105349).	
[CUR - Other 781 - LMCDONA5 School of Library & Info Mgmt Library & Info Mgmt To modify concentration 2148108](#)	

Approvers

Chair UserID (if no chair, enter your UserID) *
WJEONG1

Dean Approver *
WJEONG1

Communication

(Click Add for more notes)

Date	UserID	Notes *
11/03/2021 05:22:05 PM	LMCDONA5	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
LMCDONA5	LINDA MCDONALD	Originator	03/09/2022
WJEONG1	WOOSEOB JEONG	Chair	03/09/2022
WJEONG1	WOOSEOB JEONG	Dean	03/09/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
12/16/2021		Wait Grad	899		

UserID	First Name	Last Name
PZUNKEL	Paul	Zunkel

Department Name	Dept Number	Campus Box	Campus Phone
Physical Sciences	1570	CAMPUS BOX 4030	620 341-5977

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
College of Liberal Arts & Sci

Level
Level 2

Dept Name*
Physical Sciences

Level*
◯ Undergrad only ◯ Graduate only ⦿ Both (can apply only to 500-799)

This request is proposed to*
⦿ Add ◯ Modify ◯ Delete

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char)*
Add Course ES 720

Enter a short description to serve as a title for this request.

What is proposed?*
Adding ES 720 Environmental Soil Science to the catalog of course offerings.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

CIP number*
40.060

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☑ New course

☐ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

New/Modified Course*	Credit Hours*	Course Title*
ES 720	3	Environmental Soil Science

Proposed Course Description (50 words or less, if possible. Exact catalog copy)*
This course provides an opportunity for an in-depth examination of relevant environmental soil science topics. Designed to introduce students to the many environmental and geographic issues concerning soils, emphasis is placed on soil genesis, soil properties, soil classification, and the carbon cycle. Select agricultural and archaeological aspects of soils will be explored in this course as well.

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)
(Prerequisites: ES110 and ES111 or consent of instructor)

This course is the same as:

Students may repeat course for credit:* Max Hours
○ Yes ◉ No

Grading Method*
◉ Letter Grade ○ Pass/No-Credit ○ Satisfactory/Unsatisfactory

Umbrella Course*
○ Yes ◉ No

General Education Credit*
○ Yes ◉ No

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal?*
This elective course would be incorporated into the rotation of courses being taught in the Earth Science curriculum within the Department of Physical Sciences.

How does this new course or proposed change fit into the curriculum of this major or of general education?*
This course is an elective for upper division Earth Science undergraduate students and graduate students, especially students who have the Soil Science concentration associated with their degree 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 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*
◉ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (4)	Please attach PDF (0)
Syllabus	Objections
Attached document has been deleted (Document ID: 2118335).	
Attached document has been deleted (Document ID: 2129213).	
CUR – Syllabus 899 – PZUNKEL College of Liberal Arts & Sci Physical Sciences Add Course ES 720 2138081	
CUR – Syllabus 899 – PZUNKEL College of Liberal Arts & Sci Physical Sciences Add Course ES 720 2138082	
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
RSLEEZER

Dean Approver *
ESTEPHE4

Communication

(Click Add for more notes)

Date	UserID	Notes *
12/16/2021 02:58:41 PM	PZUNKEL	New Request

Date	UserID	Notes *
01/20/2022 12:40:11 PM	ESTEPHE4	Please add the updated student accommodations statement to the attached syllabus. (The location of SASS must be listed.) Please send it back to me by the end of the day 1/21/22.

Date	UserID	Notes *
02/07/2022 09:42:06 AM	MSEWELL	Please provide documentation of how this course will differ for undergraduate credit and graduate credit. Are there different learner outcomes, different assignments, separate syllabus?

Date	UserID	Notes *
02/11/2022 01:12:17 PM	PZUNKEL	Original syllabi was deleted and two new syllabi were added. One syllabus is marked ZA (undergraduate) and the other is marked XA (graduate). Both syllabi have associated specific learning outcomes. This should now clarify the difference between the undergraduate and graduate sections.

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	02/04/2022
PZUNKEL	PAUL ZUNKEL	Originator	02/11/2022
RSLEEZER	RICHARD SLEEZER	Chair	02/22/2022
ESTEPHE4	GAILE STEPHENS	LA&S Chairs	03/01/2022
ESTEPHE4	GAILE STEPHENS	Dean	03/01/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Current –

MASTER OF LIBRARY SCIENCE—CONCENTRATION IN LEADERSHIP AND ADMINISTRATION

Required Courses
LI 850 Leadership in Information Organizations   3 hours

Select two (6 hours)
LI 811 Community Needs Analysis   3 hours
LI 825 Special Topics in Diversity and Inclusion   1-3 hours
LI 833 Resources and Services for Diverse Populations 3 hoursLI
859 Project Management in Information Organizations 3 hoursLI
863 Current Issues in Management in Information
          Organization   1-3 hours
LI 868   Advocacy and Information Organizations   3 hours
LI 870 Practicum   1-3 hours
LI 893 Seminar in Administrative Theory   3 hours

**Total Course Credit Hours for Concentration in
Leadership and Administration   9 hours**

Proposed-

MASTER OF LIBRARY SCIENCE—CONCENTRATION IN LEADERSHIP AND ADMINISTRATION

Required Courses
LI 850 Leadership in Information Organizations   3 hours

Select two (6 hours)
LI 811 Community Needs Analysis   3 hours
LI 825 Special Topics in Diversity and Inclusion   1-3 hours
LI 833 Resources and Services for Diverse Populations 3 hoursLI
859 Project Management in Information Organizations 3 hoursLI
863 Current Issues in Management in Information
          Organization   1-3 hours
LI 868   Advocacy and Information Organizations   3 hours
LI 870 Practicum   1-3 hours
LI 893 Management in Library and Information Agencies Seminar
                                                        3 hours

**Total Course Credit Hours for Concentration in
Leadership and Administration   9 hours**

<div align="center">

Emporia State University

ES 720 ZA Environmental Soil Science
Spring 2023

</div>

Instructor: **Dr. Alivia J. Allison**
Class will meet: Online Remotely via Canvas (New material will be posted on <u>Mondays at 1:00 pm</u>)
Online Office Hours: M, T: 11:00 a.m.-1:00 p.m., W: 11:00 a.m.-12:00 p.m.
Campus Office Location: Science Hall, Room 109B
Campus Phone: (620) 341-5984
Email: **aalliso2@emporia.edu**

COURSE DESCRIPTION

Welcome to Environmental Soil Science, ES 720 ZA. This course is designed to introduce students to the environmental and geographic issues concerning soils. We will also cover select agricultural and archaeological aspects of soils as well. This course will be taught as a seminar, but will also contain an introductory (but detailed) online lecture component with the goal of bringing everyone up-to-speed on the dynamic subject of soil science.

This course will cover the basics of soil science including soil genesis, soil classification, and soil properties. After the first review portion of the class is complete (including your first exam), <u>each following week's online seminar discussion will be led by students via Canvas Discussion Board</u> as we read scientific articles and/or book chapters that have been chosen to help illustrate assorted issues concerning soils. You will each be responsible for and expected to read the articles or book chapters that you have been assigned, give a written summary of the assigned material to the whole class, and lead an online discussion about the material. <u>During weeks when you are not leading the class discussion, you are all still responsible for reading all of the assigned material in order to participate in and contribute to the class discussion online</u>. A seminar course works best when everyone actively participates, and the class will benefit most from lively academic discussions over the course material.

CLASS FORMAT

This online class will be taught via Canvas using an asynchronous teaching format, meaning that you are responsible for studying and reviewing all materials posted for this course on your own time, and thus are able to work at your own pace. Asynchronous, in terms of this class, means that there is <u>no set meeting time for this course</u>, but uploaded PPT presentation materials or assigned reading materials (those outside of your textbook such as journal articles), will be available for your review per the schedule set by the professor at the start of the class.

Schedule: Lecture materials such as PowerPoint (PPT) presentations and homework assignments (when pertinent) <u>will be posted by 1:00 pm on Mondays each week</u>. As we get closer to the second section of the class when we begin reading scientific soil science articles, specific details about discussion boards will be shared at that time. ES 720 exam times will be discussed via Canvas as each exam approaches (see the class schedule starting on p. 5 of this syllabus). Lastly, if a post will be delayed for any reason, I will communicate with you all about this as soon as possible.

REQUIRED TEXTBOOK
Brady, N.C., and Weil, R.R., 2018. Elements of the Nature and Properties of Soils, 4th ed. Pearson Education, New York, New York. ISBN: 978-0-13-325459-4

SUPPLEMENTAL TEXTS
Brady, N.C., and R.R. Weil, 2017. The Nature and Properties of Soils, 15th ed. Pearson Education Inc., Upper Saddle River, New Jersey.

Soil Science Division Staff, 2017. Soil Survey Manual. C. Ditzler, K. Scheffe, and H.C. Monger (eds.). USDA Handbook 18. Government Printing Office, Washington, D.C.

Gardiner, D.T., and Miller, R.W., 2008. Soils in Our Environment. 11th ed. Prentice Hall, Upper Saddle River, New Jersey.

Eswaran, H., Rice, T.J., Ahrens, R., and Stewart, B.A., Editors, 2002. Soil Classification. A Global Desk Reference. CRC Press, Boca Raton, Florida.

Foth, H. D., and Schafer, J.W., 1980. Soil Geography and Land Use. John Wiley and Sons, New York.

Hillel, D., 1998. Environmental Soil Physics. Academic Press, San Diego, California.

Pierzynski, G.M., Sims, J.T., and Vance, G.F., 2000. Soils and Environmental Quality. Second Edition. CRC Press LLC, Boca Raton, Florida.

Soil Survey Staff, 1999. Soil Taxonomy: A Basic System of Soil Classification for Making and Interpreting Soil Surveys. Agricultural Handbook No. 436. USDA-NRCS.

Troeh, F.R., Hobbs, J.A., and Donahue, R.L., 2004. Soil and Water Conservation: Productivity and Environmental Protection, 4th ed. Prentice-Hall Inc. Upper Saddle River, New Jersey.

CLASS WEBSITE is available at https://canvas.emporia.edu/

GRADING:

Activity	Contribution to Grade
Exams I, II	50%
Research Paper	15%
PPT Presentations	10%
Written Article Summaries/Responses/Homework	25%
Total	100%

Grades in this class will be based on the following percentages:
A = 100-94%, A- = 93-90%, B+ = 89-87%, B = 86-84%, B- = 83-80%, C+ = 79-77%, C = 76-70%, D = 69-60%, F = 59-0%

Also, be aware that per ESU regulations, grades are assigned the following meaning:
A (Superior), B (Good), C (Average), D (Poor), F (Failure), W (Withdrawal), I (Incomplete), IP (In-Progress), N (No Credit), P (Pass), S (Satisfactory), U (Unsatisfactory), T (class in progress), Y (no grade given by instructor), and V (Visitor or Audit).

Grade points will be computed on the following scale: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, D = 1.0, F = 0

COURSE EVALUATION
Undergraduate Students: Evaluation for this class is based on two exams, weekly written article summaries (a two-page minimum) and online conversation responses and additional homework assignments, a research paper (on a soil science topic of your choice – an eight-page minimum with at

least six sources is required), <u>two</u> class PPT presentations (details to follow), and <u>active</u> participation in the online class. Undergraduate students are expected to post & respond to <u>at least two</u> class discussion links each week, although additional posts are encouraged and welcomed (again, specific details to follow for this assignment).

Exams can consist of a combination of multiple choice, true/false, short answer, matching, and essay questions. You are responsible for ALL of the material within each chapter or article assigned whether we specifically cover the material in class or not, although each exam will focus most heavily on the topics covered within the PowerPoint presentations and online class discussion.

**Please be aware that while this upper-division course is designed for <u>both</u> undergraduate and graduate students alike, there are noted differences in expectations for undergraduate students vs. graduate students, with the highest of expectations being placed on the latter. This will be reflected in the grading of assignments, the difficulty/quantity of assignments, and so on. That said, ALL students should strive to work at a graduate-level in order to benefit the most from this 700-level graduate course.

CLASS POLICIES

- ➢ **<u>No make-up exams</u> will be given except in the case of <u>documented</u> emergencies or illnesses, and <u>must</u> first be approved by the instructor.**
- ➢ **Late assignments (those turned in after the due date/time) will be penalized.** Due dates will be announced for each assignment as they are given.
- ➢ **Online class participation is expected and required, and is crucial to the development of your knowledge and skills in this course.**
- ➢ Class emails will be sent to your ESU email addresses. **Check your ESU email regularly.**
- ➢ **If you have any issues or concerns at all, please communicate with the instructor ASAP.** Most issues can be resolved quickly, and to the satisfaction of both student and instructor if dealt with appropriately.

COURSE-SPECIFIC LEARNING OUTCOMES

By the conclusion of this course, undergraduate students will be able to:

- Explain both historical and up-to-date information about environmental issues and problems involving soil science and soil geography
- Evaluate soil science topics including soil erosion, carbon sequestration, soil contamination, and soil management practices
- Collect, analyze, and use scientific data with respect to soil science
- Identify soil horizons and various soil characteristics
- Critically read and evaluate scientific literature, with an emphasis on and specific practice concerning environmental and agricultural practices
- Think more critically about and evaluate the natural world in which we live

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EMPORIA STATE UNIVERSITY POLICIES

<u>Academic Integrity</u>: The following "Academic Dishonesty Policy" will be enforced in this class:

"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 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. In addition, acts of academic dishonesty shall be grounds to deny admissions to a department or program." See: https://www.emporia.edu/academics-majors/academic-affairs/academic-dishonesty-policy/

Student Accommodations

Student Accessibility and Support Services (SASS) at Emporia State University (ESU) ensures that students with disabilities have full and equal access to the programs and services of ESU without discrimination. Any student who feels they may need academic accommodations or access to accommodations based on the impact of a documented disability should contact and register with SASS during the first week of class or as soon as possible after the diagnosis of a disability. SASS is the official office to assist studentsthrough the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with SASS must obtain a new accommodation each semester. The SASS office can be located in Plumb Hall 106, or can be contacted by phone: 620-341-6637, or email: SASS@emporia.edu. The SASS office website is https://www.emporia.edu/academics-majors/academic-services-advising/student-accessibility-support-services/.

Diversity, Equity, and Inclusion

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how identities, perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of this course that result in barriers to your inclusion or the inclusion of those around you, contact the individual with whom you are most comfortable: your academic advisor, the Department Chair, your School or College Dean, the Dean of Students, the Chief Diversity Officer or your course instructor.

Student Code of Conduct: https://www.emporia.edu/about-emporia-state-university/leadership-faculty-staff/student-affairs/dean-students/student-code-conduct/
Sexual Harassment/Discrimination: https://www.emporia.edu/about-emporia-state-university/discrimination-harassment-response-prevention/equal-opportunity-access/discrimination-harassment-policy-process/

BASIC NEEDS

It can be challenging to perform your best in the classroom if you have trouble meeting your basic needs. Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live is encouraged to connect with campus support services. Examples of such services include the campus food pantry, Corky's Cupboard; counseling and other physical and mental health services at the Student Wellness Center; financial aid and emergency scholarships; free legal services for students; and more. For more information about campus and community support services, visit the "Resources" page at emporia.edu/eat.

Please also notify me if you are comfortable doing so. This will enable me to help however I can. Together we can work to make sure those needs are met.

ES 720 COURSE SCHEDULE

Date	Class Topics	Reading/Assignments
Week 1 1/23	Course Introduction; Ch.1: The Soils Around Us, Pt. I	Read Ch. 1 p. 1-28 in Brady and Weil (B&R)
Week 2 1/30	Ch.1: The Soils Around Us, Part II; Ch. 2: Formation of Soils from Parent Materials, Pt. I	Homework #1 Posted Read Ch. 2 p. 29-71 in B&R
Week 3 2/6	Ch. 2: Form. of Soils from Parent Materials, Part II Ch. 3: Soil Classification, Part I	Homework #1 Due Homework #2 Posted Read Ch. 3 p. 72-116 in B&R
Week 4 2/13	Ch. 3: Soil Classification, Part I (continued)	Assorted Readings
Week 5 2/20	Ch. 3: Soil Classification, Part II	Homework #2 Due Homework #3 Posted; Continue Reading Ch. 3 (p. 72-116)
Week 6 2/27	Ch. 4 Soil Architecture and Physical Properties	Homework #3 Due Read Ch. 4 p. 117-162 in B&R
Week 7 3/6	**EXAM I (via Canvas) – Will cover Ch. 1, 2, 3, 4** - Assign first articles for online seminar discussion	STUDY for Exam I Begin Reading Articles
Week 8 3/13	**Begin Discussing Seminar Articles Online:** Soil Science History, Soil Quality Soil Quality, Soil Test Kits, Soil Score Cards	Assorted Readings
Week 9 3/20	Soil Resilience, Soil Geography, and Global Environmental Issues	Assorted Readings
Week 10 3/27	*** Research paper topics due via email to prof.** Soils and Archaeology, Paleosols and Buried Soils	Assorted Readings

Date	Class Topics	Reading/Assignments
Week 11 4/3	Soil and Civilization, Soil Erosion, Soils and Wetlands, Carbon Sequestration	Assorted Readings
Week 12 4/10	*** Turn in 2-page <u>proposal</u> summary of project** Soil Erosion, Carbon Sequestration, Global Carbon Budget, Climate Change	Assorted Readings
Week 13 4/17	Soil Reclamation, Remediation, Conservation, and Management Practices	Assorted Readings STUDY for Exam
Week 14 4/24	**EXAM II (via Canvas)**	Continue working on final research PPT after exam is submitted
Week 15 5/1	***Research PPT Presentations*** **due via Canvas**	Proofread and Finalize Research Paper
Week 16 5/11	**<u>Research Paper Due</u> to instructor via Canvas by Thursday, 5/11 at 5:00 p.m. *Grade penalties will apply for late papers.**	Submit Soil Science Research Paper

(Course syllabus and class schedule are subject to revision.)

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
02/24/2022		Wait Grad	985		

UserID	First Name	Last Name
AHERNA26	Ashley	Hernandez

Department Name	Dept Number	Campus Box	Campus Phone
Accounting, Info Syst and Finance	1360	CAMPUS BOX 4039	620 341-5345

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Business

Level
Level 2

Dept Name*
Acctng Info Systems & Finance

Level*
○ Undergrad only ◉ Graduate only ○ Both (can apply only to 500-799)

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

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
Modify AISF AC Grad

What is proposed?*
The proposal is to update the curriculum due to course number changes.

Use Add if:
o Adding a new course
o Adding a new program

Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements

Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ 25% or more program curriculum to be changed

☐ Change program's teaching method to 100% online

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
The proposal is to update the curriculum due to course number changes and faculty changes.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
The proposal is to update the curriculum due to course number changes and faculty changes.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to general education requirements as this is a Graduate 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 802 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (2)	Please attach PDF (0)
Syllabus	Objections
Other	
Attached document has been deleted (Document ID: 2142578).	
CUR - Other 985 - AHERNA26 School of Business Acctng Info Systems & Finance Modify AISF AC Grad 2143148	

Approvers

Chair UserID (if no chair, enter your UserID) *
MTEAL

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
02/24/2022 08:59:11 AM	AHERNA26	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
AHERNA26	ASHLEY HERNANDEZ	Originator	02/25/2022
MTEAL	MARY TEAL	Chair	02/28/2022
MFUSARO	MARC FUSARO	Dean	02/28/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Current

ACCOUNTING, INFORMATION SYSTEMS, AND FINANCE

MASTER OF ACCOUNTANCY

https://www.emporia.edu/school-business/academics-programs/graduate-programs/

Phone: 620-341-5685

Ed Bashaw, Dean
Mary Teal, Chair

Graduate Faculty:
Professors: Tanja Steigner.
Associate Professors: Liz Diers**,** Sajedur Rahman**,** Lei Wen.
Assistant Professors: Juan Chavarria, Javier Flores, Geetha S. Lakshmikanth, Daehyun Moon, William Senn, Douglass Smith.

Course Requirements

Required Courses
AC 820*	Advanced Income Tax	3 hours
AC 833	Advanced Auditing	3 hours
AC 840	Advanced Management Accounting	3 hours
AC 853	Accounting Theory	3 hours
AC 860	Advanced Accounting Information Systems	3 hours

Electives (15 hours or 5 courses) (At least nine of these hours must be at the 800 level; at least six of these hours must be in Accounting)

AC 723	Federal Income Tax Accounting II	3 hours
AC 734	Governmental and Not-for Profit Accounting	3 hours
AC 830	Fraud Examination.	3 hours
IS 813	Information Technology Project Management	3 hours
IS 853	Business Analytics	3 hours
IS 863	Enterprise ResourcePlanning Foundations	3 hours
IS 873	Information Systems for Managerial Decision Making	3 hours
BC 807*	Managerial Economics	3 hours
BC 820*	International Economics	3 hours
BU 573**	Law of Commerce	3 hours
BU 820**	Quantitative Analysis for Business Decisions	3 hours
Total Hours		**30 hours**

*Necessary for CPA exam in Kansas if student did not take an upper-level economics course as an undergraduate.

**Necessary for CPA exam in Kansas if student did not take Law of Commerce and/or a Quantitative methods course as an undergraduate.

Proposed

ACCOUNTING, INFORMATION SYSTEMS, AND FINANCE

MASTER OF ACCOUNTANCY

https://www.emporia.edu/school-business/academics-programs/graduate-programs/

Phone: 620-341-5685

Ed Bashaw, Dean
Mary Teal, Chair

Graduate Faculty:
Professors: Tanja Steigner.
Associate Professors: Liz Diers**,** Larry Falcetto, Sajedur Rahman**,** Lei Wen.
Assistant Professors: Nabid Alam, Juan Chavarria, Javier Flores, Geetha S.Lakshmikanth, Danya Mi, Daehyun Moon, William Senn, Douglass Smith.

Course Requirements

Required Courses
AC 820*	Advanced Income Tax	3 hours
AC 833	Advanced Auditing	3 hours
AC 840	Advanced Management Accounting	3 hours
AC 853	Accounting Theory	3 hours
AC 860	Advanced Accounting Information Systems	3 hours

Electives (15 hours or 5 courses) (At least nine of these hours mustbe at the 800 level; at least six of these hours must be in Accounting)

AC 723 810	Federal Income Tax Accounting II	3 hours
AC 734834	Governmental and Not-for Profit Accounting	3 hours
AC 830	Fraud Examination.	3 hours
IS 813	Information Technology Project Management	3 hours
IS 853	Business Analytics	3 hours
IS 863	Enterprise ResourcePlanning Foundations	3 hours
IS 873	Information Systems for Managerial Decision Making	3 hours
BC 807*	Managerial Economics	3 hours
BC 820*	International Economics	3 hours
BU 573**	Law of Commerce	3 hours
BU 820**	Quantitative Analysis for Business Decisions	3 hours
Total Hours		**30 hours**

*Necessary for CPA exam in Kansas if student did not take an upper-level economics course as an undergraduate.

**Necessary for CPA exam in Kansas if student did not take Law of Commerce and/or a Quantitative methods course as an undergraduate.

ACCOUNTING, INFORMATION SYSTEMS, AND FINANCE

MASTER OF ACCOUNTANCY

Admission Requirements

In order to be considered for admission to the MAcc program, an applicant should submit:

- a cover letter,
- professional resume, and
- transcripts of all past academic work

In order to be admitted into MAcc program applicants must meet the following two criteria:
1. Have a bachelor's degree in accounting from a regionally accredited (or equivalent) college or university, or a bachelor's degree in business from a regionally-accredited (or equivalent) college or university with a transcript demonstrating completion of the following courses covering the United States accounting and tax standards:
   a. Intermediate Financial Accounting I and II
   b. Cost Accounting
   c. Income Taxation
   d. Auditing
2. Have a GPA of 3.0 or higher on a 4.0 scale from a regionally accredited (or equivalent) institution either (a) in a completed master's program, or (b) in a completed bachelor's program measured on a cumulative basis or in the most recent 60 credit hours. (Notes: Course work completed after the bachelor's toward a master's can be included in the most recent 60 hours.

Proposed

ACCOUNTING, INFORMATION SYSTEMS, AND FINANCE

MASTER OF ACCOUNTANCY

Admission Requirements

In order to be considered for admission to the MAcc program, an applicant should submit:

- a cover letter,
- professional resume, and
- transcripts of all past academic work

In order to be admitted into Macc program applicants must meet the following two criteria:
1. Have a bachelor's degree in accounting from a regionally accredited (or equivalent) college or university, or a bachelor's degree in business from a regionally-accredited (or equivalent) college or university with a transcript demonstrating completion of the following courses covering the United States accounting and tax standards:
   a. Intermediate Financial Accounting I and II
   b. Intermediate Financial Accounting II
   c. Cost Accounting
   d. Income Taxation
   e. Auditing
   f. Accounting Information Systems
2. Have a GPA of 3.0 or higher on a 4.0 scale from a regionally accredited (or equivalent) institution either (a) in a completed master's program, or (b) in a completed bachelor's program measured on a cumulative basis or in the most recent 60 credit hours. (Notes: Course work completed after the bachelor's toward a master's can be included in the most recent 60 hours.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
02/24/2022		Wait Grad	986		

UserID	First Name	Last Name
AHERNA26	Ashley	Hernandez

Department Name	Dept Number	Campus Box	Campus Phone
Accounting, Info Syst and Finance	1360	CAMPUS BOX 4039	620 341-5345

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Business

Level
Level 2

Dept Name*
Acctng Info Systems & Finance

Level*
○ Undergrad only ● Graduate only ○ Both (can apply only to 500-799)

This request is proposed to*
○ Add ● Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
Modify MAcc Prerequisites

What is proposed?*
This proposal aligns the prerequisite classes for the MBA-AC and the MAcc.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ 25% or more program curriculum to be changed

☐ Change program's teaching method to 100% online

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
This proposal aligns the prerequisite classes for the MBA-AC and the MAcc.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
This proposal aligns the prerequisite classes for the MBA-AC and the MAcc.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to the general education 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 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 *
○ Yes ◉ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 986 - AHERNA26 School of Business Acctng Info Systems & Finance Modify MAcc Prerequisites 2142602	

Approvers

Chair UserID (if no chair, enter your UserID) *
MTEAL

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
02/24/2022 09:12:44 AM	AHERNA26	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals			
UserID	Name	Role	Date
AHERNA26	ASHLEY HERNANDEZ	Originator	02/24/2022
MTEAL	MARY TEAL	Chair	02/24/2022
MFUSARO	MARC FUSARO	Dean	02/24/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

CUR – Curricular Change Request

EMPORIA STATE
UNIVERSITY

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
02/24/2022		Wait Grad	987		

UserID	First Name	Last Name
AHERNA26	Ashley	Hernandez

Department Name	Dept Number	Campus Box	Campus Phone
Accounting, Info Syst and Finance	1360	CAMPUS BOX 4039	620 341-5345

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
School of Business

Level
Level 2

Dept Name *
Business Administration

Level *
◯ Undergrad only 🔘 Graduate only ◯ Both (can apply only to 500-799)

This request is proposed to *
◯ Add 🔘 Modify ◯ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ I have reviewed the catalog *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char) *
Modify MBA 800-Level Elec

Enter a short description to serve as a title for this request.

What is proposed? *
This proposal allows greater flexibility in MBA students selection of electives and allows the department to offer a larger variety of MBA electives by using the 500-level classes that are currently being offered to undergraduate students. Thereby it creates greater efficiency in program delivery.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ 25% or more program curriculum to be changed

☐ Change program's teaching method to 100% online

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
This proposal allows greater flexibility in MBA students selection of electives and allows the department to offer a larger variety of MBA electives by using the 500-level classes that are currently being offered to undergraduate students. Thereby it creates greater efficiency in program delivery.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
This proposal allows greater flexibility in MBA students selection of electives and allows the department to offer a larger variety of MBA electives by using the 500-level classes that are currently being offered to undergraduate students. Thereby it creates greater efficiency in program delivery.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No impact 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR – Other 987 – AHERNA26 School of Business Business Administration Modify MBA 800-Level Elec 2142629	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes*
02/24/2022 09:36:33 AM	AHERNA26	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
AHERNA26	ASHLEY HERNANDEZ	Originator	02/24/2022
SKEOUGH	SHAWN KEOUGH	Chair	02/28/2022
MFUSARO	MARC FUSARO	Dean	02/28/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
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Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION (MBA)

DEGREE REQUIREMENTS

Required MBA Core		Hours
MG 853	Behavioral Aspect of Management	3 hours
FI 850	Advanced Financial Management	3 hours
MK 864	Marketing Management	3 hours
BU 820*	Quantitative Analysis of Business Decisions	3 hours
IS 873*	Information Systems for Managerial Decision Making	3 hours
BC 807	Managerial Economics	3 hours
MG 899	Strategic Management	3 hours
Total Hours		**21 hours**

NOTE: MG 899, the capstone course, is taken in the last semester

Required Accounting Course
AC 843*   Accounting Information for Management   3 hours

Electives (6 must be at the 800 level)   **9 hours**

Total Hours   **33 hours**

MBA Foundational Courses (for non-business majors)
   AC 773   Foundations of Accounting and Finance   3hours
   BU 773   Foundations of Economics and Statistics   3 hours

**Total Required Graduate
MBA Hours (for non-business majors)**   **39 hours**

Note: Students pursuing the Dual Degree in MSIT and MBA can use the starred (*) courses as shared hours between the two programs. In addition, students can also share IS 813 and IS 823 which act as electives toward the MBA degree. Thus there are 15 shared hours between the two programs. See the Department of Accounting, Information Systems, and Finance for more details on the Dual Degree in MSIT and MBA.

BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION (MBA)

DEGREE REQUIREMENTS

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MBA Hours (for non-business majors)**   **39 hours**

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Current

MBA ACCOUNTING CONCENTRATION

Background Competency Requirements
In addition to Background Requirements (A) - (G) listed above, MBA Accounting Concentration students must have a minimum of a "C" grade in the following areas prior to enrolling in the accounting courses for which the background is necessary.

    a. Intermediate Financial Accounting
    b. Cost Accounting
    c. Income Taxation
    d. Auditing
    e. Accounting Information Systems

Some or all of the background requirements may be met through academic credit or professional experience.

Proposed

MBA ACCOUNTING CONCENTRATION

Background Competency Requirements
Have a bachelor's degree in accounting from a regionally accredited (or equivalent) college or university, or a bachelor's degree in business from a regionally-accredited (or equivalent) college or university with a transcript demonstrating completion of the following courses covering the United States accounting and tax standards:

    a. Intermediate Financial Accounting I
    b. Intermediate Financial Accounting II
    c. Cost Accounting
    d. Income Taxation
    e. Auditing
    f. Accounting Information Systems

~~Some or all of the background requirements may be met through academic credit or professional experience.~~

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/03/2022		Wait Grad	994		

UserID	First Name	Last Name
AHERNA26	Ashley	Hernandez

Department Name	Dept Number	Campus Box	Campus Phone
Accounting, Info Syst and Finance	1360	CAMPUS BOX 4039	620 341-5345

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
School of Business

Level
Level 2

Dept Name *
Acctng Info Systems & Finance

Level *
◯ Undergrad only 🔘 Graduate only ◯ Both (can apply only to 500-799)

This request is proposed to *
◯ Add 🔘 Modify ◯ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

☑ **I have reviewed the catalog** *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char) *
Modify MBA-AC Prerequis

What is proposed? *
This proposal aligns the prerequisite classes for the MBA-AC and the MAcc.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ 25% or more program curriculum to be changed

☐ Change program's teaching method to 100% online

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
This proposal aligns the prerequisite classes for the MBA-AC and the MAcc.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
This proposal aligns the prerequisite classes for the MBA-AC and the MAcc.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to the 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 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 *
○ Yes ◉ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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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Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 994 - AHERNA26 School of Business Acctng Info Systems & Finance Modify MBA-AC Prerequis 2145354	

Approvers

Chair UserID (if no chair, enter your UserID) *
MTEAL

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
03/03/2022 08:38:12 AM	AHERNA26	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
AHERNA26	ASHLEY HERNANDEZ	Originator	03/03/2022
MTEAL	MARY TEAL	Chair	03/03/2022
MFUSARO	MARC FUSARO	Dean	03/14/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
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10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Current

MBA ACCOUNTING CONCENTRATION

Course Requirements

Required MBA Core

MG 853	Behavioral Aspect of Management	3 hours
FI 850	Advanced Financial Management	3 hours
MK 864	Marketing Management	3 hours
BU 820	Quantitative Analysis of Business Decisions	3 hours
*MG 899	Strategic Management	3 hours
IS 873	Information Systems for Managerial Decision Making	3 hours
BC 807	Managerial Economics	3 hours
Total Hours		**21 hours**

Required Accounting Courses –(Choose one)

*AC 820	Advanced Income Taxation	3 hours
AC 840	Advanced Management Accounting	3 hours
AC 853	Accounting Theory	3 hours
Total Required Accounting Hours		**3 hours**

Accounting Electives - (Choose three)

AC 723	Federal Income Tax Accounting II	3 hours
AC 734	Government and Not-For-Profit Accounting	3 hours
AC 830	Fraud Examination	3 hours
AC 833	Advanced Auditing	3 hours
AC 860	Advanced Accounting Information Systems	3 hours
Total Accounting Elective Hours		**9 hours**

Total Hours   **33 hours**

Proposed

MBA ACCOUNTING CONCENTRATION

Course Requirements

Required MBA Core

MG 853	Behavioral Aspect of Management	3 hours
FI 850	Advanced Financial Management	3 hours
MK 864	Marketing Management	3 hours
BU 820	Quantitative Analysis of Business Decisions	3 hours
*MG 899	Strategic Management	3 hours
IS 873	Information Systems for Managerial Decision Making	3 hours
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Total Hours		**21 hours**

Required Accounting Courses –(Choose one)

*AC 820	Advanced Income Taxation	3 hours
AC 840	Advanced Management Accounting	3 hours
AC 853	Accounting Theory	3 hours
Total Required Accounting Hours		**~~3~~ 9 hours**

Accounting Electives - (Choose ~~three~~ one)

AC 723	Federal Income Tax Accounting II	3 hours
AC 734	Government and Not-For-Profit Accounting	3 hours
AC 830	Fraud Examination	3 hours
AC 833	Advanced Auditing	3 hours
AC 860	Advanced Accounting Information Systems	3 hours
Total Accounting Elective Hours		**~~9~~ 3 hours**

Total Hours   **33 hours**

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/03/2022		Wait Grad	995		

UserID	First Name	Last Name
AHERNA26	Ashley	Hernandez

Department Name	Dept Number	Campus Box	Campus Phone
Accounting, Info Syst and Finance	1360	CAMPUS BOX 4039	620 341-5345

Request Information

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School/College *
School of Business

Level
Level 2

Dept Name *
Acctng Info Systems & Finance

Level *
○ Undergrad only ⦿ Graduate only ○ Both (can apply only to 500-799)

This request is proposed to *
○ Add ⦿ Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

☑ **I have reviewed the catalog** *

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Title of this request (limit 25 char) *
Modify MBA-AC New Electiv

What is proposed? *
Require AC820, AC840, and AC853 for the degree. Reduce electives to 3 hours.

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
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Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
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o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

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☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Require AC820, AC840, and AC853 for the degree. Reduce electives to 3 hours.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
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o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☑ Graduate Council

☐ Council on Teacher Education (CTE)

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
This proposal is designed to more closely align the MBA with an accounting concentration with the required curriculum of the MAcc. With these changes, the MBA-Ac concentration will more closely represent its intended purpose, to be a hybrid of core management and accounting curricula.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
No change to the 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

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Library resources are adequate *
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Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 995 - AHERNA26 School of Business Acctng Info Systems & Finance Modify MBA-AC New Electiv 2145367	

Approvers

Chair UserID (if no chair, enter your UserID) *
MTEAL

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes*
03/03/2022 08:55:06 AM	AHERNA26	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
AHERNA26	ASHLEY HERNANDEZ	Originator	03/03/2022
MTEAL	MARY TEAL	Chair	03/03/2022
MFUSARO	MARC FUSARO	Dean	03/14/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

preparation for the dissertation proposal on a student-centered schedule, which allows enrollment in directed readings for up to nine credit hours. Tier five is dedicated to developing the proposal and writing the dissertation under the guidance of the dissertation committee chair.

Tier 1: Introduction to Research and Theory

LI 890 Advanced Research Strategies		3 hours
LI 900 Introduction to Doctoral Studies		1 hour
LI 903 Research Philosophy		3 hours
LI 904 Research Strategies: Quantitative Methods and Theory		3 hours
LI 905 Research Strategies: Qualitative Methods and Theory		3 hours
Total Course Credit Hours		**13 hours**

Tier 2: Foundational courses
The four foundational fields of the curriculum are: Information Psychology, Information Transfer, Information Organization, and Administrative Theory. Students are required to take all four foundational courses in Tier 2 to ground their doctoral research in theoretical frameworks that support contemporary professional practice.

LI 891 Seminar in Information Transfer		3 hours
LI 892 Seminar in Information Psychology		3 hours
LI 893 Seminar in Administrative Theory		3 hours
LI 894 Seminar in Organization of Information		3 hours
Total Course Credit Hours		**12 hours**

Current – Tier 2 course title changes – page 217 2021/2022 catalog

DOCTOR OF PHILOSOPHY CURRICULUM
The doctoral curriculum is a five-tier process. Coursework in the first tier introduces students to library and information science research and theory. In the second and third tier courses, students examine fields related to their research interests in greater depth. Student may take courses from the three tiers simultaneously. Fourth tier courses prepare students for the qualifying to create research proposals and dissertations, and teaching. Upon successful completion of the qualifying exam and selection of the dissertation chair, students will advance to the fifth tier. The fifth tier is dedicated to proposing and writing the dissertation. After approval of the research proposal, students advance to Ph.D. candidacy status.

Tiers one and two course sequences are:
LI 900 – First fall semester
LI 903 – First fall semester
LI 892 – First fall semester
LI 890 – First spring semester
LI 891 – First spring semester
LI 904 – Second fall semester
LI 893 – Second fall semester
LI 905 – Second spring semester
LI 894 – Second spring semester
LI 940 – Second summer semester

Tier three courses provide opportunities for students to 1) customize their studies to deepen their knowledge of information science via additional SLIM graduate courses; 2) include concentrations in Instructional Design Technology and Information Systems; or 3) develop an approved specialized course of study. Tier four is

preparation for the dissertation proposal on a student-centered schedule, which allows enrollment in directed readings for up to nine credit hours. Tier five is dedicated to developing the proposal and writing the dissertation under the guidance of the dissertation committee chair.

Tier 1: Introduction to Research and Theory

LI 890	Advanced Research Strategies	3 hours
LI 900	Introduction to Doctoral Studies	1 hour
LI 903	Research Philosophy	3 hours
LI 904	Research Strategies: Quantitative Methods and Theory	3 hours
LI 905	Research Strategies: Qualitative Methods and Theory	3 hours
Total Course Credit Hours		**13 hours**

Tier 2: Foundational courses

The four foundational fields of the curriculum are: Information Psychology, Information Transfer, Information Organization, and Administrative Theory. Students are required to take all four foundational courses in Tier 2 to ground their doctoral research in theoretical frameworks that support contemporary professional practice.

LI 891	The Knowledge Society	3 hours
LI 892	Information Behavior Seminar	3 hours
LI 893	Management in Library and Information Agencies Seminar	3 hours
LI 894	Organization of Information Seminar	3 hours
Total Course Credit Hours		**12 hours**

Current – Tier 2 course title changes – page 217 2021/2022 catalog

DOCTOR OF PHILOSOPHY CURRICULUM

The doctoral curriculum is a five-tier process. Coursework in the first tier introduces students to library and information science research and theory. In the second and third tier courses, students examine fields related to their research interests in greater depth. Student may take courses from the three tiers simultaneously. Fourth tier courses prepare students for the qualifying to create research proposals and dissertations, and teaching. Upon successful completion of the qualifying exam and selection of the dissertation chair, students will advance to the fifth tier. The fifth tier is dedicated to proposing and writing the dissertation. After approval of the research proposal, students advance to Ph.D. candidacy status.

Tiers one and two course sequences are:
LI 900 – First fall semester
LI 903 – First fall semester
LI 892 – First fall semester
LI 890 – First spring semester
LI 891 – First spring semester
LI 904 – Second fall semester
LI 893 – Second fall semester
LI 905 – Second spring semester
LI 894 – Second spring semester
LI 940 – Second summer semester

Tier three courses provide opportunities for students to 1) customize their studies to deepen their knowledge of information science via additional SLIM graduate courses; 2) include concentrations in Instructional Design Technology and Information Systems; or 3) develop an approved specialized course of study. Tier four is

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/09/2022		Wait Grad	998		

UserID	First Name	Last Name
LMCDONA5	Linda	McDonald

Department Name	Dept Number	Campus Box	Campus Phone
SLIM–Regional Programs–Dean	4652	CAMPUS BOX 4025	620 341–5203

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Library & Info Mgmt

Level
Level 2

Dept Name*
Library & Info Mgmt

Level*
○ Undergrad only   ◉ Graduate only   ○ Both (can apply only to 500–799)

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

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

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char)*
Modify the program

Enter a short description to serve as a title for this request.

What is proposed?*
Update Doctor of Philosophy Curriculum – Tier 2 Foundational courses – Titles changed for courses LI 891, LI 892, LI 893 & LI 894.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Curricular Change Information

Please check all that apply:

☐ Change course number within same level

Ex: 100 level to 100 level. Verify new number with Registration at (620) 341-5147.

☐ Change course title

☐ Change course prerequisites

☐ Change course description

☐ Change course prefix

☐ Change number of hours for course

If this impacts program hours, send a program curriculum change request at the same time as course hour change request.

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ Change course number to different level

Ex: 100 level to 200 level. Verify new number with Registration at 620-341-5147.

☐ Extensive modification to existing course

☑ Program change

Ex: Program name change, total hour change for a program, concentration change...

☐ 25% or more program curriculum to be changed

☐ Change program's teaching method to 100% online

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
To modify Doctor of Philosophy Curriculum Tier 2: Foundational courses for LI 891, LI892, LI893 & LI 894 to the new titles of each of these courses.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Update the curriculum due to reflect course changes

How does this new course or proposed change fit into the curriculum of this major or of general education? *
This proposed is for a reworded title and course description for a required course in the Ph.D. degree program. This change is to provide clarity in wording and is intended to make it easier for current students to understand the subject of the course and the topics included in the course. This is not a change in the approved subject of the course or in the overall curriculum of the program. It does not change program hours or core requirements for 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 998 - LMCDONA5 School of Library & Info Mgmt Library & Info Mgmt Modify the program 2148204	

Approvers

Chair UserID (if no chair, enter your UserID) *
WJEONG1

Dean Approver *
WJEONG1

Communication

(Click Add for more notes)

Date	UserID	Notes *
03/09/2022 04:05:52 PM	LMCDONA5	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
LMCDONA5	LINDA MCDONALD	Originator	03/09/2022
WJEONG1	WOOSEOB JEONG	Chair	03/09/2022
WJEONG1	WOOSEOB JEONG	Dean	03/09/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Business Application Development Certificate

IS 773	Foundation to Object-Oriented Programming	3 hours
IS 823	Systems Analysis & Design	3 hours
IS 824	Database Management	3 hours
IS 826	Application Development	3 hours
Total Hours		12 hours

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created **Date Approved** **Status** **Ticket Number** **Review Begin Date** **Review End Date**
03/21/2022   Wait Grad   1000

UserID   **First Name** **Last Name**
SKEOUGH   Shawn   Keough

Department Name   **Dept Number** **Campus Box**   **Campus Phone**
Business Administration   1380   CAMPUS BOX 4039   620 341–5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*   **Level**
School of Business   Level 2

Dept Name*
Acctng Info Systems & Finance

Level*   **Use Add if:**
○ Undergrad only ⦿ Graduate only ○ Both (can apply only to 500–799)   o Adding a new course
                                                                       o Adding a new program
This request is proposed to*   **Use Modify if:**
⦿ Add ○ Modify ○ Delete   o Modifying a course
                                                                       o Modifying a program
Term when change is effective (ex: 202010, 202030, 202050)*   o Modifying requirements, such as admissions requirements
202250   **Use Delete if:**
                                                                       o Deleting a course from the catalog
                                                                       o Deleting an entire program

☑ **I have reviewed the catalog***   Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*   Enter a short description to serve as a title for this request.
Add GR Cert – Bus App Dev

What is proposed?*   State specifically what is being proposed in the curriculum change.
Creation of a Business Application Development Certificate consisting of four 3–credit hour application–   **Examples:**
based information systems courses.   o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
                                                                     o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
                                                                     o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

CIP number*   Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
201810   https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ New course

☑ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Proposal is to create a certificate option for Business Application Development.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☑ Graduate Council

☐ Council on Teacher Education (CTE)

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
To provide graduate students the opportunity to earn a certificate in Business Application Development

How does this new course or proposed change fit into the curriculum of this major or of general education? *
Makes use of existing courses to allow a certificate in Business Application Development to be earned.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.
Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

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 *
● Yes ○ No

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 1000 - SKEOUGH School of Business Business Administration Add GR Cert - Bus App Dev 2151575	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes*
03/21/2022 01:54:50 PM	SKEOUGH	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/21/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Certificate in Business Fundamentals

    Required Courses

AC843	Accounting Information for Management	3 hours
MG853	Behavioral Aspect of Management	3 hours
MK864	Marketing Management	3 hours
Total Required Hours		9 hours

    Elective Courses (choose one)

BC807	Managerial Economics	3 hours
BU820	Quantitative Analysis for Business Decisions	3 hours
FI850	Advanced Financial Management	3 hours
IS873	Information Systems for Management Decisions	3 hours
Total Elective Hours		3 hours

Total Hours   12 hours

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/21/2022		Wait Grad	1001		

UserID	First Name	Last Name
SKEOUGH	Shawn	Keough

Department Name	Dept Number	Campus Box	Campus Phone
Business Administration	1380	CAMPUS BOX 4039	620 341-5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Business

Level
Level 2

Dept Name*
Business Administration

Level*
◯ Undergrad only ⦿ Graduate only ◯ Both (can apply only to 500-799)

This request is proposed to*
⦿ Add ◯ Modify ◯ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char)*
Add GR Cert – Bus Fund.

Enter a short description to serve as a title for this request.

What is proposed?*
The proposal is to create a certificate in Business Fundamentals.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

CIP number*
521301

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ New course

☑ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Certificate only, no other major change.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
To provide graduate students the opportunity to earn a certificate in Business Fundamentals.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.

DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
Certificate only. Makes use of existing courses to allow a certificate in Business Fundamentals.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

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 *
● Yes ○ No

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR - Other 1001 - SKEOUGH School of Business Business Administration Add GR Cert - Bus Fund. 2151582	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
03/21/2022 02:35:22 PM	SKEOUGH	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/21/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Emerging Technology Management Certificate

IS 813	Information Technology Project Management	3 hours
IS 825	Cloud Computing	3 hours
IS 828	Enterprise Architecture	3 hours
IS 853	Business Analytics	3 hours
Total Hours		12 hours

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/21/2022		Wait Grad	1002		

UserID	First Name	Last Name
SKEOUGH	Shawn	Keough

Department Name	Dept Number	Campus Box	Campus Phone
Business Administration	1380	CAMPUS BOX 4039	620 341–5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Business

Level
Level 2

Dept Name*
Acctng Info Systems & Finance

Level*
○ Undergrad only ◉ Graduate only ○ Both (can apply only to 500–799)

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

Term when change is effective (ex: 202010, 202030, 202050)*
202250

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ I have reviewed the catalog*

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char)*
Add GR Cert –Emerg Tech

Enter a short description to serve as a title for this request.

What is proposed?*
This proposal is to create a certificate in Emerging Technology.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

CIP number*
111005

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?v=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ New course

☑ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Proposal is to create a certificate in Emerging Technology Management.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council

☐ Council on Teacher Education (CTE)

☑ Graduate Council

☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
To provide graduate students the opportunity to earn a certificate in Emerging Technology Management.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
Certificate only. Makes use of existing courses to allow a certificate in Emerging Technology Management.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

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 *
● Yes ○ No

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR – Other 1002 – SKEOUGH School of Business Business Administration Add GR Cert –Emerg Tech 2151596	

Approvers

Chair UserID (If no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
03/21/2022 02:44:01 PM	SKEOUGH	New Request

Approvals			

Approver Notes

Objection Notes

Deny Reason

Approvals			
UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/21/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/21/2022		Wait Grad	1003		

UserID	First Name	Last Name
SKEOUGH	Shawn	Keough

Department Name	Dept Number	Campus Box	Campus Phone
Business Administration	1380	CAMPUS BOX 4039	620 341-5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
School of Business

Level
Level 2

Dept Name *
Acctng Info Systems & Finance

Level *
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)

This request is proposed to *
● Add ○ Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

Use Add if:
o Adding a new course
o Adding a new program

Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements

Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ **I have reviewed the catalog** *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char) *
Add GR Cert – IS Mgmt

Enter a short description to serve as a title for this request.

What is proposed? *
The proposal is to create a certificate in Information Systems Management.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

CIP number *
111001

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ New course

☑ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Certificate only, no other program changes

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
To provide graduate students the opportunity to earn a certificate in Information Systems Management.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
Certificate only. Makes use of existing courses to allow a certificate in Information Systems 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 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 *
● Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR – Other 1003 – SKEOUGH School of Business Business Administration Add GR Cert – IS Mgmt 2151598	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
03/21/2022 02:56:43 PM	SKEOUGH	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/21/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Information Systems Management Certificate

IS 813	Information Technology Project Management	3 hours
IS 823	Systems Analysis & Design	3 hours
IS 824	Database Management	3 hours
IS 873	Information Systems for Managerial Decision Making	3 hours
Total Hours		12 hours

Marketing Certificate

MK 810	Marketing Analytics	3 hours
MK 830	Electronic Marketing	3 hours
MK 851	Consumer Behavior	3 hours
MK 864	Marketing Management	3 hours
Total Hours		12 hours

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/21/2022		Wait Grad	1004		

UserID	First Name	Last Name
SKEOUGH	Shawn	Keough

Department Name	Dept Number	Campus Box	Campus Phone
Business Administration	1380	CAMPUS BOX 4039	620 341–5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Business

Level
Level 2

Dept Name*
Business Administration

Level*
○ Undergrad only ◉ Graduate only ○ Both (can apply only to 500–799)

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

Term when change is effective (ex: 202010, 202030, 202050)*
202250

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char)*
Add GR Cert – Marketing

Enter a short description to serve as a title for this request.

What is proposed?*
The proposal is to create a certificate in Marketing.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

CIP number*
521401

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ New course

☑ **New degree, major, minor, concentration, certificate, endorsement or program**

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Certificate only, no changes to a program.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
To provide graduate students the opportunity to earn a certificate in Marketing.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
Certificate only. Makes use of existing courses to allow a certificate in Marketing.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.
Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

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 *
◉ Yes ☐ No

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
Other	
CUR – Other 1004 – SKEOUGH School of Business Business Administration Add GR Cert – Marketing 2151601	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
03/21/2022 03:02:33 PM	SKEOUGH	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/21/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Emporia State University
Course Syllabus
Term:
Course Credit Hours: 3

College/School: Emporia State University

Department: Department of Business Administration

Course Code, Number and Section: BU 802

Course Title: Healthcare Law, Ethics, and Quality Improvement

Instructor: TBD

Class Meeting Time/Location:
Virtual
Instructor Office/Online Hours:
Office 620-341-XXXX

XXXXX@emporia.edu

Catalog Description of Course:

This theory course will provide various ethical frameworks and an overview of the US legal system, as a basis for analyzing health care issues affecting health care institutions, patients, and health care providers. Common legal-ethical issues addressed by health care administrators, expanded health care practice, and health care education are reviewed.

Course Objectives: At the end of this course, students will:
1.Analyze information about healthcare law, ethics, and quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care.
2. Implement evidence-based plans based on trend analysis and quantify the impact on legal issues, quality and safety.
 3. Analyze information and design systems to sustain improvements and promote transparency using high reliability and just culture principles.
4. Compare and contrast several appropriate quality improvement models.
5. Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing.

6. Contribute to the integration of healthcare services within systems to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.
7. Direct quality improvement methods to promote legal, ethical, and culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.
 8. Lead quality improvement initiatives that integrate socio-cultural factors, mitigate litigation that affect the delivery of healthcare services.

Required Resources: Textbook, Laptop Computer, Publisher Materials and/or Open Educational Resources:

Method of Instructions:
This will be a participative course with a variety of learning methods utilized. These may include cooperative learning exercises, guest speakers, lecture, demonstration, and audiovisuals.

Course Content Outline
The content outline for BU 802 Healthcare Law and Ethics incorporates not only course-specific content but also the essential components of professional care at the graduate level, that is, the five curricular threads which translated to the graduate level student learning outcomes. Students will attain the following student learning outcomes at the end of the course.

Methods of Evaluation
Student evaluation is based on the student's progress as demonstrated in classroom performance. Theory grades will be calculated on cumulative points on course requirements. The percentage grade will be calculated by the instructor at midterm and at completion of the course.

Course Textbook
Burkhardt, M.A. & Nathaniel, A.K. (2020) Ethics & Issues in Contemporary Nursing: Nursing Ethics for the 21st Century St. Louis, Mo: Elsevier.

Nelson, E.C., Batalden, P.B., & Godfrey M.M. (2007) Quality By Design: A Clinical Microsystems Approach. San Francisco, CA: Jossey-Bass.

American Psychological Association (2020). Publication manual of the American Psychological Association. (7th ed.). Washington, DC: American Psychological Association.

Methods of Evaluation

Student evaluation is based on the student's progress as demonstrated in classroom performance. Theory grades will be calculated on cumulative points on course requirements. The percentage grade will be calculated by the instructor at midterm and at completion of the course.

A.   **Letter Grade assigned according to the following scale:**

Letter Grade   Numeric Scale

A   90 - 100

B   80 - 89

C   70 - 79

D   60 - 69

F ≤ 59

Late Assignments: All assignments are due at the assigned day and time unless prior arrangements have been made. If the assignment is submitted late, a 10% deduction of total number of points from the assignment will be assessed for each school day the assignment is past due. After three days, no credit can be earned from the assignment.

Absence on Test Day: Absence on the day of a test is strongly discouraged. The student who is absent on the day of a test must contact the instructor prior to the scheduled test time to make arrangements to take the missed test. Emergency situations which are beyond the control of the student may be taken into consideration. The test must be taken the first day the student returns to class or clinical, unless prior arrangements have been made. If the procedure is not followed, a zero will be recorded for the test grade or score.

Electronic and Communication Devices: No electronic communication device can be used or be active in the classroom, lab, or practicum settings unless directed to do so by the course faculty member. All recordings (audio or video) of the department chair, faculty, students, or staff in the EDN must have prior written approval by the involved parties (e.g., faculty, students, department chair, or staff). Course faculty must approve course recordings of course activities (audio or video). Faculty reserve the right to restrict access to electronic devices.

Email Communication: The ESU email will be considered the official vehicle to use for official communication between students, faculty, and Department Chair. CANVAS email will be considered an official vehicle to use for official communication between students and faculty if directed by course faculty. Texting or other social media postings, as these are not considered secure, will not be considered official communication in the EDN, unless approved by course faculty and reflected in your syllabus.

Faculty Initiated Student Withdrawal: This course adheres to the ESU policy on Faculty Initiated Student Withdrawal.

Academic Dishonesty: This course adheres to the ESU policies on Academic Dishonesty.

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). Details of the ESU policy regarding academic dishonesty can be found in the University Policy Manual located electronically on the ESU website.

Student Accommodation Statement

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Student Accessibility and Support 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 Student Accessibility and Support Services, and the professor will be strictly confidential.

Diversity, Equity, and Inclusion Statement

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how identities, perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of this course that result in barriers to your inclusion or the inclusion of those around you, contact the individual with whom you are most comfortable: your academic advisor, the Department Chair, your School or College Dean, the Dean of Students, the Chief Diversity Officer or your course instructor.

Technical Skills: The learner must have the following technical skills to succeed in the course:

1. Using the learning management system
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats
4. Downloading and installing software
5. Using presentation and graphics programs
6. Using apps in digital devices
7. Using Zoom
8. Using online libraries and databases to locate and gather appropriate information
9. Using computer networks to locate and store files

10. Using online search tools, including the ability to use search criteria, keywords, and filters
11. Properly citing information sources in APA format
12. Preparing a presentation of research findings

Technology/PC Requirements/ Resources and Orientation

https://www.esutechsite.com/

https://emporia.teamdynamix.com/TDClient/1917/Portal/Home/

Learning Environment

Classroom, Internet, CANVAS, WebCam

LockDown Browser:
Computerized tests on CANVAS utilize a "LockDown Browser." This prevents students from browsing other sites, texting, printing, or screen capturing during an assessment. An on-screen calculator is available for courses that require computation.

COURSE MODULES

Module # and Title (Normally 1 Week)	Module Objectives MO (Outcomes) SWBAT	Content and Activities (Learner Interaction & Engagement)	Assessments, Rubrics (Feedback)	Dates or Due Dates
Module 1: Guided for Principled Behavior	Learning Objectives: 1.Discuss the relationship between moral reasoning and the origin of nursing. (CO5) 2. Define the term of moral philosophy and ethics. (CO1) 3. Discuss the principle of beneficence as it relates to healthcare. (CO4). 4. Discuss situations in which there is conflict between two ethical principles. (CO2)	Learning Activities: 1.Complete course readings (Chapters 1-3 Required textbook; Article loaded on Canvas). 2.Complete discussion boards (Introduce Yourself: Flip Grid Assignment and Discussion Board Assignment: Ethical dilemma.)		

COURSE MODULES

Module # and Title (Normally 1 Week)	Module Objectives MO (Outcomes) SWBAT	Content and Activities (Learner Interaction & Engagement)	Assessments, Rubrics (Feedback)	Dates or Due Dates
Module 2: Developing Principled Behavior	Learning Objectives: 1. Define and differentiate personal values, societal values, professional values and moral values. (CO1) 2. Discuss healthcare consideration related to moral development. (CO1) 3. Discuss contemporary codes of healthcare ethics. (CO3) 4. Apply the ethical decision-making process to clinical cases. (CO6)	Learning Activities: 1. Complete course readings (Chapter 4-7 required textbook) 2. Complete discussion board on Canvas. 3. Read the Case Presentation in Chapter 5(pg. 81) Answer the "Think about it Moral Development and Moral Decisions questions and submit your answers to the discussion board.		

COURSE MODULES

Module # and Title (Normally 1 Week)	Module Objectives MO (Outcomes) SWBAT	Content and Activities (Learner Interaction & Engagement)	Assessments, Rubrics (Feedback)	Dates or Due Dates
Module 3: Principled Behavior in the Professional Domain	Learning Objectives: 1. Discuss methods that practitioners can use to limit liability. (CO6) 2. Identify relationship and potential conflicts that practitioners face in the professional realm. (CO6) 3. Discuss the impact of technology on healthcare. (CO6) 4. Describe scholarship issues encountered by practicioners in academic and clinical settings.(CO5)	Learning Activities 1. Complete course readings (Chapters 8-12 required textbook) 2. Complete discussion board on Canvas 3. Quiz #1		

COURSE MODULES

Module # and Title (Normally 1 Week)	Module Objectives MO (Outcomes) SWBAT	Content and Activities (Learner Interaction & Engagement)	Assessments, Rubrics (Feedback)	Dates or Due Dates
Module 4: Global Issues That Interface with Practice	Learning Objectives: 1. Discuss the role of ethical responsibility of healthcare in addressing local, national, and global environmental issues. (CO5) 2. Describe the health policy process. (CO5) 3. Explain the concept of distributive justice. (CO5) 4. Discuss ethical considerations for practitioners in caring and advocating for people affected by these social issues. (CO4) 5. Discuss how ethics relates to gender issues in healthcare. (CO2) 6. Identify legal considerations related to transcultural issues. (CO3)	Learning Activities: 1. Complete course readings (13-18 required textbook) 2. Complete discussion board on Canvas 3. Quiz #2		

COURSE MODULES

Module # and Title (Normally 1 Week)	Module Objectives MO (Outcomes) SWBAT	Content and Activities (Learner Interaction & Engagement)	Assessments, Rubrics (Feedback)	Dates or Due Dates
Module 5: The Power to Make a Difference.	Learning Objectives: 1. Discuss the effect of mind-set on expectations regarding practice and ethical stances. (CO5) 2. Describe metaphors for delivery and discuss their impact on healthcare ethics. (CO4) 3. Discuss the meaning of patient empowerment. (CO5)	Learning Activities 1. Complete course readings (Chapters 19-20 and additional reading on Canvas). 2. Complete discussion board on Canvas 3. Ethical Reflection Paper		

COURSE MODULES

Module # and Title (Normally 1 Week)	Module Objectives MO (Outcomes) SWBAT	Content and Activities (Learner Interaction & Engagement)	Assessments, Rubrics (Feedback)	Dates or Due Dates
Module 6: Cases and Principles of High Performing Microsystems	Learning Objectives: 1. Identify the characteristics of High-Performing Microsystems. (CO5) 2. . (CO6) 3. Evaluate the various approaches to defining and conceptualizing family health. (CO6)	Learning Activities 1. Complete course readings Quality By Design: A Clinical Microsystems Approach (Chapters 1-2). 2. Complete discussion board on Canvas.		

COURSE MODULES

Module # and Title (Normally 1 Week)	Module Objectives MO (Outcomes) SWBAT	Content and Activities (Learner Interaction & Engagement)	Assessments, Rubrics (Feedback)	Dates or Due Dates
Module 7: Assessing your Microsystems with the 5 P's.	Learning Objectives: 1. Discuss the process of developing a high-performance. (CO 2. Describe Strategies for developing professional and improving worklife. (CO	Learning Activities 1. Complete course readings (Chapters 3 & 5; Supplemental posted on Canvas). 2. Complete discussion board on Canvas		

COURSE MODULES

Module # and Title (Normally 1 Week)	Module Objectives MO (Outcomes) SWBAT	Content and Activities (Learner Interaction & Engagement)	Assessments, Rubrics (Feedback)	Dates or Due Dates

Ethical Reflection Paper

The student will write about an event that has occurred in his/her professional practice in which an error was made, an ethical dilemma arose, or a breakdown in team-work, collaboration, and communication among the healthcare team negatively impacted a patient's care or health outcome.

The assignment must be 2–4 pages (not including the title and reference pages), include 2–3 peer-reviewed journal articles published within the last 5 years, and be in current APA format.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/21/2022		Wait Grad	1005		

UserID	First Name	Last Name
SKEOUGH	Shawn	Keough

Department Name	Dept Number	Campus Box	Campus Phone
Business Administration	1380	CAMPUS BOX 4039	620 341-5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
School of Business

Level
Level 2

Dept Name *
Business Administration

Level *
◯ Undergrad only ⦿ Graduate only ◯ Both (can apply only to 500-799)

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

This request is proposed to *
⦿ Add ◯ Modify ◯ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

☑ **I have reviewed the catalog** *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char) *
Add New GR Class -BU 802

Enter a short description to serve as a title for this request.

What is proposed? *
The proposal is to create a new class, BU 802 Healthcare Law, Ethics, and Quality Improvement.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801-Psychology is Fun.

CIP number *
220208

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☑ New course

☐ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

New/Modified Course*	Credit Hours*	Course Title*	Proposed Course Description (50 words or less, if possible. Exact catalog copy)*
BU 802	3	Healthcare Law, Ethics, and Quality Improvement	This theory course will provide various ethical frameworks and an overview of the US legal system, as a basis for analyzing health care issues affecting health care institutions, patients, and health care providers. Common legal-ethical issues addressed by health care administrators, expanded health care practice, and health care education are reviewed.

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)

This course is the same as: Retain or delete from university curriculum: *
NU 802   ◉ Retain ○ Delete

Students may receive credit for both courses: *
○ Yes ◉ No

Students may repeat course for credit: *   Max Hours
○ Yes ◉ No

Grading Method *
◉ Letter Grade ○ Pass/No-Credit ○ Satisfactory/Unsatisfactory

Umbrella Course *
○ Yes ◉ No

General Education Credit *
○ Yes ◉ No

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
Creates a health care elective to support the proposed MBA Healthcare Administration Concentration.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
This course will serve as a required class for the proposed MBA Healthcare Administration Concentration.

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 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 *
◉ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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 requrements must be attached.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
CUR – Syllabus 1005 – SKEOUGH School of Business Business Administration Add New GR Class –BU 802 2151799	
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes*
03/21/2022 07:05:27 PM	SKEOUGH	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/22/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Course Number   BU 803
Credit Hours   2
Course Title   Health Care Informatics
Instructor: TBD
Office Hours: TBD
Prerequisites None

Course Description: This theory course examines information systems as they relate to health care. Issues surrounding information systems are examined. Gathering, storing, retrieving, creating, and utilizing data are discussed. Integrates healthcare, science, and information systems to identify, define, manage, and communicate data, information, and knowledge in decision making. Translating and integrating scholarship into practice is emphasized.

Required Textbooks: McGonigle, D. & Mastrian, K. *Nursing informatics.* ISBN: 978 1284220469

Course Objectives: At the end of this course, students will:

1. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost effectiveness, and health outcomes.
2. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes.
3. Promote policies that incorporate ethical principles and standards for the use of health and information technologies.
4. Provide oversight and guidance in the integration of technologies to document patient care and improve patient outcomes.
5. Use information and communication technologies, resources, and principles of learning to teach patients and others.
6. Use current and emerging technologies in the care environment to support lifelong learning for self and others.
7. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.
8. Advocate for the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant).
9. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted.
10. Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation.
11. Apply practice guidelines to improve practice and the care environment.
12. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for practice.

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). Details of the ESU policy regarding academic dishonesty can be found in the University Policy Manual located electronically on the ESU website.

Student Accommodation Statement
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Student Accessibility and Support 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 Student Accessibility and Support Services, and the professor will be strictly confidential.

Diversity, Equity, and Inclusion Statement
Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how other people's perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of the design, instruction, and/or your experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the unit head (Department Chair or equivalent) as soon as possible, and/or contact the office of the Assistant Dean of Students for Diversity, Equity & Inclusion.

Course Content Outline
The content outline for BU 803 Health Care Informatics incorporates not only course-specific content but also the essential components of professionals at the graduate level, that is, the five curricular threads which translated to the graduate level student learning outcomes. Students will attain the following student learning outcomes at the end of the course.

Module I (Week1): Foundation of Health Care Informatics

Learning Objectives: Reflect on the progression from data to information to knowledge. Explore how knowledge is generated in information science. Describe the components of computer systems, including both hardware and software. Analyze how computer systems function as tools for managing information and generating knowledge. Articulate how computers can support collaboration, networking and information exchange. Assess how the human mind processes and generates information and knowledge. Examine artificial intelligence and its relationship to cognitive science and computer science.

Learning Activities:

1. Complete course readings (McGonigle & Garver-Mastrian Chapters 1-4; Supplemental posted on Canvas).
2. Complete discussion board on Canvas.

Module II (Week 2): Information and Knowledge Needs Today and Tomorrow

Learning Objectives: Analyze the sciences underpinning healthcare informatics and their relationship to informatics practices. Discuss the evolving roles and competencies of healthcare informatics practice. Describe how clinical information technologies are impacting and will impact practice. Explore how practitioners can create and derive clinical knowledge from information systems.

Learning Activities:

1. Complete course readings (McGonigle & Garver-Mastrian Chapters 6-9; Supplemental posted on Canvas).
2. Complete discussion board on Canvas
3. Informatics Project Part 1 Due

Module III (Week 3): Health Care Informatics and Ethical and Regulatory Applications

Learning Objectives: Evaluate professional responsibilities for the ethical use of healthcare informatics technology. Analyze practical ways of applying the ethical model for ethical decision making to manage ethical dilemmas in health care informatics. Describe the legislative aspects of healthcare informatics and HITECH and HIPAA. Describe the human-technology interface and potential problems. Describe processes for securing electronic information in a computer network.

Learning Activities

1. Complete course readings (McGonigle & Garver-Mastrian Chapters 5, 9, 12-13; Supplemental posted on Canvas).
2. Complete discussion board on Canvas
3. Complete Quiz 1 on Canvas

Module IV (Week 4): Health Care Informatics and Care Delivery

Learning Objectives: Conduct a workflow analysis and apply redesign techniques. Determine measures of efficiency and effectiveness that can be applied to redesign efforts. Explore meaningful use from the practitioners perspective.   Evaluate the implementation of an electronic health record in meeting the needs of clinicians and patients. Recognize how human factors contribute to errors. Appreciate the impact of informatics technology on patient safety. Use of standardized terminologies to document and analyze care outcomes. Use of technology to analyze data sets and their use to evaluate patient care outcomes.

Learning Activities

1. Complete course readings (McGonigle & Garver-Mastrian Chapters 14-16; Supplemental posted on Canvas).
2. Complete discussion board on Canvas
3. Security and Regulatory Application Assignment Due
4. Informatics Project Part 2 Due

Module V (Week 5): Promoting Consumer and Population Health through Technology.

Learning Objectives: Explore various technology based approaches to consumer health education. Identify barriers to use of technology and issue associated with health-related consumer information. Describe informatics for promoting community and population health. Specify and describe the most common telehealth tools used in practice. Explore telehealth pathways and protocols. Identify legal, ethical, and regulatory issues of home telehealth practice.

Learning Activities

1. Complete course readings (McGonigle & Garver-Mastrian Chapters 17-19; Supplemental posted on Canvas).
2. Complete discussion board on Canvas
3. Complete Quiz 2 on Canvas

Module VI (Week 6): Education Applications of Informatics

Learning Objectives: Describe healthcare education in relation to the Foundation of Knowledge model. Assess technology tools and delivery modalities used in healthcare education. Describe the role of simulation in informatics education. Differentiate between the types of simulated electronic health records available for use. Effective use of educational/instructional technology.

Learning Activities

1. Complete course readings (McGonigle & Garver-Mastrian Chapters 20-21; Supplemental posted on Canvas).
2. Complete discussion board on Canvas
3. Informatics Project Part 3 Due

Module VII (Week 7-8): Healthcare Informatics and Healthcare Research

Learning Objectives: Describe healthcare research in relation to the Foundation of Knowledge model. Understand data mining as a research tool. Clarify the differences between evidence-based practice and translational research. Design of databases that generate meaningful evidence for practice.

Learning Activities

1. Complete course readings (McGonigle & Garver-Mastrian Chapters 23-25; Supplemental posted on Canvas).
2. Complete discussion board on Canvas
3. Informatics Project Presentation

Methods of Evaluation

Student evaluation is based on the student's progress as demonstrated in classroom performance. Theory grades will be calculated on cumulative points on course requirements. The percentage grade will be calculated by the instructor at midterm and at completion of the course.

Discussion Board Assignments	10%
Quizzes	10%
Security and Regulatory Application Assignment	15%
Informatics Project	45%
Informatics Presentation	20%

Grading Scale:

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

CUR – Curricular Change Request

EMPORIA STATE
UNIVERSITY

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/21/2022		Wait Grad	1006		

UserID	First Name	Last Name
SKEOUGH	Shawn	Keough

Department Name	Dept Number	Campus Box	Campus Phone
Business Administration	1380	CAMPUS BOX 4039	620 341–5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
School of Business

Level
Level 2

Dept Name *
Business Administration

Level *
○ Undergrad only ● Graduate only ○ Both (can apply only to 500-799)

This request is proposed to *
● Add ○ Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050) *
202250

☑ **I have reviewed the catalog** *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char) *
Add New GR Class BU 803

What is proposed? *
The proposal is to create a new course, BU 803 Health Care Informatics.

CIP number *
512706

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☑ New course

☐ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

New/Modified Course*	Credit Hours*	Course Title*	Proposed Course Description (50 words or less, if possible. Exact catalog copy)*
BU 803	2	Health Care Informatics	This theory course examines information systems as they relate to health care. Issues surrounding information systems are examined. Gathering, storing, retrieving, creating, and utilizing data are discussed. Integrates healthcare, science, and information systems to identify, define, manage, and communicate data, information, and knowledge in decision making. Translating and integrating scholarship into practice is emphasized.

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)

This course is the same as: Retain or delete from university curriculum:*
NU 803   ◉ Retain ◯ Delete

Students may receive credit for both courses:*
◯ Yes ◉ No

Students may repeat course for credit:*   Max Hours
◯ Yes ◉ No

Grading Method*
◉ Letter Grade ◯ Pass/No–Credit ◯ Satisfactory/Unsatisfactory

Umbrella Course*
◯ Yes ◉ No

General Education Credit*
◯ Yes ◉ No

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal?*
To create an required course for the proposed MBA Healthcare Administration Concentration.

How does this new course or proposed change fit into the curriculum of this major or of general education?*
Provides students a required course for the proposed MBA Healthcare Administration Concentration.

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 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*
◉ Yes ◯ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non–degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
CUR – Syllabus 1006 – SKEOUGH School of Business Business Administration Add New GR Class BU 803 2151801	
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
03/21/2022 07:25:38 PM	SKEOUGH	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/22/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

Course Number   BU 805
Credit Hours   3
Course Title   Health Care Budgeting, Finance, and Economics
Prerequisites
None
Course Description
This theory course will provide an introduction to basic economic, financial and accounting concepts relating to health care management. Programming, budgeting, and controlling processes in health care organizations will be discussed within the healthcare manager's role.
Course Objectives: At the end of this course, students will:
1. Apply the knowledge and skills necessary to develop a comprehensive operational and capital budget for a model division of patient care services or health care system using manual and automated methods.
2. Differentiate the relationships of forecasting, reporting, data analysis, and cost containment on the financial success of a healthcare system.
3. Analyze marketing strategies and strategic planning for the fiscal management of the healthcare delivery system.
4. Examine the fiscal factors associated with the provision of patient care services such as shifts in patient classification, acuity, and the association to costing of services.
5. Value the relationship between quality management and fiscal success.
6. Appreciate the distinction between available automated systems as management tools to support the provision of patient care.
7. Synthesize current health care financial issues required in the development of a national health care policy.
Course Content Outline
The content outline for BU 805 Health Care Budgeting Finance and Economics incorporates not only course-specific content but also the essential components of professional practice at the graduate level, that is, the five curricular threads which translated to the graduate level student learning outcomes. Students will attain the following student learning outcomes at the end of the course.

Student Learning Outcomes
Advanced higher order problem solving; Advanced professional values; Advanced leadership abilities; Advanced promotion of health, reduction of risk, and the management of illness and disease; and Advanced therapeutic interventions (TNIs).

Sample Content
Basic economic and financial policies related to funding of healthcare of individuals and populations of diverse backgrounds will be discussed as will accounting concepts. Planning, budgeting and controlling processes will be analyzed from the perspective of the impact on patient populations, programs, units, and organizations. Students will complete a cost/benefit study and business plan for a specific healthcare project focusing on a specific patient population and/or healthcare need.
Methods of Evaluation
Student evaluation is based on the student's progress as demonstrated in classroom performance. Theory grades will be calculated on cumulative points on course requirements. The percentage grade will be calculated by the instructor at midterm and at completion of the course.

Accommodations Policy

Student Accessibility and Support Services (SASS) at Emporia State University (ESU) ensures that students with disabilities have full and equal access to the programs and services of ESU without discrimination. Any student who feels they may need academic accommodations or access to accommodations based on the impact of a documented disability should contact and register with SASS during the first week of class or as soon as possible after the diagnosis of a disability. SASS is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with SASS must obtain a new accommodation memo each semester.

The SASS office can be located in Plumb Hall 106, or can be contacted by phone: 620-341-6637, or email: SASS@emporia.edu. The SASS office website is https://www.emporia.edu/academics-majors/academic-services-advising/student-accessibility-support-services/.

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/21/2022		Wait Grad	1007		

UserID	First Name	Last Name
SKEOUGH	Shawn	Keough

Department Name	Dept Number	Campus Box	Campus Phone
Business Administration	1380	CAMPUS BOX 4039	620 341–5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College*
School of Business

Level
Level 2

Dept Name*
Business Administration

Level*
○ Undergrad only ● Graduate only ○ Both (can apply only to 500–799)

This request is proposed to*
● Add ○ Modify ○ Delete

Term when change is effective (ex: 202010, 202030, 202050)*
202250

☑ **I have reviewed the catalog***

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Title of this request (limit 25 char)*
Add New GR Class – BU 805

What is proposed?*
The proposal is to create a new course, BU 805 Health Care Budgeting, Finance, and Economics.

CIP number*
510701

Use Add if:
o Adding a new course
o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Enter a short description to serve as a title for this request.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☑ New course

☐ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

New/Modified Course*	Credit Hours*	Course Title*	Proposed Course Description (50 words or less, if possible. Exact catalog copy)*
BU 805	3	Health Care Budgeting, Finance, and Economics	This theory course will provide an introduction to basic economic, financial and accounting concepts relating to health care management. Programming, budgeting, and controlling processes in health care organizations will be discussed within the healthcare manager's role.

Special stipulations, if any (ex: prerequisites, "consent of instructor", "majors only"...)

This course is the same as: Retain or delete from university curriculum: *
NU 805   ◉ Retain ○ Delete

Students may receive credit for both courses: *
○ Yes ◉ No

Students may repeat course for credit: *   Max Hours
○ Yes ◉ No

Grading Method *
◉ Letter Grade ○ Pass/No-Credit ○ Satisfactory/Unsatisfactory

Umbrella Course *
○ Yes ◉ No

General Education Credit *
○ Yes ◉ No

Council Approval Needed

☐ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
To provide a required course for the proposed MBA Healthcare Administration Concentration.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
This class is a required class in the proposed MBA Healthcare Administration Concentration.

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 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 *
◉ Yes ○ No

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.

Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.

Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 hours.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

Attachments

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 accomodations 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.

Please attach PDF (1)	Please attach PDF (0)
Syllabus	Objections
CUR - Syllabus 1007 - SKEOUGH School of Business Business Administration Add New GR Class - BU 805 2151804	
Other	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes*
03/21/2022 07:35:41 PM	SKEOUGH	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/22/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

MBA HEALTHCARE ADMINISTRATION CONCENTRATION

Course Requirements				Hours

Required MBA Core

MG	853	Behavioral Aspect of Management		3 hours
FI	850	Advanced Financial Management		3 hours
MK	864	Marketing Management		3 hours
BU	820	Quantitative Analysis of Business Decisions		3 hours
MG	899*	Strategic Management		3 hours
IS	873	Information Systems for Managerial Decision Making		3 hours
BC	807	Managerial Economics		3 hours
Total MBA Core Hours				**21 hours**

MG 899* This capstone course is taken in the last semester

Required Accounting Courses

AC	843	Accounting Information for Management		3 hours

Health Care Electives

BU	802	Health Care Law, Ethics, and Quality		3 hours
BU	803	Health Care Informatics		2 hours
BU	805	Health Care Budgeting, Finance, and Economics		3 hours

Total Required Graduate MBA Hours   **32 hours**
(for business majors)

MBA Foundational Courses

(for non-business majors)				**6 hours**
AC	773	Foundations of Accounting and Finance		3 hours
BU	773	Foundations of Economics and Statistics		3 hours

Total Required Graduate MBA Hours   **38 hours**
(for non-business majors)

CUR – Curricular Change Request

EMPORIA STATE
U N I V E R S I T Y

Requestor Information

Date Created	Date Approved	Status	Ticket Number	Review Begin Date	Review End Date
03/21/2022		Wait Grad	1008		

UserID	First Name	Last Name
SKEOUGH	Shawn	Keough

Department Name	Dept Number	Campus Box	Campus Phone
Business Administration	1380	CAMPUS BOX 4039	620 341–5729

Request Information

The Curricular Change Process begins in the fall and all forms must be complete and approved by April 1st.

School/College *
School of Business

Level
Level 2

Dept Name *
Business Administration

Level *
○ Undergrad only ◉ Graduate only ○ Both (can apply only to 500–799)

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

Term when change is effective (ex: 202010, 202030, 202050) *
202250

Use Add if:
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o Adding a new program
Use Modify if:
o Modifying a course
o Modifying a program
o Modifying requirements, such as admissions requirements
Use Delete if:
o Deleting a course from the catalog
o Deleting an entire program

☑ I have reviewed the catalog *

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

Review the most current catalog, search using CTRL + F, to determine what, if any, other program areas (ex: General Education Program or Teacher Education Licensure Program) might be impacted by this change. It is the responsibility of the department chair to alert these programs of the proposed change.

Title of this request (limit 25 char) *
Add GR Conc – Healthcare

Enter a short description to serve as a title for this request.

What is proposed? *
The proposal is to create an MBA Healthcare Administration Concentration.

State specifically what is being proposed in the curriculum change.
Examples:
o The proposal is to modify the admissions requirements for the MS in Curriculum and Instruction by removing the GRE requirement.
o The proposal is to change the credit hours for EL 150 – Introduction to Elementary Education from 1 to 2 hours.
o The proposal is to reduce the total hours in the MS in Psychology from 35 to 32 hours by removing PY 801–Psychology is Fun.

CIP number *
510701

Review the CIP code options by clicking on the link. You can browse/search by subject or CIP code.
https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Curricular Change Information

Please check all that apply:

☐ Impacts a teacher education initial licensure program

☐ Impacts an advanced program in The Teachers College or the SLIM licensure program

☐ Impacts the general education program

☐ Change affects more than one department

☐ New course

☑ New degree, major, minor, concentration, certificate, endorsement or program

☐ New specialty under an existing degree

☐ Proposed course change also affects a degree program, concentration, major, minor, or certificate program

Other major change (program, major, etc.) *
Creates an MBA Healthcare Administration Concentration.

State specifically what program/major is being changed.
Examples:
o Modification to admission requirements for BSE in Elementary Education.
o Delete the Leadership Minor.
o Proposal to add a new program titled in MS in Athletic Training.
o Modification to the MS in Curriculum and Instruction.

Council Approval Needed

☑ General Education Council   ☑ Graduate Council

☐ Council on Teacher Education (CTE)   ☐ Committee on Advanced Programs (CAPS)

Level 2

What is the rationale for the proposal? *
To create an MBA Healthcare Administration Concentration.

How does this new course or proposed change fit into the curriculum of this major or of general education? *
The proposal will allow MBA students to pursue a concentration in Healthcare Administration.

Explain the reasoning behind the curriculum change. Provide a solid rationale. Include how faculty load will be addressed if this is a new course, increase in course hours or a new program.
DO NOT STATE THE PURPOSE IS TO CHANGE THE CATALOG.
Explain the impact of this change on the program/major curriculum or general education curriculum, whichever is appropriate.
Example:
o The proposed new course (PE 802) will be a required course in core of the MS in HPER. Overall program hours will stay at 30, as PE 804 has been removed from the core requirements. Core requirements will remain at 15 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.

Check YES if the proposed curriculum change is related to ANY initial or advance licensure program. (If the program (degree or non-degree) leads to any type of licensure, YES should be checked.)

*
☐ Yes ☑ No

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 *
☑ Yes ☐ No

Attachments

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 accomodations 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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Please attach PDF (2)	Please attach PDF (0)
Syllabus	Objections
Other	
Attached document has been deleted (Document ID: 2151812).	
CUR – Other 1008 – SKEOUGH School of Business Business Administration Add GR Conc – Healthcare 2151900	

Approvers

Chair UserID (if no chair, enter your UserID) *
SKEOUGH

Dean Approver *
MFUSARO

Communication

(Click Add for more notes)

Date	UserID	Notes *
03/21/2022 07:44:36 PM	SKEOUGH	New Request

Approvals

Approver Notes

Objection Notes

Deny Reason

Approvals

UserID	Name	Role	Date
SKEOUGH	SHAWN KEOUGH	Originator	03/21/2022
SKEOUGH	SHAWN KEOUGH	Chair	03/21/2022
MFUSARO	MARC FUSARO	Dean	03/22/2022

Graduate Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180
General Education Council	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=179
Committee on Advanced Programs	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=176
Council on Teacher Education	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=177
Dean – LA&S	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=181
Dean – Teacher's College	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=182
10 Day Campus Review	https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=183

EMPORIA STATE
U N I V E R S I T Y
Graduate School

TO: Members of the Graduate Council

FROM: Amanda Lickteig, Chair, Graduate Council

DATE: April 20, 2022

Called to order 3:33pm
closed mtg. 4:16pm

The Council of Graduate School will meet at 3:30 p.m. on Thursday, April 21, 2022, in the PKP Room in the Memorial Union.

AGENDA

1. **Approval of the minutes from the March 24, 2022, meeting.** – *passed*

2. **<u>Action</u>**

   Curricular Change: https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180 (If you are unable to view the above link, please contact the IT Help Desk at Ext. 5555 for assistance with clearing your cookies.)

3. **<u>Information/Congratulations/News</u>**

   - Willa Frazer, MS Art Therapy & MS Clinical Counseling was awarded the Capitol Graduate Research Summit Award and the BioKansas Award.

   - Brandon Franta, MS in Biology, was awarded the Biology Scholarship.

   - Courtney Sayers, Clinical Psychology, and Emily Thompson, HPER, were awarded the Boylan Scholarship.

   - Kristen Vermeire, MA in English, was awarded the Graduate Assistant Teaching Award.

4. **<u>Reports/Discussion</u>**

   - New Graduate Student Scholarship, Dr. Melissa Reed will lead discussion
   - Graduate Assistant Teaching Award requirements

5. **<u>Comments</u>**

Research and Creativity Day
Thursday, April 28, 2022

Graduate Commencement Ceremony
Friday, May 13, 2022, 6:00pm at White Auditorium

6. **For the Good of the Order**

Future Meeting Dates

Graduate Council SharePoint Folder
https://emporia.sharepoint.com/sites/GraduateCouncil/SitePages/Home.aspx

GRADUATE COUNCIL 2021 - 2022

Name	Department	Box	Phone	Email
Will Phillips	Business	Box 4039	5095	wphill3@g.emporia.edu
William Jensen	Biological Sciences	Box 4050	5339	wjensen1@emporia.edu
Libby Schmanke	Counselor Education	Box 4036	5804	eschmank@emporia.edu
Jerry Liss	Elementary Education/Early Childhood/Special Education	Box 4037	5821	jliss@emporia.edu
Mel Storm	English, Modern Languages, and Journalism	Box 4019	5563	mstorm@emporia.edu
Michael Butler	Health, Physical Education and Recreation	Box 4013	5947	mbutler@emporia.edu
Essam Abotteen	Mathematics and Economics	Box 4027	5634	eabottee@emporia.edu
Andy Houchins	Music	Box 4029	6089	ahouchin@emporia.edu
Lynnette Schreiner	Nursing	Box 4043	4450	lschrein@emporia.edu
Michael Morales	Physical Sciences	Box 4030	5978	mmorales@emporia.edu
John Wade	Psychology	Box 4031	5317	jwade2@emporia.edu
Amanda Lickteig	School Leadership/Middle and Secondary Teacher Educ.	Box 4037	5096	alicktei@emporia.edu
Stan Trembach	School of Library and Information Management	Box 4029	5203	strembac@emporia.edu
Máire Johnson	Social Sciences, Sociology & Criminology	Box 4032	5461	mjohns38@emporia.edu
Rochelle Rowley	Social Sciences, Sociology & Criminology	Box 4022	5321	rrowley1@emporia.edu
Jerald Spotswood	Dean, Graduate School and Distance Education (Ex-Officio)	Box 4003	5403	jspotswo@emporia.edu
Jim Williams	Vice President, Student Affairs (Ex-Officio)	Box 4007	5269	jwilliam@emporia.edu
Dorothy Stevenson	Director-Graduate Recruiting & Marketing (Ex-Officio)	Box 4003	5403	dsteven7@emporia.edu
Yifang Hao	Graduate Student Representative			yhao@g.emporia.edu
Kyra Jumper	Graduate Student Representative			kjumper@g.emporia.edu

Amanda Lickteig, Chair – Libby Schmanke, Vice Chair – Mary Sewell, Executive Secretary

EMPORIA STATE
U N I V E R S I T Y
Graduate School

Present: Phillips, Jensen, Schmanke, Liss, Storm, Butler, Abotteen, Houchins, Schreiner, Morales, Wade, Lickteig, Trembach, Johnson, Rowley, Spotswood, Stevenson

Absent: Williams, Hao, Jumper
Guests: Linda Turney, James Willingham, Paul Zunkle, Marc Fusaro

The Council of the Graduate School met at 3:30 p.m. on Thursday, March 24, 2022, in the PKP Room, MU. Amanda Lickteig called the meeting to order at 3:30 pm.

Action

- Minutes from the February 24, 2022 meeting were approved.
- The changes to the 4 + 1 Program in BS Chemistry/MS Forensic Science-Chemistry were approved unanimously.
- The following curricular changes were approved:
  ### Business Administration
  - Modify CS564 UG & GR Credit, Tckt 978
  - Update catalog due to course number changes, Tckt 985
  - Modify MACC prerequisites, Tckt 986
  - Modify MBA elective requirements, Tckt 987
  - Modify MBA-Accounting prerequisites, Tckt 994
  - Modify MBA-Accounting electives, Tckt 995
  - Add new GR Certificate Business Application Development, Tckt 1000
  - Add new GR Certificate Business Fundamentals, Tckt 1001
  - Add new GR Certificate Emerging Technology Management, Tckt 1002
  - Add new GR Certificate Information Systems Management, Tckt 1003
  - Add new GR Certificate Marketing, Tckt 1004
  - Add new GR Class BU802, Tckt 1005
  - Add new GR Class BU803, Tckt 1006
  - Add new GR Class BU805, Tckt 1007
  - Add new GR Concentration-Healthcare, Tckt 1008

  ### Physical Sciences
  - Add ES720 Environmental Soil Science as a course, Tckt 899

  ### SLIM
  - Modify Leadership & Administration Information Organizations Certificate, Tckt 780
  - Modify Leadership & Administration Information Organizations Concentration, Tckt 781
  - Update PhD Tier 2 Courses, Tckt 998
  - Add Outreach & Community Engagement Concentration, Ticket 1012

Information/Congratulations/News

Amanda Lickteig and Libby Schmanke were approved to serve as Chair and Vice-Chair for the 2022-2023 Graduate School Council.

Comments

Amanda Lickteig shared the following:
- Biology Scholarship Deadline – March 25, 2022
- Submissions for Research & Creativity Day are due April 8, 2022
- Research & Creativity Day is April 28, 2022

Dr. Spotswood requested topics for the April meeting.

For the Good of the Order

Adjourned at 4:26 pm

Next Meeting: April 21, 2022, PKP, MU, at 3:30pm.

NEW GRADUATE STUDENT SCHOLARSHIP

For Summer 2022 (must be new, first-time graduate student Summer 2022)

Deadline: April 22, 2022

New graduate students with an overall undergraduate GPA of 3.25 or 3.50 for the last 60 hrs., who will be enrolling at Emporia State University for the first time beginning with the summer 2022 semester are eligible to apply for a limited number of $500 graduate scholarships. Applicants will be required to complete the graduate admissions application. The scholarship may be used to pay tuition/fees for any degree-seeking program of graduate study. All award recipients must be accepted to a graduate program of study and enrolled in at least six graduate credit hours by the application deadline. The following documents must be submitted with this application **(unless letters of recommendation are already on file).**

1. Two letters of recommendation.

2. A statement of purpose (500 words or less).

- 50,000 given per year
- Dr. Reed would like to see changes to deadline and/or move to second semester for retention.
- remove letters
- check w/ scholarships for lead time change to 3 weeks before semester

GTA Excellence in Teaching Award

Nominations are submitted by faculty, department chairs, or self-nominated via
https://www.emporia.edu/graduate-school/admissions-costs/financial-assistance/scholarships/gta-excellence-teaching-nominee-form/

Once the nomination form is received in the Graduate School, the student is sent an email containing a link to upload the required documents. The documents are:

    1. A two-page statement of describing the candidate's approach to teaching, assessment and mentorship (2 page max - double spaced.)
    2. Summary of Teaching Evaluations – see form below

3. Syllabus

4. Statement or example of innovation in teaching (what makes the GTA's teaching innovative, unique or different) (2 page max - double spaced).

5. Teaching adaptation – Two page statement on the way the candidate's altered his/her teaching to adjust to students' needs. What happened, what was done to change or alter the strategy? (2 page max- double spaced)

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

7. One - three sample(s) of candidate's best teaching work - This could be an example of a lesson plan or PowerPoint or assignment, etc.

Increase to $1,000

letter of nomination

Creating a subcommittee in the fall to create criteria for the scholarship

Uday, amanda, butler, morales

EMPORIA STATE
U N I V E R S I T Y
Graduate School

TO: Members of the Graduate Council

FROM: Amanda Lickteig, Chair, Graduate Council

DATE: April 20, 2022

The Council of Graduate School will meet at 3:30 p.m. on Thursday, April 21, 2022, in the PKP Room in the Memorial Union.

AGENDA

1. **Approval of the minutes from the March 24, 2022, meeting.**

2. **Action**

   Curricular Change: https://esuobweb.emporia.edu/AppNet-curr/docpop/docpop.aspx?clienttype=html&cqid=180 (If you are unable to view the above link, please contact the IT Help Desk at Ext. 5555 for assistance with clearing your cookies.)

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4. **Reports/Discussion**

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   - Graduate Assistant Teaching Award requirements

5. **Comments**

Research and Creativity Day
Thursday, April 28, 2022

Graduate Commencement Ceremony
Friday, May 13, 2022, 6:00pm at White Auditorium

6. <u>**For the Good of the Order**</u>

<u>**Future Meeting Dates**</u>

<u>**Graduate Council SharePoint Folder**</u>
https://emporia.sharepoint.com/sites/GraduateCouncil/SitePages/Home.aspx

GTA Excellence in Teaching Award

Nominations are submitted by faculty, department chairs, or self-nominated via https://www.emporia.edu/graduate-school/admissions-costs/financial-assistance/scholarships/gta-excellence-teaching-nominee-form/

Once the nomination form is received in the Graduate School, the student is sent an email containing a link to upload the required documents. The documents are:

    1. A two-page statement of describing the candidate's approach to teaching, assessment and mentorship (2 page max - double spaced.)

    2. Summary of Teaching Evaluations – see form below

3. Syllabus

4. Statement or example of innovation in teaching (what makes the GTA's teaching innovative, unique or different) (2 page max - double spaced).

5. Teaching adaptation – Two page statement on the way the candidate's altered his/her teaching to adjust to students' needs. What happened, what was done to change or alter the strategy? (2 page max- double spaced)

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

7. One - three sample(s) of candidate's best teaching work - This could be an example of a lesson plan or PowerPoint or assignment, etc.

EMPORIA STATE
U N I V E R S I T Y
Graduate School

Present: Phillips, Jensen, Schmanke, Liss, Storm, Butler, Abotteen, Houchins, Schreiner, Morales, Wade, Lickteig, Trembach, Johnson, Rowley, Spotswood, Stevenson

Absent: Williams, Hao, Jumper
Guests: Linda Turney, James Willingham, Paul Zunkle, Marc Fusaro

The Council of the Graduate School met at 3:30 p.m. on Thursday, March 24, 2022, in the PKP Room, MU. Amanda Lickteig called the meeting to order at 3:30 pm.

Action

- Minutes from the February 24, 2022 meeting were approved.
- The changes to the 4 + 1 Program in BS Chemistry/MS Forensic Science-Chemistry were approved unanimously.
- The following curricular changes were approved:
    Business Administration
    - Modify CS564 UG & GR Credit, Tckt 978
    - Update catalog due to course number changes, Tckt 985
    - Modify MACC prerequisites, Tckt 986
    - Modify MBA elective requirements, Tckt 987
    - Modify MBA-Accounting prerequisites, Tckt 994
    - Modify MBA-Accounting electives, Tckt 995
    - Add new GR Certificate Business Application Development, Tckt 1000
    - Add new GR Certificate Business Fundamentals, Tckt 1001
    - Add new GR Certificate Emerging Technology Management, Tckt 1002
    - Add new GR Certificate Information Systems Management, Tckt 1003
    - Add new GR Certificate Marketing, Tckt 1004
    - Add new GR Class BU802, Tckt 1005
    - Add new GR Class BU803, Tckt 1006
    - Add new GR Class BU805, Tckt 1007
    - Add new GR Concentration-Healthcare, Tckt 1008

    Physical Sciences
    - Add ES720 Environmental Soil Science as a course, Tckt 899

    SLIM
    - Modify Leadership & Administration Information Organizations Certificate, Tckt 780
    - Modify Leadership & Administration Information Organizations Concentration, Tckt 781
    - Update PhD Tier 2 Courses, Tckt 998
    - Add Outreach & Community Engagement Concentration, Ticket 1012

Information/Congratulations/News

Amanda Lickteig and Libby Schmanke were approved to serve as Chair and Vice-Chair for the 2022-2023 Graduate School Council.

Comments

Amanda Lickteig shared the following:
- Biology Scholarship Deadline – March 25, 2022
- Submissions for Research & Creativity Day are due April 8, 2022
- Research & Creativity Day is April 28, 2022

Dr. Spotswood requested topics for the April meeting.

For the Good of the Order

Adjourned at 4:26 pm

Next Meeting: April 21, 2022, PKP, MU, at 3:30pm.

NEW GRADUATE STUDENT SCHOLARSHIP

For Summer 2022 (must be new, first-time graduate student Summer 2022)

Deadline: April 22, 2022

New graduate students with an overall undergraduate GPA of 3.25 or 3.50 for the last 60 hrs., who will be enrolling at Emporia State University for the first time beginning with the summer 2022 semester are eligible to apply for a limited number of $500 graduate scholarships. Applicants will be required to complete the graduate admissions application. The scholarship may be used to pay tuition/fees for any degree-seeking program of graduate study. All award recipients must be accepted to a graduate program of study and enrolled in at least six graduate credit hours by the application deadline. The following documents must be submitted with this application **(unless letters of recommendation are already on file).**

1. Two letters of recommendation.

2. A statement of purpose (500 words or less).

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Absent: Williams, Hao, Jumper
Guests: Melissa Reed, James Willingham

The Council of the Graduate School met at 3:30 p.m. on Thursday, April 22, 2022, in the PKP Room, MU Amanda Lickteig called the meeting to order at 3:33 pm.

Action

- Minutes from the March 24, 2022, meeting were approved.

Information/Congratulations/News

Amanda Lickteig shared the following:

- Willa Frazer, MS Art Therapy & MS Clinical Counseling was awarded the Capitol Graduate Research Summit Award and the BioKansas Award.
- Brandon Franta, MS in Biology, was awarded the Biology Scholarship.
- Courtney Sayers, Clinical Psychology, and Emily Thompson, HPER, were awarded the Boylan Scholarship.
- Kristen Vermeire, MA in English, was awarded the Graduate Assistant Teaching Award.

Reports/Discussion

- Melissa Reed led a discussion about the New Graduate Student Scholarship deadline. Council decided to change the scholarship application deadline to three weeks prior to the start of the semester. Council also removed the letters of recommendation requirement from the scholarship application.
- A discussion about the requirements for the GTA Excellence in Teaching Award was held. Council will have a subcommittee (Libby Schmanke, Amanda Lickteig, Michael Butler, and Michael Morales) in the fall of 2022 to update the requirements for the scholarship.

Comments

Amanda Lickteig shared the following dates:
- Research & Creativity Day is April 28, 2022
- Graduate Commencement is May 13, 2022, at 6:30pm at White Auditorium

For the Good of the Order

Adjourned at 4:16 pm