## Checklist for Approval Process for Doctoral Degrees

**Program Title:** Occupational Therapy Doctorate

**College/Department:** College of Health Sciences/Department of Occupational Therapy

### PHASE 1

<table>
<thead>
<tr>
<th></th>
<th>Departmental Showcase and Program Review</th>
</tr>
</thead>
</table>

EUK Program Review 2002-2003


### PHASE 2

**Graduate Council**

<table>
<thead>
<tr>
<th></th>
<th>Review Report from Departmental Showcase and Program Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review Faculty Qualifications</td>
</tr>
<tr>
<td></td>
<td>Review Scholarly Productivity, including Program’s record and capacity for securing external funds</td>
</tr>
<tr>
<td></td>
<td>Review Existing Support (e.g., Library Resources, Staffing)</td>
</tr>
<tr>
<td></td>
<td>Review Proposed Admission Requirements</td>
</tr>
<tr>
<td></td>
<td>Review Proposed Exit Requirements/Competencies</td>
</tr>
</tbody>
</table>

Action Taken: OTD Courses and Program Proposal approved

Date: 10-30-2009 and 11-21-2009

### PHASE 3

**Council on Academic Affairs**

<table>
<thead>
<tr>
<th></th>
<th>Review Proposed Program’s Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review External Reviewers’ Report</td>
</tr>
<tr>
<td></td>
<td>Review Graduate Council’s Analysis</td>
</tr>
<tr>
<td></td>
<td>Review Office of Institutional Effectiveness’s Report</td>
</tr>
</tbody>
</table>

Action Taken: Approved

Date: 1/21/10
PHASE 4

Financial Planning Council/Strategic Planning Council

☐ Review Council on Academic Affairs’ Recommendation
☐ Review Proposal for Budgetary Considerations
☐ Review Proposal’s Consistency and Appropriateness with EKU’s Mission

Action Taken:______________________________________________________________________________________

Date:__________________________________________________________________________________________

PHASE 5

Faculty Senate

☐ Review Council on Academic Affairs’ Recommendation
☐ Review Financial Planning Council’s/Strategic Planning Council’s Recommendation

Action Taken:______________________________________________________________________________________

Date:__________________________________________________________________________________________

Provost Council

☐ Review Council on Academic Affairs’ Recommendation
☐ Review Financial Planning Council’s/Strategic Planning Council’s Recommendation
☐ Review Faculty Senate’s Recommendation

Action Taken:______________________________________________________________________________________

Date:__________________________________________________________________________________________

President

☐ Review Faculty Senate’s Recommendation
☐ Review Provost Council’s Recommendation

Action Taken:______________________________________________________________________________________

Date:__________________________________________________________________________________________
Board of Regents

☐ Review President’s Recommendation for Proposed Program

Action Taken:______________________________________________________________________________________

Date:___________________________________________________________________________________________

 Council on Postsecondary Education

☐ Review President’s Recommendation for Proposed Program

Action Taken:______________________________________________________________________________________

Date:___________________________________________________________________________________________

(SACS) Southern Association of Colleges and Schools

☐ Review President’s Recommendation for Proposed Program

Action Taken:______________________________________________________________________________________

Date:___________________________________________________________________________________________

Program Implementation Date:_______________________________________________________________
# Curriculum Change Form

## Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Occupational Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>College</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td></td>
</tr>
<tr>
<td>Hybrid Course (&quot;S,&quot; &quot;W&quot;)</td>
<td>*Course Title (30 characters)</td>
<td></td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td>*Program Title</td>
<td>Occupational Therapy Doctorate (OTD)</td>
</tr>
</tbody>
</table>

| X New Program (Part III) | (Major __, Option __; Minor __; or Certificate __) |
| Program Revision (Part III) | |
| Program Suspended (Part III) | *Provide only the information relevant to the proposal. |

### Proposal Approved by:

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Committee</td>
<td>8/18/2009</td>
</tr>
<tr>
<td>Graduate Council*</td>
<td>11/20/2009</td>
</tr>
<tr>
<td>Council on Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>9/16/2009</td>
</tr>
<tr>
<td>Approved</td>
<td>1/21/10</td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>General Education Committee*</td>
<td></td>
</tr>
<tr>
<td>Faculty Senate**</td>
<td></td>
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<tr>
<td>Teacher Education Committee*</td>
<td></td>
</tr>
<tr>
<td>Board of Regents**</td>
<td></td>
</tr>
<tr>
<td>Council on Postsecondary Edu.***</td>
<td></td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

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

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

Establish an Occupational Therapy Doctoral (OTD) degree program.

**A. 2. Effective date:** (Example: Fall 2001)

Spring, 2012

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

### B. The justification for this action:

The purpose of the post-professional Doctor of Occupational Therapy (OTD) program at EKU is to provide the Commonwealth of Kentucky and surrounding regions with improved occupational therapy services, specifically in the area of school based practice. This graduate program will provide advanced education for Master’s prepared occupational therapy practitioners in order to create occupational therapists with highly developed clinical and leadership skills. Graduates will serve in leadership roles, affect health care policy, and act as catalysts for excellence in practice settings throughout Kentucky and surrounding regions in order to best meet the needs of occupational therapy consumers. This program will train advanced practitioners for leadership in the profession to provide greatly needed occupational therapy services. There is no other OTD program currently offered in Kentucky.

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

#### Personnel Impact:

As the only occupational therapy program in the State University System, the Department of Occupational Therapy would not be able to reduce its current student enrollment without severely impacting occupational therapy services in the region. Therefore, the Department would require a minimum of two additional 12-month faculty positions, one at program implementation, and an additional position when the second class is admitted in order to ensure adequate coverage for all current programs. At the time the second class is admitted, the enrollment numbers in all Programs will be analyzed and used to justify
additional requested positions. The Department will also seek federal funds for start up.

Operating Expenses Impact:

The Program will be primarily online and the Blackboard system will be used. There will be some on site attendance required. Exploration will be made of internal and external programs that assist in providing support to students and faculty engaging in distance learning. External programs may provide funds back to the Department to support the Program’s needs, such as hiring additional faculty, and student travel to present at conferences. Internal and external programs may also assist with course development, provide weekly student support, and assist with recruitment. The Department requests a $10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program. Additionally, the Department is exploring an increased tuition rate for the OTD Program, which would help with funding.

Equipment/Physical Facility Needs:

No additional classroom space will be required. Students will attend campus one time per semester during the seventh week of classes. The Instructional Design Center has been helpful to faculty developing online courses and will continue to be used by faculty in the start-up of the OTD Program.

Library Resources:

The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are the British Journal of Occupational Therapy, the Scandinavian Journal of Occupational Therapy, and Physical and Occupational Therapy in Pediatrics.

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

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

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

New or Revised* Program Text

(*Use strikethrough for deletions and underlines for additions.)
I. GENERAL INFORMATION

The Occupational Therapy Department offers a post-professional Occupational Therapy Doctorate program for practitioners. This doctoral program will create occupation-based practitioners who will be ethical leaders of change in occupational therapy services for diverse populations. The program is accessible through distance education and is tailored to meet the advanced practice needs of occupational therapists in the Commonwealth and adjoining states.

Graduates of the OTD program will:
5. Engage in occupation based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services
6. Ethically and responsibly meet the needs of diverse client populations by addressing issues related to health disparity, policy, and legislation at local, state, and national levels
7. Serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence based practice
8. Use advanced clinical and ethical reasoning skills to improve occupational therapy services

II. ADMISSION REQUIREMENTS

Applicants must meet the following criteria for admission to the OTD Program:
1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.
2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.
3. A master’s degree,
4. A graduate research methods course.
5. A GRE score of 850 or higher on the combined verbal and quantitative sections and a 4.0 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regional, accredited institution.
6. Three letters of recommendation.
7. A one-to-two page statement of professional goals.
8. A resume and/or professional portfolio.
9. Transcripts of undergraduate and graduate coursework.
10. An online graduate application.
11. Thoe applicants meeting the above criteria will complete an admission interview with the faculty of the doctoral program prior to final selection.
III. PROGRESSION REQUIREMENTS

Students need to obtain a grade of a B or higher in all courses in order to progress in the program.

IV. PROGRAM REQUIREMENTS (list courses and credit hours)

OTS 834………………………………………………………………………………3 hours

OTS 853………………………………………………………………………………3 hours

OTS 865………………………………………………………………………………3 hours

OTS 901………………………………………………………………………………1 hour

OTS 902………………………………………………………………………………1 hour

OTS 903………………………………………………………………………………1 hour

OTS 904………………………………………………………………………………1 hour

OTS 905………………………………………………………………………………9 or 12 hours

OTS 910………………………………………………………………………………3 hours

OTS 911………………………………………………………………………………3 hours

OTS 912………………………………………………………………………………3 hours

OTS 913………………………………………………………………………………3 hours

Elective………………………………………………………………………………..3 or 6 hours

Total Credit Hours ……………………………………………………………………40 hours

V. EXIT REQUIREMENTS

1. Candidates are required to satisfactorily to complete and present capstone projects.

2. Candidates are required to satisfactorily complete and present a professional portfolio.
Eastern Kentucky University  
Department of Occupational Therapy  
Program Proposal of a Doctorate in Occupational Therapy (OTD)

Purpose of the OTD Program

The purpose of the Doctor of Occupational Therapy (OTD) Program at Eastern Kentucky University (EKU) will be to provide the Commonwealth of Kentucky and surrounding regions with improved educational and health outcomes for its citizens through improved occupational therapy services. The mission of this advanced, post-professional Program will be to create occupation-based practitioners who will be ethical leaders of change in occupational therapy services for diverse populations. Graduates will serve in leadership roles, affect educational and health care policy, and act as catalysts for excellence in intervention settings in order to better meet the needs of occupational therapy consumers and address the educational performance gap of children with disabilities.

Specifically, graduates of the OTD Program will have an increased understanding of legislative, policy, and administrative issues affecting the profession, education for children with disabilities, and health care, with a particular emphasis on the needs of unique and underserved populations in Kentucky. Occupational therapists enrolled in the OTD Program will study and apply recent advances in the areas of occupation, occupation-based practice, evidence-based practice, and client education. Students will use research to assess needs, inform clinical practice, and complete collaborative research to improve services for children and clients. Students will gain an enhanced understanding of ethical issues impacting current clinical practice. Initially, the Program will focus on master’s-prepared therapists serving students with disabilities in Kentucky’s schools and will admit 15 students.

Need for the Proposed OTD Program

Need for Occupational Therapists Prepared at the Doctoral Level

A post-professional OTD degree is appropriate for practicing occupational therapists who seek continued competence in their practice area or to pursue administrative or service leadership. The OTD is a professional doctorate, similar in structure to an M.D., D.D.S., or Pharm.D. (Pierce & Peyton, 1999), and may help an occupational therapist to meet career goals by fulfilling institutional requirements for hiring and advancement. Graduates typically go on to serve in specialized clinical roles, leadership positions, and as agents of change in related fields such as health policy, administration, and ethics. The OTD is considered to be a terminal degree in occupational therapy. The first OTD program began in 1994 as an advanced, post-professional degree. There are currently 16 post-professional OTD programs in the United States, most within well-respected but expensive private institutions.

As of January 1, 2007, the Accreditation Council for Occupational Therapy Education (ACOTE) required post-baccalaureate entry-level education for all occupational therapists. In other words, entry-level occupational therapists now must obtain a master’s or doctoral degree in order to qualify to practice (AOTA, 2001). In occupational therapy, there are now five entry-level OTD programs. Several healthcare professions have now moved to doctoral entry-level education. Fields that presently require a minimum of a master’s level degree for practice include occupational therapy, speech-language pathology, physician assistant, and genetic counseling. Fields requiring a doctoral level degree for practice include physical therapy, audiology, medicine, dentistry, psychology, pharmacy, and others (Griffiths & Padilla, 2006). Many school-based professionals now are required to have master’s degrees. Doctoral degrees are becoming increasingly necessary in order to meet the complex demands of healthcare. Occupational therapists in the Commonwealth will need to pursue doctoral
education in order to compete and exert leadership in the educational and healthcare service arenas.

Need for Occupational Therapists Prepared at the Doctoral Level in Kentucky

In Kentucky, there are approximately 1800 licensed occupational therapists (KBLOT, 2009, personal communication). They serve clients of all ages within schools, hospitals, homes, private practices, and industry. Eastern Kentucky University offers the only occupational therapy educational programs within the higher education system of the Commonwealth. Providing an advanced professional doctorate at Eastern can be expected to produce leaders who will enhance the regional effectiveness of occupational therapy services, and thus improve educational and health outcomes for persons facing congenital and acquired illnesses and disabilities.

Results of the Department of Occupational Therapy’s assessment of need indicate that school-based occupational therapists in the Commonwealth are interested in enrolling in an OTD Program at Eastern. A survey was sent to 272 practicing clinicians in Kentucky and the surrounding states with 82 responses received. Of those interested in pursuing an OTD, 86% said they would be interested in a locally available program within the next one to three years. The majority of respondents, 65%, practice in rural areas, and 56% reported working with children while 45% reported working with adolescents. Just over half (51%) of respondents identified an area of specialization needed in their present practice setting that could be provided by a practitioner prepared at the doctoral level. Areas of specialization desired by respondents interested in enrolling in a doctoral program included: leadership (87%), children and youth (34%), and research (19%). A high percentage of respondents were interested in developing advanced competencies in evidence-based practice (84%) and school-based practice (53%). In addition, 65% were interested in developing teaching skills needed for leadership roles.

Need for Occupational Therapists Prepared at the Doctoral Level in Kentucky Schools

The need for occupational therapists in early intervention and school systems, particularly in high poverty, rural areas, has been well-documented. PL 94-142, the Education of All Handicapped Children Act and its later amendments, created an unprecedented manpower need for occupational therapists to work with infants, toddlers, and children with disabilities and their families. In Kentucky, the projected increase needed by 2014 is 36% for occupational therapy (Commonwealth of Kentucky, 2005).

Despite 46% of occupational therapists identifying early intervention or schools as either their primary or secondary work setting (AOTA, 2007), the number of occupational therapists working in schools in our region is disproportionately low as reported by the U.S. Office of Special Education Programs (OSEP, 2004). A recently-published analysis of OSEP data by our faculty on this national mal-distribution of occupational therapists in educational environments (Effgen, Teeters Myers, & Myers, 2007) indicated that Kentucky, Tennessee, Mississippi, and Alabama have the highest, meaning the worst, ratio of children to occupational therapists. Furthermore, findings from Kentucky’s early intervention system suggest there are a significantly lower number of early intervention providers in eastern Kentucky when compared to the western and central areas of the Commonwealth (Hallam et al., 2004).

According to Child Count Report data, the number of identified children and youth with disabilities in Kentucky rose by more than 12%, from 78,844 in 1992 to 87,973 in 1998 and by December 2006 the number was 109,354 (KY Dept of Education, 2007; U.S. Department of Education [US DOE], 2007). As the number of children with disabilities in Kentucky increases, the number of personnel needed to provide special education and related services to students increase concomitantly. For therapists working in diverse, underserved areas, not only is competence in service delivery a necessity, but an understanding of the cultural underpinnings of these communities is also critical to their effectiveness. Therapists must be prepared to provide competent,
autonomous, and integrated service delivery in rural communities, and to be ready to work as part of a well integrated, interdisciplinary team. They also need to be leaders and mentors for less-experienced therapists and other professionals.

The overall need for qualified occupational therapists in the region is compounded by the fact that 19.3% of Kentuckians under the age of 18 years live below the poverty level, as noted in the 27th Annual Report to Congress (US DOE, 2007). Some distressed Eastern Kentucky counties have over 35% of their children living in poverty (Crooks, 1999). Almost 80% of the counties in eastern Kentucky have a shortage of designated health professionals. Additionally, Kentucky serves a larger percentage of children under IDEA than the national norm. This is most significant for children three to five years of age, where Kentucky serves the largest percentage nationally (KY - 12.58%, US - 5.79%; US DOE, 2007). Children in these developmental years are those most in need of therapy services. Even where the supply of occupational therapists might appear adequate, those therapists do not necessarily have the education and training to: work effectively using evidence-based practice; serve those who are culturally and linguistically diverse; make meaningful change within their school systems; and have the knowledge required to consult.

Alignment and Structure

Alignment with EKU’s Mission and Strategic Plan

The proposed EKU OTD Program is directly aligned with the mission statement for Eastern Kentucky University as a “student-centered comprehensive public university dedicated to high quality instruction, scholarship and service.” In particular, the OTD Program responds to a need in the Commonwealth to meet requirements for school leaders and advanced training in occupational therapy practice. EKU’s Occupational Therapy Department is recognized by U.S. News & World Report’s Top 25 Graduate Programs. As the only public occupational therapy program in the Commonwealth, EKU’s Occupational Therapy Department is recognized for its leadership in preparing entry and advanced level practitioners for service and scholarship on behalf of the Commonwealth.

The alignment of the proposed OTD Program is consistent with the Occupational Therapy Department’s strategic plan, as well as College and University strategic plans. Department Goal 3, “promote learning through high quality programs, research and support,” clearly addresses how offering this program through distance education will benefit citizens of the Commonwealth. It also incorporates the College of Health Sciences Goals 1, 2, and 5, and EKU Goal 3. By providing the OTD Program, the EKU Occupational Therapy Department will further respond to national trends in education and health care reform, requiring professionals to implement evidence-based practice with clients in multiple settings. The reauthorization of the Individuals with Disabilities Education Act (IDEA-04), coupled with No Child Left Behind legislation, requires professionals in school settings to be highly qualified and to implement science-driven best practice. To best meet these federal requirements and societal needs, further educational preparation of occupational therapists in the region is needed and warranted. Occupational therapists who obtain advanced preparation in the OTD Program will assist in improving school-based practice and policy in the Commonwealth. The EKU OTD Program will equip therapists practicing in educational systems with advanced leadership and applied research skills to better impact learning needs of children with disabilities from preschool through high school.

Alignment with the Kentucky Council on Postsecondary Education (CPE) Key Indicators of Progress

In relation to CPE Key Indicators of Progress, the EKU OTD Program addresses three of the five key indicators. The EKU OTD program responds to the CPE’s interest in affordability of education, advancement of knowledge, and regional stewardship.
Is Kentucky Postsecondary education affordable for its citizens? Currently no public university in KY offers the OTD. Clinicians desiring advanced specialization typically attend University of Indianapolis, Nova Southern University, Belmont, or Creighton University, all private institutions. The tuition is significantly higher at all of these institutions. Thus, EKU is an affordable option for Kentuckians, particularly through a quality online delivery method. According to The Sloan Consortium (2007) 3.5 million students were enrolled in at least one online course during fall 2006, and nearly 20% of all students in US postsecondary education were enrolled in at least one online course. Through participation in quality online education, students can maintain a manageable course load in addition to family and work obligations. This degree program is targeted for practicing occupational therapists that will have a clear plan for completing the degree in an affordable manner, allowing for continuous enrollment by term with support.

Do more Kentuckians have certificates and degrees? Graduate enrollment at EKU has increased over a ten year period. This may be attributed to the growth in graduate Programs, and the movement of professional Programs toward entry level at the master’s degree. The OTD Program would offer Kentucky therapists with ongoing professional leadership and recognition and further the investment in the professional, scientific and managerial workforce. The professional doctorate is emerging as the gold standard of preparation in many healthcare fields, such as physical therapy, audiology, and pharmacy.

Are Kentucky’s People, Communities, and Economy Benefiting? The Department of Occupational Therapy has been lauded since its inception for its commitment to regional stewardship. The Department’s faculty members and students regularly provide services to underserved areas. As a result, the people, communities, and economy of the Commonwealth benefit. With the development of an OTD Program, EKU will better serve the needs of occupational therapy professionals, providing an alternative to the high-priced graduate education of private universities outside of Kentucky. Further, this investment will allow Kentucky dollars to stay in Kentucky, rather than to support higher education in other states.

Program Design

OTD Program Overview

The OTD Program is designed for students who are currently employed as occupational therapists in a school-based setting. The Program is part time, with coursework starting in the spring semester. Students will enroll in six to seven credit hours per semester for two years. The majority of the Program will be offered online, utilizing Blackboard resources. However, all students will be required to attend two sessions at EKU each semester during the seventh week of classes and at the end of the classes.

An online program delivery method meets the needs of occupational therapists most effectively and efficiently based upon data in the needs assessment conducted for the program. The target population for this post professional program is currently employed occupational therapists in school-based practice. Occupational therapists working in the schools often are place-bound across Kentucky while maintaining full-time employment. The regional emphasis of the EKU OTD will allow practicing therapists to participate effectively in graduate education and apply advanced disciplinary knowledge into daily practice settings. The intensive mid and end of semester face-to-face meetings reinforces synthesis of disciplinary information and allows for professional socialization.

The EKU OTD program will use a Quality Matters assessment of online education to assure rigor in the instructional design and assessment of doctoral level courses. The nationally recognized Quality Matters Program has been introduced to EKU through the Instructional Design Center (IDC). Three OT Department faculty members have participated in advanced training for online education through learning communities offered by the IDC. One faculty member has participated in a Quality Matters review of an existing online OT course. The Quality Matters review process facilitates best practice for instructional design and technology,
learner engagement and continuous quality improvement. The OTD curriculum consists of six 3-credit core courses, two to three 3-credit electives related to school-based practice, four 1-credit leadership seminars, and two 3 to 6-credit hours of practicums, for a total of 40 credits. Core coursework builds on knowledge gained during master’s level education related to theory, research, and practice. The professional development seminars facilitate integration of learning from the didactic coursework, as well as prepare the students for placement in two externships. During the final two semesters, students participate in practicums designed to apply knowledge related to expanding fields of practice, leadership roles, and advanced clinical practice.

The curriculum is built around four core themes, which are Occupation-Based Practice, Diversity, Leadership, and Reasoning. The curricular themes of the OTD Program are directly tied to the curricular themes of the EKU Master of Science in Occupational Therapy and advance these themes to post-professional leadership levels. This provides a strong continuity of learning for those students advancing from the Master’s Program to the OTD Program.

**Program Outcomes**

Graduates of the OTD Program will be able to:

1. Engage in occupation-based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services.

2. Ethically and responsibly meet the needs of diverse client populations by addressing issues related to health disparity, policy, and legislation at local, state, and national levels.

3. Serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence-based practice.

4. Use advanced clinical and ethical reasoning skills to improve occupational therapy services.

**Admission Requirements**

Applicants must meet the following criteria for admission to the OTD Program:

1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.

2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.

3. A master’s degree.

4. A graduate research methods course.

5. A GRE score of 850 or higher on the combined verbal and quantitative sections and a 4.0 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regional, accredited institution.

6. Three letters of recommendation.

7. A one-to-two page statement of professional goals.
8. A resume and/or professional portfolio.
9. Transcripts of undergraduate and graduate coursework.
10. An online graduate application.
11. Those applicants meeting the above criteria will complete an admission interview with the faculty of the doctoral program prior to final selection.

**OTD Course Offerings**

Students enrolled in the OTD Program will take courses over six semesters (Spring, Summer and Fall) for a total of 40 credit hours. Since students are expected to be occupational therapists who are employed in regional schools and other settings, the pedagogical design uses an executive model in which all courses are web-based with a mid-semester and end of course face-to-face intensive. At mid-term (approximately week 7) students would be expected to attend classes on campus on a weekend for a total of 20 hours. Students would also be expected to attend classes on campus at end of the course in order to participate in synthesis activities. Students enrolled in the practicum course will only be required to come at the end of the semester. Course numbers, titles, credit hours, semesters offered, and descriptions are provided in Table 1. Course sequence is depicted in Table 2.

Table 1.  
*Courses and descriptions for OTD Program*

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Offered</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTS 834</td>
<td>Theoretical Analysis for OBP</td>
<td>3.0</td>
<td>Spring 1</td>
<td>Advanced conceptualization and synthesis of occupational science and existing models of occupational therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.</td>
</tr>
<tr>
<td>OTS 853</td>
<td>Leadership and Change in OT</td>
<td>3.0</td>
<td>Spring 1</td>
<td>Focus on development and application of leadership skills, including transformational and transactional leadership. Ethical considerations of leadership implementation for clinical practice.</td>
</tr>
<tr>
<td>OTS 865</td>
<td>School-based Practice</td>
<td>3.0</td>
<td>Summer 1</td>
<td>In-depth study of school-based occupational therapy. Federal/state laws and regulations, models of practice, and provision of occupational therapy services for students with learning and behavioral difficulties (curricular and extracurricular) in educational settings.</td>
</tr>
<tr>
<td>OTS 901</td>
<td>OTD Leadership Seminar I</td>
<td>1.0</td>
<td>Spring 1</td>
<td>Students will draw on co-occurring OTD Program coursework to: conceptualize identity as a leader in occupation-based practice during change; create a professional portfolio; and develop initial doctoral practicum plans.</td>
</tr>
<tr>
<td>OTS 902</td>
<td>OTD Leadership Seminar II</td>
<td>1.0</td>
<td>Summer 1</td>
<td>Students will draw on co-occurring OTD Program coursework to: establish goals for development through the OTD; revise a professional portfolio to implement career aspirations; and set doctoral practicum objectives.</td>
</tr>
</tbody>
</table>
Students will draw on co-occurring OTD Program coursework to revise professional portfolio to include a multi-year action plan for leadership development; and prepare final practicum proposal.

Students will draw on co-occurring OTD Program coursework to finalize a professional portfolio that portrays personal plans for career leadership in practice excellence; and propose and obtain doctoral practicum contracts.

Custom-designed practicums for capstone, field-based experiences in the Clinical Doctorate in Occupational Therapy. Course emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.

Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy need in emerging practice.

Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of research as an agent of change in practice will be emphasized.

Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, communicating decisions.

Fundamental principles of designing and implementing educational Programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.

Table 2
Program Sequence for the EKU OTD Program

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
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<td>OTS 910 (3)</td>
<td>OTS 911 (3)</td>
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<td>OTS 865 (3)</td>
<td>OTS 903 (1)</td>
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<td>OTS 905 (6) or Elective</td>
<td>OTS 905 (6) or Elective</td>
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<td></td>
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<td>OTS 905 (3) and Elective</td>
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<tr>
<td></td>
<td>OTS 904 (1)</td>
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</table>

Total Credit Hours: 40
Capacity

Faculty Qualifications and Scholarship Productivity

The Occupational Therapy Faculty of EKU has long operated highly successful programs: a Bachelor of Science in Occupational Science (45 graduates in 2008), a Master of Science in Occupational Therapy (57 graduates in 2008), and an inter-university Doctor of Philosophy in Rehabilitation Sciences (17 graduates since 2000). Of the 17 tenured/tenure-track faculty members in the Department, 11 hold doctoral degrees and three have Ph.D.s in progress. There are seven doctoral faculty members with experience in school-based practice, which will be the initial focus of the OTD Program.

Table 3

<table>
<thead>
<tr>
<th>Name</th>
<th>Designations</th>
<th>Rank</th>
<th>Graduate Faculty Status</th>
<th>Years of experience in PhD Instruction</th>
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<tbody>
<tr>
<td>Lynnda Emery</td>
<td>Ed.D., OTR/L, FAOTA</td>
<td>Professor</td>
<td>Full</td>
<td></td>
</tr>
<tr>
<td>Dana Howell</td>
<td>Ph.D., OTD, OTR/L</td>
<td>Associate</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Dory Marken</td>
<td>Ph.D., OT/L, FAOTA</td>
<td>Associate</td>
<td>Associate</td>
<td></td>
</tr>
<tr>
<td>Christine Myers</td>
<td>Ph.D., OTR/L</td>
<td>Assistant</td>
<td>Associate</td>
<td>Associate</td>
</tr>
<tr>
<td>Shirley O’Brien</td>
<td>Ph.D., OTR/L, FAOTA</td>
<td>Associate</td>
<td>Full</td>
<td></td>
</tr>
<tr>
<td>Doris Pierce</td>
<td>Ph.D., OTR/L, FAOTA,</td>
<td>Professor</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Endowed Chair in OT</td>
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<td></td>
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<tr>
<td>Colleen Schneck</td>
<td>Sc.D., OTR/L, FAOTA,</td>
<td>Professor</td>
<td>Full</td>
<td>Full</td>
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<tr>
<td>Department Chair</td>
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<td></td>
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<tr>
<td>Sharon Shasby</td>
<td>Ed.D., OTR/L, FAOTA</td>
<td>Professor</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Anne Shordike</td>
<td>Ph.D., OTR/L</td>
<td>Associate</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Mary Ellen Thompson</td>
<td>Ph.D., OTR/L,</td>
<td>Associate</td>
<td>Pending</td>
<td></td>
</tr>
<tr>
<td>Graduate Coordinator</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Peggy Wittman</td>
<td>Ed.D., OT/L, FAOTA</td>
<td>Professor</td>
<td>Full</td>
<td>Full</td>
</tr>
</tbody>
</table>

Note. OTR/L = Occupational Therapist Registered (national) and Licensed (state); FAOTA = Fellow of the American Occupational Therapy Association, a competitive honorary designation.

The Faculty of Eastern Kentucky University’s Department of Occupational Therapy is highly qualified and experienced in occupational therapy doctoral education (see letters of support). The excellence of the Department was recently recognized by *U.S. News and World Report* with a ranking of 24th in the nation among occupational therapy graduate programs.

EKU’s Occupational Therapy Department collaborates in offering the inter-university Ph.D. in Rehabilitation Sciences.
Opened in 2000, the Ph.D. Program is interdisciplinary. It admits advanced practitioners and university faculty from the professions of athletic training, communication disorders, occupational therapy, and physical therapy, who primarily reside in Kentucky and surrounding states. Students in the Ph.D. in Rehabilitation Sciences enroll at the University of Kentucky, but take classes at all collaborating institutions and make frequent use of distance technology. Faculty Members of EKU’s Occupational Therapy Department assisted in the design and founding of the Program. Currently, six Faculty Members of the Occupational Therapy Department hold the status of Full Graduate Faculty at the University of Kentucky (Table 3) and one is Associate. Faculty members of the EKU Occupational Therapy Department teach Ph.D. courses, advise Ph.D. students, and chair and serve on dissertation committees. Many of these faculty have experience at the doctoral level through this program. Some of these faculty in Table 3 have not yet been involved in the PhD program but are qualified to begin teaching at this level.

EKU’s Occupational Therapy Department is unique in the profession in being the first to have an Endowed Chair in Occupational Therapy. This endowed position was created in 1999 through funding from House Bill 1 and the appointment was accepted by Dr. Doris Pierce in 2000. The Endowed Chair in Occupational Therapy is a fulltime, scholarship-focused position, responsive to five goals: a) to give students opportunities to work with a nationally known scholar, 2) to produce significant original scholarship for occupational therapy, c) to seek and manage grants within areas of expertise, d) to contribute to the Department’s culture of scholarship, and e) to enhance the reputation of the Department within the field. Dr. Pierce has been highly successful within all goal areas and has been a significant contributor to the development of the Department’s current capacities for scholarship.

The scholarly qualifications of the Faculty of the Occupational Therapy Department to support an Occupational Therapy Doctorate (OTD) Program are described briefly here and detailed more fully in the Table 4. In 2008, the total OT Department Faculty produced 20 publications and 49 presentations.

Table 4.
2008 Scholarship of the Doctoral Faculty of EKU’s Occupational Therapy Department

<table>
<thead>
<tr>
<th>Name</th>
<th>2008 Scholarship: Completed</th>
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<tr>
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</tr>
<tr>
<td>Dory Marken, Ph.D., OTR/L, FAOTA</td>
<td></td>
</tr>
<tr>
<td>Marken, D. (2008). EKU Learning Resource Center Funding for the cost of the two-part DCPA certification for OT graduate students, $1,800.</td>
<td></td>
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<tr>
<td>Christine Myers, Ph.D., OTR/L</td>
<td></td>
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<tr>
<td>---------------------</td>
<td>-------------------------------------------------</td>
</tr>
</tbody>
</table>


**Sharon Shasby, Ed.D., OTR/L, FAOTA**


**Anne Shordike, Ph.D., OTR/L**


**Mary Ellen Thompson, Ph.D., OTR/L**

Resource Requirements

Personnel Impact

As the only occupational therapy program in the State University System, the Department of Occupational Therapy would not be able to reduce its current student enrollment without severely impacting occupational therapy services in the region. Therefore, the Department would require a minimum of two additional 12-month faculty positions, one at program implementation, and an additional position when the second class is admitted in order to ensure adequate coverage for all current programs. At the time the second class is admitted, the enrollment numbers in all Programs will be analyzed and used to justify additional requested positions.

Operating Expenses Impact

The Program will be primarily online and the Blackboard system will be used. There will be some on site attendance required. Exploration will be made of internal and external programs that assist in providing support to students and faculty engaging in distance learning. External programs may provide funds back to the Department to support the Program’s needs, such as hiring additional faculty, and student travel to present at conferences. Internal and external programs may also assist with course development, provide weekly student support, and assist with recruitment. The Department requests a $10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program, and for faculty development in increased expertise in on-line instruction. Additionally, the Department is exploring an increased tuition rate for the OTD Program, which would help with funding. The Department will also seek federal funds for start up.

Equipment/physical Facility Needs

No additional classroom space will be required. Students will attend campus on the weekend two times per semester during the seventh week of classes and at the end of the semester. The Instructional Design Center has been helpful to faculty developing online courses and will continue to be used by faculty in the start-up of the OTD Program.

Library Resources

The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are the British Journal of Occupational Therapy, the Scandinavian Journal of Occupational Therapy, and Physical and Occupational Therapy in Pediatrics.
### Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

<table>
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<tr>
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<tr>
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<td>___ Course Revision (Parts II, IV)</td>
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<td>___ Hybrid Course (‘S,’ ‘W’)</td>
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<td>___ Course Dropped (Part II)</td>
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<td>___ New Program (Part III)</td>
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<td>___ Program Revision (Part III)</td>
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Proposal Approved by:

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<tr>
<td>Council on Postsecondary Edu.***</td>
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*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

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

To establish an undergraduate university certificate in Financial Literacy

A. 2. **Effective date:** (Example: Fall 2001)

Fall 2010

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

NA

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

Recent turmoil in financial markets has highlighted once more the deficiencies in financial literacy in our service area. We are proposing a certificate in financial literacy to train our students in financial planning tools for households and small businesses.

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

**Personnel Impact:**

NONE

**Operating Expenses Impact:**

NONE

**Equipment/Physical Facility Needs:**

NONE

**Library Resources:**

NONE
### Part III. Recording Data for New, Revised, or Suspended Program

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

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<thead>
<tr>
<th>New or Revised* Program Text</th>
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</thead>
<tbody>
<tr>
<td>(*Use <em>strike-through</em> for deletions and <em>underlines</em> for additions.)</td>
</tr>
</tbody>
</table>

#### Certificate in Financial Literacy

This certificate prepares students for training youth and adults for their financial literacy needs. This certificate includes 12 hours of required courses.

**Requirements** ..................................................12 hours

FIN 201, FIN 310, FIN 311, FIN 390S

**Total Requirements** .............................................12 hours
## Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

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*Provide only the information relevant to the proposal.

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<td></td>
<td></td>
<td>Council on Postsecondary Edu.***</td>
</tr>
</tbody>
</table>

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

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

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

Add requirement of GPA 2.75 in courses for French teaching major, reduce required hours from 128 to 120, and delete recommendation for specific supporting courses. Delete reference to FRE 400 and replace with FRE 312.

**A. 2. Effective date:** (Example: Fall 2001)

Fall 2010

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

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

The minimum required GPA for teaching majors has been changed to 2.75 by the College of Education, so we wish to add this change to the list of requirements for the French teaching major. In decreasing the number of hours required for the major from 128 to 120, we are responding to the current policy of the university. Deleting the specific recommendations for supporting courses in a second foreign language and in English will allow the majors to choose any courses they wish to use toward the remaining hours of free electives. The new course FRE 312 will replace FRE 400, which is being dropped, in the list of courses which can be taken to satisfy the requirement for six hours of literature.

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

- **Personnel Impact:** NA
- **Operating Expenses Impact:** NA
- **Equipment/Physical Facility Needs:** NA
- **Library Resources:** NA
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

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

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

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

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

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

French/Teaching (B.A.)
CIP Code: 13.1325

Major Requirements.....................................................30 hours
A student may major in French by completing a minimum of 30 semester hours in French courses numbered 200 and above. The following courses are required: FRE 340, 360; six hours selected from FRE 301, 302, 312, 313, 314, or 315, or 400; and nine hours of upper division electives. A grade of “C” or higher is required in each course for credit toward the major. Students must attain a 2.5 or 2.75 GPA in their teaching major and must pass a departmental proficiency exam, which covers spoken and written language, culture, and literature, to be recommended for student teaching.

Supporting Course Requirements.................................3 hours
FCC 220 is required. Strongly recommended: six hours in a second foreign language; three hours each in upper division English courses in grammar and literature.

Professional Education Requirements.......................34 hours
EDF 103, 203, 319, 413; SED 401; EME 442, EMS 499; ESE 490 and 543.

General Education Requirements.............................45 hours
Standard General Education program, excluding block III B. Refer to Section Four of this Catalog for details on the General Education and University requirements.

University Requirement..............................................1 hour
A SO 100.

Free Electives..........................................................15 7 hours

Total Curriculum Requirements..................................128 120 hours
### Curriculum Change Form

**Present only one proposed curriculum change per form**

**Complete only the section(s) applicable.**

#### Part I

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<th>(Check one)</th>
<th>Department Name</th>
<th>College</th>
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<td>Hybrid Course (‘S,’ ‘W’)</td>
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<tr>
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<td>x Program Revision (Part III)</td>
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#### Proposal Approved by:

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<th>Date</th>
<th>Graduate Council*</th>
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<td>General Education Committee*</td>
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<td>Teacher Education Committee*</td>
<td>11/24/09</td>
<td>Board of Regents**</td>
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<tr>
<td></td>
<td></td>
<td>Council on Postsecondary Edu.***</td>
<td>NA</td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)

**If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

**If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

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

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

Add requirement of GPA 2.75 in courses for Spanish teaching major, reduce required hours from 128 to 120, and delete recommendation for specific supporting courses.

**A. 2. Effective date:** (Example: Fall 2001)

Fall 2010

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

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

Since the minimum required GPA for teaching majors has been changed to 2.75 by the College of Education, we wish to raise the GPA for the Spanish teaching major. In decreasing the number of hours required for the major from 128 to 120, we are responding to the current policy of the university. Deleting the specific recommendations for supporting courses in a second foreign language and in English and history will allow the majors more freedom in selecting the courses they take as electives. This flexibility is needed because of the reduced number of hours available for electives.

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

**Personnel Impact:** NA

**Operating Expenses Impact:** NA

**Equipment/Physical Facility Needs:** NA

**Library Resources:** NA

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

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

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

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

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

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

Spanish/Teaching (B.A.)
CIP Code: 13.1330

Major Requirements.....................................................30 hours
A student may major in Spanish by completing a minimum of 30 hours in courses numbered 200 and above; 21 of these hours must be at the 300 level or above. The following courses are required: SPA 206 (waived in case of demonstrable oral proficiency); 301 and 360; 380 or 381; three hours from 405, 406, 407. A grade of “C” or higher is required in each course for credit toward the major. Students must attain a 2.5 GPA in their teaching major and must pass a departmental proficiency exam, which covers spoken and written language, culture, and literature, to be recommended for student teaching. Strongly recommended: six hours in a second foreign language; three hours each in upper division English courses in grammar and composition; HIS 384.

Professional Education Requirements.........................34 hours
EDF 103, 203, 319, 413, SED 401; EME 442, ESE 490, 543, and EMS 499.

General Education Requirements..........................48 hours
Standard General Education Program. Refer to Section Four of this Catalog for details on the General Education and University requirements.

University Requirement.............................................1 hour
A SO 100.

Free Electives.............................................................15 7 hours
Total Curriculum Requirements ..............................128 120 hours
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

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<td><strong>Earth Science / Teaching (B.S.)</strong></td>
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<tr>
<td><strong>New Program (Part III)</strong></td>
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<td><strong>Program Title</strong></td>
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<td><strong>Program Suspended (Part III)</strong></td>
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<td><strong>Date</strong></td>
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<td><strong>Is this a SACS Substantive Change?</strong></td>
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<td><strong>College Curriculum Committee</strong></td>
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<td>11/16/2009</td>
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<td><strong>General Education Committee</strong>*</td>
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<tr>
<td><strong>Approval/Posting needed for new degree program or certificate program</strong></td>
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<td><strong>If “yes”, SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</strong></td>
</tr>
</tbody>
</table>

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

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
- Revise Major and Supporting Course Requirements.
- Editorial corrections of General Education Requirements, Teacher Education Requirements and hours totals.

**A. Effective date:** (Example: Fall 2001)
Fall 2010

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

**B. The justification for this action:**
The Kentucky Department of Education released a new version of Core Content for Assessment 4.1 several years ago; the current degree program does not adequately address the content that earth science teachers will be required to teach; therefore, the curriculum has been changed to cover gaps and remove courses that no longer address the core content standards.

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

**Personnel Impact:** None

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs:** None

**Library Resources:** None
**Part III. Recording Data for New, Revised, or Suspended Program**

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

**New or Revised* Program Text**

(*Use **strike-through** for deletions and **underlines** for additions.)

**Earth Science/Teaching (B.S.)**

*CIP Code: 40.0703*

**Major Requirements**

30-32-33 hours

AGR 215; AST 130 or 135, 330; GEO 315; GLY 408, 102, 109, 303, 304, 351; two three from the following: GEO 315; GLY 309, 315, 408, 410, 415, 420, 442, 482, and 540, 490.

**Minor Requirements**

14-13-21 hours

A minor must be taken in an approved base teaching certificate area. A teaching minor in biology, chemistry, mathematics, or physics is required.

**Supporting Course Requirements**

18-22-15-21 hours

BIO 100 or BIO 121; GLY 210 or CHE 100 or 101 and 107 or 111 and 415, 411L; MAT 108 or higher; PHY 101; or 102, or 131; CSC 104 or CIS 212.

**Teacher Education Requirements**

31 hours

EDF 103, 203; 319, 413; SED 401; ESE 490, 499, and 551, 561.

**General Education Requirements**

36 hours

Standard General Education program excluding blocks II, IV, and VII (QS). Refer to Section Four of this Catalog for details on the General Education and University requirements.

**University Requirement**

1 hour

ASO 100.

**Total Curriculum Requirements**

130 126-143 hours
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

### Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>College</th>
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<td>Arts and Sciences</td>
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<td>Course Revision (Parts II, IV)</td>
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<td>Course Dropped (Part II)</td>
<td>*Course Title (30 characters)</td>
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<td>New Program (Part III)</td>
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*Provide only the information relevant to the proposal.*

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<tr>
<td>Departmental Committee</td>
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<td>1/21/10</td>
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<td>Faculty Senate**</td>
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*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs**

***Approval/Posting needed for new degree program or certificate program***

****If “yes”, SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

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

To change ENG 499 from a required course to an elective.

**A. 2. Effective date:** (Example: Fall 2001)

Fall 2010

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

**B. The justification for this action:** There has been trouble in scheduling this course as it creates an overload for any faculty member, and this overload cannot be funded practically. Also, since this course was created, each individual emphasis in the major has modified or created its own capstone course which can be scheduled and staffed within traditional loads. ENG 499 will remain in the curriculum as an elective that can be offered when it can be funded and staffed. Teaching students’ learning will be assessed by successful completion of PRAXIS tests and the student teaching experience.

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

**Personnel Impact:** no new faculty needed

**Operating Expenses Impact:** no additional expenses required

**Equipment/Physical Facility Needs:** no new equipment and facilities needed

**Library Resources:** current holdings acceptable

http://www.forms.eku.edu/docs/Curriculum_Change_Form.doc-9-05
### Part II. Recording Data for New, Revised, or Dropped Course

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using **strike-through** for deletions and **underlines** for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised* Catalog Text**

("Use **strike-through** for deletions and **underlines** for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

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

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

**New or Revised* Program Text**

("Use **strike-through** for deletions and **underlines** for additions.)

**English/Teaching (B.A.)**

*CIP Code: 13.1305*

Upon completion of an English/Teaching degree, graduates will: 1) demonstrate the ability to analyze and produce texts; 2) demonstrate knowledge of English content areas: literature, language, and composition; 3) demonstrate competency in composing expository essays.
Major Requirements .........................34-53 hours
Core .................................................. 22-21 hours
ENG 301, 302**; 350 or 351; 352 or 353; 405, 410, 499; 510 or 520.

Options
English Emphasis .................................15 hours
ENG 440, 474; and at least nine additional upper division hours, three of which must be American literature and three British literature; six of these additional hours must be at the 400 level or above.

Theatre Emphasis .................................31 hours
THE 110, 135, 150, 200, 220, 235, 130/330 (2), 341, 390 and 391; ENG 335 or 430 or 474.

Supporting Course Requirements ..............6-9 hours
Options
English Emphasis .................................6 hours
Six hours of one foreign language* at the appropriate level or American Sign Language.

Theatre Emphasis .................................9 hours
CMS 100, 205, and 210.

Professional Education Requirements ........34 hours
EDF 103, 203, 319, 413, SED 401; ESE 490, 499, 543, and 574.

General Education Requirements .............42-45 hours
Standard General Education program excluding Block VIII (6 hours) for the English Emphasis and Block IC for the Theatre Emphasis. Refer to Section Four of this Catalog for details on the General Education and University requirements.

Free Electives ......................................0-9 & hours
University Requirement .......................1 hour
ASO 100.

Total Curriculum Requirements ............128-142 hours
* 3-6 hours may be waived for high school foreign language study. For details, see Foreign Language Placement and Waiver Guidelines.

**Should be taken before enrolling in upper level literature courses (with the exception of ENG 350, 351, 352, 353, and 499).