

12-15-2005

Council on Academic Affairs Minutes, Dec 15, 2005

Eastern Kentucky University

Follow this and additional works at: http://encompass.eku.edu/council_academic

Recommended Citation

Eastern Kentucky University, "Council on Academic Affairs Minutes, Dec 15, 2005" (2005). *Council on Academic Affairs*. Paper 2.
http://encompass.eku.edu/council_academic/2

This Article is brought to you for free and open access by the Minutes at Encompass. It has been accepted for inclusion in Council on Academic Affairs by an authorized administrator of Encompass. For more information, please contact Linda.Sizemore@eku.edu.




EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Academic Affairs and Research
Associate Vice President
University Programs

SSB CPO 63
521 Lancaster Avenue
Richmond, Kentucky 40475-3163
(859) 622-2076 Fax (859)622-6518

TO: Members of the Council on Academic Affairs

FROM: 
Aaron Thompson
Associate Vice President

DATE: December 12, 2005

RE: Meeting-Council on Academic Affairs

The Council on Academic Affairs will meet on December 15, at 1:30 PM in the Robert R. Martin Room of the Coates Building. The agenda and attachments are available through the Council on Academic Affairs Web site at: http://www.academicaffairs.eku.edu/committee/academic_council/. These items will be available each month no later than the Friday before the scheduled meeting. If you cannot attend the meeting, please contact Rhonda Goode either by phone at x22076 or e-mail rhonda.goode@eku.edu.

AGENDA

- 1.Council on Academic Affairs Minutes – October 20, 2005
 - 2.Council on Academic Affairs Minutes – November 17, 2005
-

CONTINUING EDUCATION AND OUTREACH

Oral report only

Report on recommendation from the Summer School Task Force regarding maximum number of credit hours in which undergraduate and graduate students may enroll during the Summer term.



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

COLLEGE OF ARTS & SCIENCES

Department of Anthropology, Sociology, and Social Work

<i>Course Dropped</i>	ANT 210	Effective: Fall 2006
<i>Course Dropped</i>	ANT 211	Effective: Fall 2006
<i>Course Dropped</i>	ANT 310	Effective: Fall 2006
<i>Course Dropped</i>	ANT 325	Effective: Fall 2006
<i>Course Dropped</i>	ANT 331	Effective: Fall 2006
<i>Course Dropped</i>	ANT 340	Effective: Fall 2006
<i>Course Dropped</i>	ANT 399	Effective: Fall 2006
<i>Course Dropped</i>	ANT 415	Effective: Fall 2006
<i>Course Dropped</i>	ANT 435	Effective: Fall 2006

<i>Course Revision</i>	ANT 206	Effective: Fall 2006
<i>Course Revision</i>	ANT 390	Effective: Fall 2006
<i>Course Revision</i>	ANT 395	Effective: Fall 2006
<i>Course Revision</i>	SOC 345	Effective: Fall 2006

<i>New Course</i>	ANT 200	Effective: Fall 2006
-------------------	----------------	----------------------

<i>Program Revision</i>	Anthropology (B.A.)	Effective: Fall 2006
<i>Program Revision</i>	Archaeology (Minor)	Effective: Fall 2006
<i>Program Revision</i>	Anthropology (Minor)	Effective: Fall 2006
<i>Program Revision</i>	Forensic Anthropology (Minor)	Effective: Fall 2006

Department of Chemistry

<i>Course Revision</i>	CHE 101	Effective: Fall 2006
<i>Course Revision</i>	CHE 105	Effective: Fall 2006
<i>Course Revision</i>	CHE 111	Effective: Fall 2006
<i>Course Revision</i>	CHE 112	Effective: Spring 2007

<i>New Course</i>	CHE 107	Effective: Fall 2006
<i>New Course</i>	CHE 115	Effective: Fall 2006
<i>New Course</i>	CHE 116	Effective: Fall 2006
<i>New Course</i>	CHE 116H	Effective: Fall 2006

<i>Program Revision</i>	Chemistry (B.A.)	Effective: Fall 2006
<i>Program Revision</i>	Chemistry (B.S.)	Effective: Fall 2006
<i>Program Revision</i>	Forensic Science (B.S.)	Effective: Fall 2006

Department of Computer Science

APPROVED

<i>Graduation Regalia</i>	<i>Upsilon Pi Epsilon Medallion</i>	Effective: Fall 2005
---------------------------	--	----------------------

Department of Earth Sciences

<i>Course Revision</i>	GLY 108	Effective: Fall 2006
<i>Course Revision</i>	NAT 172	Effective: Fall 2006

COLLEGE OF ARTS & SCIENCES - continued

Department of Mathematics & Statistics

<i>Course Revision</i>	MAT 285	Effective: Fall 2006
<i>Course Revision</i>	MAT 301	Effective: Fall 2006

Department of Music

<i>Course Revision</i>	MUS 171	Effective: Fall 2006
------------------------	----------------	----------------------

Department of Psychology

<i>New Course</i>	PSY 844	Effective: Fall 2006
<i>New Course</i>	PSY 897	Effective: Fall 2006

<i>Program Revision</i>	Industrial and Organizational Psychology (M.S.)	Effective: Fall 2006
-------------------------	--	----------------------

COLLEGE OF BUSINESS & TECHNOLOGY

Department of Communication

<i>Program Revision</i>	Broadcasting & Electronic Media (B.A.)	Effective: Fall 2006
-------------------------	---	----------------------

<i>Course Revision</i>	COM 260	Effective: Fall 2006
<i>Course Revision</i>	COM 460	Effective: Fall 2006
<i>Course Revision</i>	COM 353	Effective: Fall 2006
<i>Course Revision</i>	BEM 343	Effective: Spring 2006
<i>Course Revision</i>	BEM 373	Effective: Spring 2006
<i>Course Revision</i>	BEM 398	Effective: Spring 2006

<i>New Course</i>	BEM 352	Effective: Fall 2006
-------------------	----------------	----------------------

Management, Marketing, and Administrative Communication

<i>Program Revision</i>	Corporate Communication & Technology (B.B.A.)	Effective: Fall 2006
-------------------------	--	----------------------

<i>Course Revision</i>	CCT 290	Effective: Fall 2006
------------------------	----------------	----------------------

COLLEGE OF EDUCATION

Informational Item Only-

Update on Teacher Education Program Major Code Scheme Changes

Department of Curriculum & Instruction

<i>Program Revision</i>	Elementary Education (B.S.)	Effective: Fall 2006
-------------------------	------------------------------------	----------------------

COLLEGE OF EDUCATION – continued

Department of Special Education

<i>Course Revision</i>	ASL 101	Effective: Fall 2006
<i>Course Revision</i>	ASL 102	Effective: Fall 2006
<i>Course Revision</i>	ASL 201	Effective: Fall 2006
<i>Course Revision</i>	ASL 202	Effective: Fall 2006
<i>Course Revision</i>	ASL 301	Effective: Fall 2006
<i>Course Revision</i>	ASL 302	Effective: Fall 2006
<i>Course Revision</i>	ITP 115	Effective: Fall 2006
<i>Course Revision</i>	ITP 215	Effective: Fall 2006
<i>Course Revision</i>	ITP 220	Effective: Fall 2006
<i>Course Revision</i>	ITP 230	Effective: Fall 2006
<i>Course Revision</i>	ITP 310	Effective: Fall 2006
<i>Course Revision</i>	ITP 315	Effective: Fall 2006
<i>Course Revision</i>	ITP 320	Effective: Fall 2006
<i>Course Revision</i>	ITP 370	Effective: Fall 2006
<i>Course Revision</i>	ITP 390	Effective: Fall 2006
<i>Course Revision</i>	ITP 420	Effective: Fall 2006
<i>Course Revision</i>	ITP 425	Effective: Fall 2006
<i>Course Revision</i>	ITP 430	Effective: Fall 2006
<i>Course Revision</i>	ITP 470	Effective: Fall 2006
<i>Course Revision</i>	ITP 480	Effective: Fall 2006
<i>Course Revision</i>	ITP 490	Effective: Fall 2006
<i>New Course</i>	ITP 350	Effective: Fall 2006
<i>Program Revision</i>	Interpreter Training (B.S.)	Effective: Fall 2006
<i>Course Revision</i>	SED 791	Effective: Fall 2006
<i>Program Revision</i>	Master of Arts in Education (Special Education)	Effective: Fall 2006

COLLEGE OF HEALTH SCIENCES

Department of Health Promotion & Administration

<i>New Program</i>	Medical Coding (Certificate)	Effective: Spring 2006
--------------------	-------------------------------------	------------------------

COLLEGE OF JUSTICE AND SAFETY

Department of Criminal Justice & Police Studies

<i>New Course</i>	CRJ 355	Effective: Fall 2006
<i>New Course</i>	CRJ 403	Effective: Fall 2006

COLLEGE OF JUSTICE & SAFETY - continued

Department of Criminal Justice & Police Studies

New Course **CRJ 410** Effective: Fall 2006
New Course **CRJ 415** Effective: Fall 2006

Editorial Change – Curriculum Form – Informational Item Only

Program Revision **Social Justice (Minor)** Effective: Spring 2006

Course Dropped **PLS 101** Effective: Fall 2006

New Course **PLS 380** Effective: Fall 2006

New Course **PLS 385** Effective: Fall 2006

Program Revision **Criminal Justice (B.S.)** Effective: Fall 2006

Program Revision **Police Studies (B.S.)** Effective: Fall 2006

Course Revision **CRJ 800** Effective: Summer 2006

Course Revision **CRJ 808** Effective: Summer 2006

Course Revision **CRJ 814** Effective: Summer 2006

Course Revision **CRJ 840** Effective: Summer 2006

Course Revision **CRJ 870** Effective: Summer 2006

Course Revision **CRJ 871** Effective: Summer 2006

Course Revision **CRJ 872** Effective: Summer 2006

Course Revision **CRJ 873** Effective: Summer 2006

Course Revision **CRJ 874** Effective: Summer 2006

Course Revision **CRJ 875** Effective: Summer 2006

Course Revision **CRJ 888** Effective: Summer 2006

Course Revision **CRJ 889** Effective: Summer 2006

Course Revision **CRJ 890** Effective: Summer 2006

Course Revision **CRJ 897** Effective: Summer 2006

Course Revision **CRJ 898** Effective: Summer 2006

Course Revision **CRJ 899** Effective: Summer 2006

Course Dropped **CRJ 812** Effective: Spring 2006

Course Dropped **CRJ 895** Effective: Summer 2006

**COUNCIL ON ACADEMIC AFFAIRS
MINUTES
October 20, 2005**

Members Present: Jill Allgier, Scott Amundsen, Allen Ault, Byron Bond, Verna Freer, Gary Kuhnhenh, Michael Martin, Liz Throop, Janna Vice, Deborah Whitehouse, James Chapman, Chair, Aaron Thompson, Vice-Chair

Members Absent: Steve Byrn*, Sandra Moore, Jerry Pogatshnik*, Kathryn Polmanteer, Carolyn Siegel

*indicates prior notification

Non-Members Present: Michael Ballard, Joseph Beckett, Sue Cain, Tina Davis, Donna Gibson, Rhonda Goode, Julie Spease, Linda Turner

To view amendments go to http://www.academicaffairs.eku.edu/committee/academic_council/

APPROVED

Council on Academic Affairs Minutes – August 18, 2005

COLLEGE OF BUSINESS AND TECHNOLOGY

Department of Technology

APPROVED

Course Revision **AVN 340** Effective: Fall 2006

Program Revision **Aviation (B.S.)** Effective: Fall 2006

COLLEGE OF HEALTH SCIENCES

Department of Exercise and Sport Science

APPROVED

New Course **ATR 201** Effective: Fall 2006
Course Revision **ATR 200** Effective: Fall 2006
Course Revision **ATR 202** Effective: Spring 2007
Course Revision **ATR 211** Effective: Fall 2007
Course Revision **ATR 212** Effective: Spring 2007
Course Revision **ATR 301** Effective: Fall 2006
Course Revision **ATR 302** Effective: Spring 2007

COUNCIL ON ACADEMIC AFFAIRS Minutes from October 20, 2005
Submitted by Rhonda Goode, Office of University Programs, AVP for Academic Affairs

COLLEGE OF HEALTH SCIENCES - continued

<i>Course Revision</i>	ATR 401	Effective: Fall 2006
<i>Course Revision</i>	ATR 402	Effective: Spring 2007
<i>Course Revision</i>	ATR 412	Effective: Fall 2006
<i>Course Revision</i>	ATR 421	Effective: Spring 2007
<i>Course Revision</i>	PHE 435	Effective: Fall 2006

<i>Program Revision</i>	Athletic Training (B.S.)	Effective: Fall 2006
-------------------------	---------------------------------	----------------------

Department of Health Promotion & Administration

APPROVED

<i>New Course</i>	HEA 285	Effective: Fall 2006
-------------------	----------------	----------------------

APPROVED AS AMENDED

<i>Course Dropped</i>	HEA 281	Effective: Spring 2007
-----------------------	----------------	------------------------

**COUNCIL ON ACADEMIC AFFAIRS
MINUTES
November 17, 2005**

Members Present: Jill Allgier, Scott Amundsen, Allen Ault, David Gale, Gary Kuhnhenh, Gerald Pogatshnik, Liz Throop, Janna Vice, James Chapman, Chair, Aaron Thompson, Vice-Chair

Members Absent: Byron Bond, Steve Byrn*, Verna Freer*, Sandra Moore, Kathryn Polmanteer* Carolyn Siegel

*indicates prior notification

Non-Members Present: Rich Boyle, Sue Cain, Rhonda Goode, Gladys Johnson, Michael Martin, Marta Miranda, Dana Patton, Karin Sehmman, John White, Margaret Yoder

To view amendments go to http://www.academicaffairs.eku.edu/committee/academic_council/

POSTPONED

Council on Academic Affairs Minutes – October 20, 2005

OFFICE OF UNIVERSITY PROGRAMS

Cooperative Education

APPROVED

<i>Course Revision</i>	XXX 349	Effective: Spring 2006
<i>Course Revision</i>	XXX 839	Effective: Spring 2006

Women's Studies

APPROVED

<i>New Course</i>	WMS 300	Effective: Spring 2006
<i>Program Revision</i>	Women's Studies Certificate	Effective: Spring 2006
<i>Program Revision</i>	Women's Studies Minor	Effective: Spring 2006

COLLEGE OF ARTS AND SCIENCES

Department of Earth Sciences

APPROVED

<i>Course Dropped</i>	GLY 307	Effective: Fall 2006
<i>Course Dropped</i>	NAT 101	Effective: Fall 2006
<i>Course Dropped</i>	NAT 171	Effective: Fall 2006
<i>Course Dropped</i>	NAT 363	Effective: Fall 2006

COLLEGE OF ARTS AND SCIENCES – continued

Department of Earth Sciences

APPROVED AS AMENDED

<i>Course Revision</i>	GLY 109	Effective: Fall 2006
<i>Course Revision</i>	GLY 303	Effective: Fall 2006
<i>Course Revision</i>	GLY 304	Effective: Fall 2006

APPROVED

<i>Course Revision</i>	GLY 802	Effective: Fall 2006
<i>Course Revision</i>	GLY 804	Effective: Fall 2006

APPROVED AS AMENDED

<i>New Course</i>	GLY 107	Effective: Fall 2006
-------------------	----------------	----------------------

APPROVED

<i>New Course</i>	GLY 210	Effective: Fall 2006
<i>New Course</i>	GLY 315	Effective: Fall 2006

APPROVED

<i>Program Suspended</i>	Geology (B.A.)	Effective: Fall 2006
--------------------------	-----------------------	----------------------

APPROVED

<i>Program Revision</i>	Geology (B.S.)	Effective: Fall 2006
<i>Program Revision</i>	Geology (M.S.)	Effective: Fall 2006
<i>Program Revision</i>	Earth Science Teaching (B.S.)	Effective: Fall 2006
<i>Program Revision</i>	Geology (Minor)	Effective: Fall 2006

Department of English & Theatre

APPROVED

<i>Course Revision</i>	ENR 112	Effective: Fall 2006
------------------------	----------------	----------------------

APPROVED

<i>New Course</i>	ENG 210	Effective: Fall 2006
<i>New Course</i>	ENG 830	Effective: Fall 2006
<i>New Course</i>	ENG 863	Effective: Spring 2006

Department of Government

APPROVED

<i>Course Dropped</i>	POL 210	Effective: Fall 2006
<i>Course Dropped</i>	POL 211	Effective: Fall 2006

APPROVED

<i>New Course</i>	POL 212	Effective: Fall 2006
-------------------	----------------	----------------------

APPROVED

<i>Program Revision</i>	Political Science (B.A.)	Effective: Fall 2006
-------------------------	---------------------------------	----------------------

COUNCIL ON ACADEMIC AFFAIRS Minutes from November 17, 2005

Submitted by Rhonda Goode, Office of University Programs, AVP for Academic Affairs

COLLEGE OF ARTS AND SCIENCES – continued

Department of Mathematics & Statistics

APPROVED AS AMENDED

<i>Course Revision</i>	STA 215	Effective: Summer 2006
<i>Course Revision</i>	STA 270	Effective: Summer 2006
<i>Course Revision</i>	STA 375	Effective: Summer 2006

APPROVED

<i>Course Revision</i>	STA 320	Effective: Spring 2006
<i>Course Revision</i>	STA 585	Effective: Spring 2006
<i>Course Revision</i>	STA 785	Effective: Spring 2006

APPROVED AS AMENDED

<i>New Course</i>	MUS 271	Effective: Fall 2006
-------------------	----------------	----------------------

APPROVED

<i>Program Revision</i>	Music (B.M.)	Effective: Spring 2006
-------------------------	---------------------	------------------------

COLLEGE OF BUSINESS AND TECHNOLOGY

Department of Accounting, Finance, and Information Systems

APPROVED

<i>Graduation Regalia</i>	Financial Management Association	Effective: Fall 2005
	National Honor Society Sash	

COLLEGE OF HEALTH SCIENCES

Department of Exercise and Sport Science

APPROVED

<i>New Course</i>	PHE 180	Effective: Fall 2006
-------------------	----------------	----------------------

APPROVED

<i>Course Revision</i>	PHE 220	Effective: Fall 2006
<i>Course Revision</i>	PHE 261	Effective: Fall 2006
<i>Course Revision</i>	PHE 433	Effective: Fall 2006

Department of Family and Consumer Sciences

APPROVED

Editorial Change – Curriculum Form – Informational Item Only

<i>Course Revision</i>	NFA 201	Effective: Fall 2006
------------------------	----------------	----------------------

COLLEGE OF JUSTICE AND SAFETY

Department of Loss Prevention & Safety

<i>Program Revision</i>	Loss Prevention & Safety (M.S.)	Effective: Spring 2006
-------------------------	--	------------------------

COUNCIL ON ACADEMIC AFFAIRS Minutes from November 17, 2005

Submitted by Rhonda Goode, Office of University Programs, AVP for Academic Affairs



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Arts & Sciences
Office of the Associate Dean
Academic & Student Affairs
Phone: 859.622.8140
Fax: 859.622.1451

105 Roark Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Gary.Kuhnhenr@eku.edu • www.cas.eku.edu

MEMORANDUM

TO: Council on Academic Affairs

FROM: Gary Kuhnhenr/SLM
Dr. Gary L. Kuhnhenr, Associate Dean
College of Arts and Sciences

DATE: December 6, 2005

SUBJECT: Agenda Items for 12/15/05 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the December 15, 2005 meeting of the Council on Academic Affairs.

AGENDA

Memo-Commencement Regalia for UPE Graduates

Department of Anthropology, Sociology, & Social Work

Dropped Courses

1. ANT 210
2. ANT 211
3. ANT 310
4. ANT 325
5. ANT 331
6. ANT 340
7. ANT 399
8. ANT 415
9. ANT 435

Course Revisions

1. ANT 206 – course number and description
2. ANT 390 – course number and description
3. ANT 395 – title and description
4. SOC 345 – equivalent course change

New Course

1. ANT 200

ANT 206 revision was withdrawn



Program Revisions

1. Anthropology (B.A.) – major requirements
2. Archaeology Minor
3. Anthropology Minor
4. Forensic Anthropology Minor

**Anthropology (BA) revision
was withdrawn**

Department of *Chemistry*

Course Revisions

1. CHE 101 – title, description, & credit hours
2. CHE 105 – description & credit hours
3. CHE 111 – description & prerequisites/co requisites
4. CHE 112 – description, prerequisites/co requisites, & credit hours

New Courses

1. CHE 107
2. CHE 115
3. CHE 116
4. CHE 116H

Program Revision

1. Chemistry (B.A.) – major requirements
2. Chemistry (B.S.) – major requirements
3. Forensic Science (B.S.) – major requirements

Department of *Earth Sciences*

Course Revisions

1. GLY 108 – title and description
2. NAT 172 – course number, title, & description

Department of *Mathematics & Statistics*

Course Revisions

1. MAT 285 – course number
2. MAT 301 – title and pre-requisite

Department of *Music*

Course Revision

1. MUS 171 – title

Department of *Psychology*

New Courses

1. PSY 844
2. PSY 897

Program Revision

1. Industrial and Organizational Psychology (M.S.) – core requirements





APPROVED

CAA: 12-15-05

EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Arts & Sciences
Department of Computer Science

417 Wallace Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-2102
david.fields@eku.edu • www.eku.edu

TO: Gary Kuhnhehn, Associate Dean
Arts and Sciences

FROM: David E. Fields
David E. Fields, Faculty Advisor
EKU Chapter of Upsilon Pi Epsilon

RE: Commencement regalia for UPE graduates

DATE: November 21, 2005

I am requesting approval for graduating seniors who are members of the Computer Science honorary Upsilon Pi Epsilon to wear a UPE medallion at EKU Commencement. It would be especially nice if we had approval in time for the December 2005 EKU Commencement.

I am including a picture of the UPE medallion.

As a point of information, Upsilon Pi Epsilon is the first, and only, existing international honor society in the Computing and Information Disciplines. It has received endorsements from the two largest computer organizations in the world, the Association for Computing Machinery (ACM) and the IEEE Computer Society (IEEE-CS).

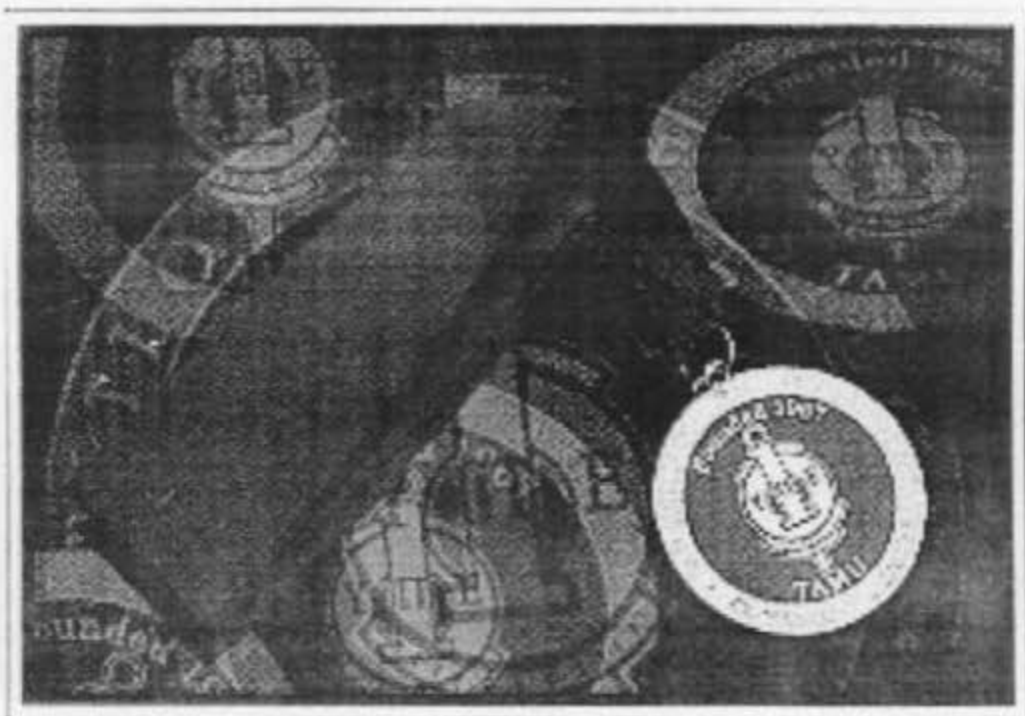
UPE is a member of the Association of College Honor Societies (ACHS).

The Eastern Kentucky University Chapter of UPE was chartered on April 25, 1992.

Thank you in advance for your assistance.



UPE Medallion
(with maroon neck band)



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANT 210</u> *Course Title (30 characters) _____ *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
		Graduate Council*
	Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	11/14/05	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
College Curriculum Committee		12-15-05
General Education Committee*	12/01/05	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop ANT 210.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: No longer meets the needs of the program.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~**ANT 210 Non-Industrial Societies Around the World. (3) I, II. Descriptive survey of non-industrial societies from various parts of the world, emphasizing the levels of societal development. Gen. Ed. 10.**~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANT 211</u> *Course Title (30 characters) _____ *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
		Graduate Council*
	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
		Council on Academic Affairs
College Curriculum Committee	11/14/05	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	12/01/05	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop ANT 211.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: No longer meets the needs of the program.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~**ANT 211 Industrial Societies Around the World. (3) I, II.** Various aspects of cultures in the industrial Age, presented in evolutionary and global perspective, and including the industrialization of the underdeveloped world, and the implications of automation, and other technology. Gen. Ed. 11.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	ANT/SOC/SWK Arts & Sciences ANT 310
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
Departmental Committee		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	11/14/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop ANT 310.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Anthropology faculty believe that all anthropology courses should be taught by anthropologists.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~**ANT 310 The Sociology of Language Use. (3) A. Cross listed as SOC 310. Completion of ANT 120 or SOC 131 is advised before taking ANT 310. An examination of the variations and meanings of language use in social groups and the role of language in human interaction. Credit will not be awarded to students who have credit for SOC 310.**~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	ANT/SOC/SWK Arts & Sciences ANT 325
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
Departmental Committee	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	11/14/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	12/01/05	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop ANT 325.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: No longer meets the needs of the program.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~**ANT 325 Problems in Contemporary Cultures. (3) A.** Anthropological approach to contemporary history including cultural crisis in industrialized civilizations, and the problems arising from the industrialization of traditional societies. Implications of current trends in culture change. Problems addressed dependent upon instructor. Gen. Ed 12.~~

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

New or Revised* Catalog Text

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

~~**ANT 331 Appalachia: A Cultural Perspective. (3) A.** Cross listed as SWK 331. Prerequisites: SOC 131 and three hours of ANT, SOC, or SWK. Sociocultural perspective of Appalachia. Relationship of physical characteristics; beliefs, occupation; personality; family/kinship patterns to health. Cross-cultural professional practice skills and errors of intercultural helping. Credit will not be awarded to students who have credit for SWK 331.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANT 340</u> *Course Title (30 characters) _____ *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
		Graduate Council*
	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	11/14/05	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
	NA	Faculty Senate** NA
	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop ANT 340.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: No longer meets the needs of the program.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~**ANT 340 Folk and Peasant Societies. (3) A.** Completion of ANT 120, 210, or 211 is advised before taking ANT 340. Emphasized the relatively stable nature of these societies and their extensiveness. Consideration of problems resulting from contacts with non-peasant societies.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANT 399</u> *Course Title (30 characters) _____ *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> Departmental Committee <u>09/29/05</u>	<u>Date</u> Graduate Council* <u>NA</u>
	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs _____
	College Curriculum Committee <u>11/14/05</u>	<u>Approved X</u> Disapproved _____ <u>12-15-05</u>
	General Education Committee* <u>NA</u>	Faculty Senate** <u>NA</u>
	Teacher Education Committee* <u>NA</u>	Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>
*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.) Drop ANT 399.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Anthropology faculty believe that all anthropology courses should be taught by anthropologists.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~**ANT 399 Gender & Cross-Cultural Perspective & Society, (3) A.** Cross listed as SOC 399. Completion of: ANT 120, 210, 211, or SOC 131 is advised before taking ANT 399. Consideration of cultural diversity in defining gender roles. Emphasis on the relationship between the social construction of gender and the experiences of women and men in traditional and contemporary societies. Credit will not be awarded to students who have credit for SOC 399.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANT 415</u> *Course Title (30 characters) _____ *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
		Graduate Council*
	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	11/14/05	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
	NA	Faculty Senate** <u>12-15-05</u>
	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop ANT 415.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Anthropology faculty believe that all anthropology courses should be taught by anthropologists.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: none</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

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

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

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

New or Revised* Catalog Text

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

~~**ANT 415 Social Gerontology. (3) A.** Cross listed as SOC 415. Completion of ANT 120, 210, 211, or SOC 131 is advised before taking ANT 415. A comparative and historical study of the physical and sociocultural aspects of human aging from a societal and global perspective. Credit will not be awarded to students who have credit for SOC 415.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	ANT/SOC/SWK Arts & Sciences ANT 435
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
Departmental Committee		Graduate Council*
	Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	11/14/05	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents** Council on Postsecondary Edu.***
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop ANT 435.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: No longer meets the needs of the program.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ANT 435 Area Course in Ethnology: _____ (3) A. ~~Completion of ANT 120, 210, 211, or SOC 131 is advised before taking ANT 435. Cultures in selected areas of the world. May be retaken to a maximum of six hours, provided the subject matter differs each time.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> X Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANT 206</u> *Course Title (30 characters) _____ *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																						
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">09/29/05</td> <td style="text-align: center;">Graduate Council* NA</td> </tr> <tr> <td style="text-align: center;"><i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></td> <td></td> <td style="text-align: center;">Council on Academic Affairs</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/14/05</td> <td style="text-align: center;">Approved _____ Disapproved _____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">12/01/05</td> <td style="text-align: center;">Faculty Senate** NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">Board of Regents** NA</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Council on Postsecondary Edu.*** NA</td> </tr> </table>				<u>Date</u>	<u>Date</u>	Departmental Committee	09/29/05	Graduate Council* NA	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	College Curriculum Committee	11/14/05	Approved _____ Disapproved _____	General Education Committee*	12/01/05	Faculty Senate** NA	Teacher Education Committee*	NA	Board of Regents** NA			Council on Postsecondary Edu.*** NA
	<u>Date</u>	<u>Date</u>																					
Departmental Committee	09/29/05	Graduate Council* NA																					
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs																					
College Curriculum Committee	11/14/05	Approved _____ Disapproved _____																					
General Education Committee*	12/01/05	Faculty Senate** NA																					
Teacher Education Committee*	NA	Board of Regents** NA																					
		Council on Postsecondary Edu.*** NA																					
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																							

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change course number of ANT 206 to ANT 306 and description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: The program requires more upper division courses in its physical anthropology offerings.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>	

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

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

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

New or Revised* Catalog Text

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

~~ANT 206~~ **ANT 306 Human Evolution. (3) A.** Formerly ANT 206. ANT 201 is strongly recommended prior to taking ANT 306. An introduction to primate and human evolution emphasizing the fossil evidence of humankind's evolution and the development and evolution of human material culture. 2 Lec/2 Lab. Gen. Ed. 15 or 16. An overview of primate and human evolution emphasizing the fossil evidence of humankind's evolution.

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

Course prefix (3 letters) ANT	Course Number (3 Digits) 306	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* ANSW
Credit Hrs.	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) 1 W	Work Load (for each schedule type) 3 3	Grading Mode*	Cip Code (first two digits only) Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ Formerly ANT 206.

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____)	ANT/SOC/SWK Arts & Sciences ANT 390 *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date 09/29/05	Date NA
		Graduate Council*
		Council on Academic Affairs
		Disapproved
		Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU'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.) Change course number of ANT 390 to ANT 400 and description. A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: A higher course number more accurately gives students an indication of the difficulty of this course, reinforcing that it is a senior level course.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~ANT 390~~ **ANT 400 Kinship and Social Structure. (3) A.** ~~Formerly ANT 390. Completion of ANT 120, 240, or 214 or ANT 200 is advised before taking ANT 390 400. An introduction to~~ Explores anthropological perspectives concerning ~~on the organization of primate social life, in the past and present., Course emphasizes emphasizing the nature, and function of institutions~~ issues such as incest, family, lineage, clan, and fictive kinship. ~~In societies.~~

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

Course prefix (3 letters) ANT	Course Number (3 Digits) 400	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* ANSW
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ Formerly ANT 390.

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	ANT/SOC/SWK Arts & Sciences ANT 395 Theory in Anthropology
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	<u>Date</u> 11/14/05	<u>Date</u> 12-15-05
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change title and description of ANT 395.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>These name and catalog description changes reflect the way the course has been taught, and should have been named and described this way from the beginning.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: none</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

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

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

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

New or Revised* Catalog Text

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

ANT 395 History and Theory in of Anthropology. (3) A. Completion of ANT 120, ~~210, or 214~~ or ANT 200 is advised before taking ANT 395. An introduction to ~~the past and present~~ major theories ~~employed~~ created by anthropologists to interpret field data from each of the four sub disciplines, with emphasis upon paradigms in cultural anthropology.

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

Course prefix (3 letters) ANT	Course Number (3 Digits) 395	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* ANSW
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one)	Department Name	ANT/SOC/SWK
New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SOC 345
Course Dropped (Part II)	*Course Title (30 characters)	_____
New Program (Part III)	*Program Title	_____
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	09/29/05	Graduate Council* <u>Date</u> NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	11/14/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>Date</u> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested:	(Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop CDF 132 as an equal credit course.
A. 2. Effective date:	(Example: Fall 2001) Fall 2006
A. 3. Effective date of suspended programs for currently enrolled students:	(if applicable)
B. The justification for this action:	An upper division course, such as SOC 345, has more substantial content and expectations than a 100 level course.
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 II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

SOC 345 Sociology of the Family. (3) A. Completion of SOC 131 is advised before taking SOC 345. Family as an institution in society; its relation to cultural transmission and personality development; its relation to the wider institutional structure of society. ~~Credit will not be awarded to students who have credit for CDF 132.~~

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

Course prefix (3 letters) SOC	Course Number (3 Digits) 345	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* ANSW
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ **Credit will not be awarded to students who have credit for CDF 132.**

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANT 200</u> *Course Title (30 characters) <u>Anthropology of Human Society</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/29/05	<u>Date</u> NA
		Graduate Council*
	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
		Council on Academic Affairs
College Curriculum Committee	11/14/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	12/01/05	Faculty Senate** <u>12-15-05</u>
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add new class: ANT 200 Anthropology of Human Society.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Due to Gen Ed changes, we are combining ANT 210 and 211 (apparently created against anthropological will during the 1970s Gen Ed reform) to have one cohesive course instead of two that are artificially segmented.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: none</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

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

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

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

New or Revised* Catalog Text

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

ANT 200 Anthropology of Human Society. (3) A. Study of the evolution of human societies through time and over space. The course focuses on hunter-gatherer, horticultural, agrarian and industrial societies, and their change through time. Gen.Ed. VA or VC.

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

Course prefix (3 letters) ANT	Course Number (3 Digits) 200	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* ANSW
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. <u>0</u>	
Schedule Type* (List all applicable) 1 W	Work Load (for each schedule type) 3 3	Grading Mode* N N	Cip Code (first two digits only) 45	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

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

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

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

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

General Education Course Approval Form

Department(s): ANT/SOC/SWK

Course Prefix and Number: ANT 200

Course Title: Anthropology of Human Society

Is this course designed for the core, university general education, or both?

Both

Identify the general education blocks (Roman numeral and letter) that the course addresses? Block V A (History)

Course Abstract

1. Describe course content.

Through the use of both anthropological and historical perspectives, this course will study the evolution of human societies, through time and over space. The course will focus on four main societal types: hunter-gatherer, horticultural, agrarian and industrial. These societies will be studied through an examination of their economy, political organization, social structure and religion. We will examine the similarities and differences between industrial societies globally, and consider the Third World societies that have only relatively recently started the industrialization process.

2. Describe the assessment plan for the course.

The course will be assessed through 10 multiple choice questions (see attached).

3. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

Primary instructional method will be lecture, and discussion, with some small group activities as well.

Faculty qualifications include a background in Anthropology, with a Master's degree in Anthropology as a minimum.

4. Describe any new resources needed to implement or to assess the course.

None.

Who will be the course coordinator? _____ Kelli Carmean _____

Recommendation:

Department Chair(s): _____ Date: _____

Approve? Yes No

College Dean(s)*: _____ Date: _____

Approve? Yes No

College Curriculum

Committee (Chair)*: _____ Date: _____

Approve? Yes No

General Education

Committee (Chair): _____ Date: _____

Approve? Yes No

*If necessary

ANT 200 Anthropology of Human Society

Gen Ed Block V A (History)

<p>General Education Learning Objectives → Course Learning Objectives ↓</p>	<p>1) Demonstrating relevant perspective, rooted in time and place, in the analysis of historical (written and artifactual) sources.</p>	<p>2) Demonstrating an understanding of the interactions of social, cultural, political, religious, economic, scientific and/or technological developments as factors in historical change.</p>	<p>3) Building and clearly communicating an argument on the basis of historical (written and artifactual) evidence and documentation.</p>	<p>4) Demonstrating ability to understand change over time and the significance and effects of historical events and developments.</p>
<p>A) Explain the relationship among economic, social, political and religious aspects of culture, and their change across societal types.</p>	<p>KC, IC</p>	<p>KC, IC</p>	<p>KC, IC, ID, CT, MI</p>	<p>KC, IC, CT</p>
<p>B) Analyze the factors involved in globalization</p>	<p>KC, IC</p>	<p>KC, IC</p>	<p>KC, IC, ID, CT, MI</p>	<p>KC, IC, CT</p>
<p>C) Assess the role technological advancement has played in cultural change</p>	<p>KC, IC</p>	<p>KC, IC</p>	<p>KC, IC, ID, CT, MI</p>	<p>KC, IC, CT</p>

Anthropology 200: Anthropology of Human Society

Department of Anthropology, Sociology and Social Work
Semester Taught, days and times, and 3 credit hours

Standard Instructor Contact Information

Course Description

Through the use of both anthropological and historical perspectives, this course will study the evolution of human societies, through time and over space. The course will focus on four main societal types: hunter-gatherer, horticultural, agrarian and industrial. These societies will be studied through an examination of their economy, political organization, social structure and religion.

Course Objectives

1. Demonstrate an understanding of economic, social, political and religious change across societal types.
2. Analyze the factors involved in globalization.
3. Assess the role technological advancement has played in cultural change.

General Education Goals and the Course.

ANT 200 is a general education course that is designed to help students:

1. Use appropriate methods of critical thinking and quantitative analysis to examine issues and to identify solutions (General Education Goal 2).
2. Use an anthropological perspective to analyze the historical and social contexts of cultural, economic, political, religious and scientific developments (General Education Goal 3).
3. Understand the methods that underlie the search for knowledge in the social and behavioral sciences (General Education Goal 7).
4. Integrate anthropological knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

Required Reading

- 1) Nolan and Lenski: Human Societies, 9th edition, 2004
- 2) Ryan and Durning: Stuff: The Secret Lives of Everyday Things, 1997
- 3) An non-industrial ethnography

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternate forms.

Course Outline:

<u>Date</u>	<u>Reading</u>	<u>Topics Covered</u>
8-22 8-24 8-26	NL 5	Introduction An anthropologist's time line An anthropologist's time line
8-29 8-31 9-2	NL 6	Hunter-Gatherers and the Big Four Horticultural societies Agrarian societies
9-5 9-7 9-9	NL 7	Labor Day – no classes! FACES OF CULTURE FACES OF CULTURE
9-12 9-14 9-16	NL 8	The Ethnographic Atlas The Ethnographic Atlas exam 1
9-19 9-21 9-23	NL 9	Factors fueling the Industrial Revolution Factors fueling the Industrial Revolution Class cancelled – in class study time or review of RT reports
9-26 9-28 9-30	NL 10 STUFF	The Industrial Revolution Textiles and the Industrial Revolution Textiles and the Industrial Revolution
10-3 10-5 10-7	NL 11 STUFF	DO WE REALLY WANT TO LIVE THIS WAY? (V5275) Film, continued Industrial societies
10-10 10-12 10-14	NL 12 STUFF	Columbus Day – no classes! AFFLUENZA! (V7288) STUFF Test bring completed test to class
10-17 10-19 10-21	NL 13	The Secret Life of Eggs Women's status in h-g, horticultural & agrarian societies Women's status in industrial societies
10-24 10-26 10-28	NL 15 RT report	exam 2 Socialism and Capitalism Socialism and Capitalism
10-31 11-2 11-4	RT report	Oil: the backbone of industrialization Urban Sprawl Globalization
11-7 11-9 11-11	NL 14 RT report	THE BUSINESS OF AMERICA (V6033) Relevant Topics Exchange – completed reports due Dependency Theory
11-14 11-16 11-18	NL 14 RT report	Modernization Theory The “Jolly Green Giant” Theory Population Issues
11-21 11-23 11-25	NL 16	exam 3 (Final Relevant Topic Report Due) Thanksgiving Break! Thanksgiving Break!

11-28		MORE FOR LESS (V5276)
11-30		MORE FOR LESS continued, with discussion
12-2		Population Issues
12-5		Population Issues
12-7		Carrying Capacity and the Great Living Experiment
12-9		Summary

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

Part I

(Check one)	Department Name	ANT/SOC/SWK
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	
<input type="checkbox"/> New Program (Part III)	*Program Title	Anthropology (B.A.)
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major <u>X</u> , Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	09/29/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	11/14/05	Approved ___ Disapproved ___
General Education Committee*	12/01/05	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change required courses, course categories, and required credit hour distributions.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2006

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

B. The justification for this action:

Because we have dropped various courses and added new ones, we must also shift some courses around in the curriculum. The currently proposed curriculum represents a major clean-up effort that does many things: all courses in the curriculum will be taught by anthropologists, some courses that have not been taught for many years have been dropped, some courses have been re-envisioned with some catalog description changes, some courses have been shifted in the curriculum as entire categories have been dropped (cultural area and linguistics have been dropped, because they were no longer viable or were otherwise not adequately meeting the needs of the program). Finally, the new curriculum is more straightforward for students to understand, and more accurately reflects our program.

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 ~~strickthrough~~ 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 ~~strickthrough~~ for deletions and underlines for additions.)

Anthropology (B.A.)

Major Requirements	33 hours
ANT 120, <u>200</u> , 201, 210, 211 , <u>350, 395</u> and eighteen hours selected from four of the following five categories <u>at least one course from each of the following three categories, for a total of 18 hours:</u>	
Archaeology: ANT 353, 355, 357, 360, 439, 470 or equivalent ;	
Cultural Anthropology: ANT 325, 340, 375, 390, 395, 399, 400 , or 415, <u>330, 333</u>	
Cultural Area Course: ANT 330, 331, 333, 360, or 435;	
Linguistics: ANT310;	
Physical Anthropology: ANT <u>306</u> , 365, 380, or 385;	
ANT 590-490 will be classified where appropriate.	
General Education Requirements	52 hours
Standard General Education program. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements.	
University Requirement	1 hour
ASO 100	
Free Electives	42 hours
Total Curriculum Requirements	128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Archaeology Minor</u> (Major __, Option __; Minor <u>X</u> ; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> Departmental Committee <u>09/29/05</u>	<u>Date</u> Graduate Council* <u>NA</u>
	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs _____
	College Curriculum Committee <u>11/14/05</u>	<u>Approved X</u> Disapproved _____ <u>12-15-05</u>
	General Education Committee* <u>12/01/05</u>	Faculty Senate** _____
	Teacher Education Committee* <u>NA</u>	Board of Regents** _____ Council on Postsecondary Edu.*** <u>NA</u>
*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.) Revision of requirements due to Anthropology program revision.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Anthropology major courses revised.	
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 ~~strickethrough~~ 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 ~~strickethrough~~ for deletions and underlines for additions.)

Minor in Archaeology

A student may minor in archaeology by taking a minimum of 18 hours as follows: ANT ~~420 or 210 or 211~~ 200, ANT 350; and twelve hours of upper division archaeology electives selected from ANT 353, 355, 357, 360, 439, 470, and ~~590~~ 490 (if archaeological independent study topic).

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Anthropology Minor</u> (Major __, Option __; Minor <u>X</u> ; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> Departmental Committee <u>09/29/05</u>	<u>Date</u> Graduate Council* <u>NA</u>
	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs _____
	College Curriculum Committee <u>11/14/05</u>	<u>Approved X</u> Disapproved _____ <u>12-15-05</u>
	General Education Committee* <u>12/01/05</u>	Faculty Senate** _____
	Teacher Education Committee* <u>NA</u>	Board of Regents** _____ Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revision of requirements due to Anthropology program revision.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Anthropology major courses revised.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: none</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

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.)

Minor in Anthropology

A student may minor in anthropology by taking a minimum of 18 hours as follows: ANT 120, 200, 201, ~~ANT 210 or 211~~ 350, and ~~nine~~ six hours of upper division anthropology electives.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANT/SOC/SWK</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Forensic Anthropology Minor</u> (Major __, Option __; Minor <u>x</u> ; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> Departmental Committee <u>09/29/05</u>	<u>Date</u> Graduate Council* <u>NA</u>
	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs _____
	College Curriculum Committee <u>11/14/05</u>	<u>Approved X</u> Disapproved _____ <u>12-15-05</u>
	General Education Committee* <u>12/01/05</u>	Faculty Senate** _____
	Teacher Education Committee* <u>NA</u>	Board of Regents** _____ Council on Postsecondary Edu.*** <u>NA</u>
*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.) Revision of requirements due to Anthropology program revision.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Anthropology major courses revised.	
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 ~~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.)

Minor in Forensic Anthropology

A student may minor in forensic anthropology by taking a minimum of 18 hours as follows: ANT 120 or ~~210 or 211~~ 200, ANT 201, 350, 380; FOR 465; and at least four hours from ANT 385, FOR 301 and the following ANT courses when they have a forensic topic: 365 and ~~590~~ 490.

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

Part I

(Check one) New Course (Parts II, IV)	Department Name Chemistry	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College Arts and Sciences	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number CHE 101	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters) Introductory Chemistry I	
<input type="checkbox"/> Program Revision (Part III)	*Program Title _____ (Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	09/28/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	10/17/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	12/01/05	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

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

To change the course title and description as well as separate the lab component that will decrease the number of credit hours from 4 to 3.

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

Fall 2006

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

B. The justification for this action:

The course content will change towards a "chemistry in everyday life" theme. The students will learn chemistry in context, by seeing how it affects their lives. This change is intended to improve the perception students have of chemistry and to increase the number of students who will take this class to satisfy general education requirements. The laboratory portion will be run as a separate course number and will be joint with CHE 105.

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

Personnel Impact:

Personnel required for the lab portion of the course will be transferred to the separated CHE 107 course.

Operating Expenses Impact:

Expenses required for the lab portion of the course will be transferred to the separated CHE 107 course.

Equipment/Physical Facility Needs:

Equipment / facilities required for lab portion of the course will be transferred to the separated CHE 107 course.

Library Resources: None

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

New or Revised* Catalog Text

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

CHE 101 ~~Introductory Chemistry I~~ Chemistry in Everyday Life. (4) (3) I, II. Prerequisite: completion of all developmental requirements; Prerequisite or co-requisite: CHE 107. For students who ~~will take only~~ plan to take no more than one year of chemistry. ~~Chemical bonding, structure of matter, chemical equilibrium, and descriptive inorganic chemistry.~~ Basic principles of structure and properties of matter, chemical nomenclature and reactivity. Relates chemistry concepts to everyday life phenomena. A withdrawal from CHE 101 must be matched by a withdrawal from CHE 107. 3-Lec/2 Lab. Gen. Ed. 14. Gen. Ed. VII or IVB with CHE 107.

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

Course prefix (3 letters) CHE	Course Number (3 Digits) 101	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* CHEM
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>3</u> Laboratory <u>0</u> Other _____		Repeatable Maximum No. of Hrs. <u>0</u>	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	Cip Code (first two digits only) <u>40</u>	
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____				
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ Prerequisite or co-requisite: CHE 107.

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

General Education Course Approval Form

Department(s): Chemistry

Course Prefix and Number : CHE 101/CHE 107

Course Title: Chemistry in Everyday Life / Introductory Chemistry Lab

Is this course designed for the core, university general education, or both?

Both

Identify the general education blocks (Roman numeral and letter) that the course addresses?

IVB (CHE 101/CHE 107) & VII (CHE 101)

Course Abstract

1. Describe course content.

A course designed to meet the general education requirement (category IVB - physical science laboratory course) for students with little or no high school chemistry. The course introduces basic chemistry concepts and shows how they are relevant to our everyday life. During the first part of the course, students are introduced to the fundamentals of chemistry. Topics studied include the origin and classification of matter, the origin and evolution of chemistry as a science, atomic structure and chemical bonding, basic principles of chemical nomenclature and reactivity, properties of acids and bases, oxidation and reduction, simple stoichiometry, nuclear reactions, properties of gases, energy changes. The second part of the course teaches the relevance of chemistry to everyday life. Students will learn about water, air, earth, acid rain, energy sources, chemicals in their homes. CHE 101 cannot be used for chemistry credit by chemistry majors or minors.

CHE 107 (Introductory Chemistry Lab) is the required laboratory component and it is run as a separate course. CHE 107 will introduce basic laboratory techniques and will emphasize practical applications related to atomic and molecular structure, chemical reactivity, stoichiometry and yield, properties of gases, energy changes in chemical processes. The two courses are co-requisites. The combination of CHE 101 + CHE 107 satisfies the general education block IVB (physical science laboratory course).

2. Describe the assessment plan for the course.

The principal assessment for this course will be an open answer and/or multiple choice final exam. The same exam will be given to all sections of CHE 101. The test is constructed to determine if the students have met the course's learning objectives and the general education goals outlined in Block IV (Natural Science). Faculty will be in charge of writing the exam questions. Additionally, we will continue to evaluate this course with the IDEA survey forms.

A separate assessment for CHE 107 will be used in the form of a lab final. The final will count as a percentage of the final grade (to be determined by the lab coordinator). The rest of the grade will be given by the average of grades for weekly lab reports.

3. Describe the instructional methods (lecture, discussion, small groups, laboratory or simulation), faculty qualifications, and course coordination.

CHE 101 is three credit hours, which consists of three lecture contact hours. The lecture format is left to the discretion of the faculty member teaching his/her section of the course; however, the publisher provides Power Point presentations that cover the entire course material. CHE 101 sections are currently set at 100 students but this limit can be raised if enrollment increases substantially.

CHE 107 will be one credit hour (2 hours of lab per week). The laboratory will be run under an open format where students can attend anytime during open hours. The maximum number of students working in the lab at any one time will be 24.

Faculty qualifications for teaching CHE 101 are a Ph.D. in Chemistry or related area, or a Master degree in Chemistry or related area, or at least 18 hours of graduate level courses in Chemistry. These qualifications meet SACS requirements.

Minimum qualifications for laboratory teaching are a Bachelor's degree in chemistry or related area.

4. Describe any new resources needed to implement or to assess the course.

No new resources are needed at this time for CHE 101 or CHE 107.

Examination questions used in CHE 101 and CHE 107

We will evaluate student achievement of general education natural science goals using a common final exam is comprised of open answer and/or multiple-choice questions. Sample questions that address general education goals are listed below as examples.

For each the following questions, we describe how the question addresses the four general education goals as enumerated in the CHE 101/107 syllabi. The four goals

(numbered 1 through 4 for clarity) correspond to goals two, five, seven and eight in the General Education Program Guidelines.

Sample question 1:

Look up and show the chemical reactions (as balanced equations) that are responsible for the formation of stalactites and stalagmites in caves. What compounds are involved in this phenomenon?

This question addresses general education objectives 1, 2, 3 and 4, as well as course objectives A and D.

To be able to answer this question, students must understand the classification and properties of simple inorganic substances, such as salts.

Properly answering this question demonstrates that:

- the student understands that the formation of stalactites and stalagmites is an experimental observation that scientists explained using chemical methods
- the student can explain the processes of solvation and evaporation, which are fundamental in the chemical sciences and are studied in the laboratory
- the student can apply his/her understanding of the properties of carbonates and bicarbonates to explain the formation of stalactites and stalagmites in caves
- the student shows competence in understanding a natural phenomenon that is relatively common in everyday life (what is present in caves and why)

Sample question 2:

Citric acid is an organic acid with two hydrogens that can dissociate in water. How many grams of sodium hydroxide will completely neutralize 1 mole of citric acid?

This question addresses general education objectives 1, 2, and 3, as well as course objectives A, B and D.

To be able to answer this question, students must understand the classification and properties of simple inorganic substances such as acids, understand the definition of a mole, and understand the applications of stoichiometry.

Properly answering this question demonstrates that:

- the student understands that moles and mass are experimental quantities that are the result of measurements performed in the laboratory
- the student understands the process of neutralization which is an intrinsic property of acids and bases, also tested in the laboratory
- the student distinguishes between monoprotic and diprotic acids and applies this information when solving a neutralization problem
- the student uses quantitative skills to convert the information given in the problem into numerical information that represents the solution to the problem

Sample question 3

Explain what acid rain is, what chemistry is involved in it, and what its consequences are.

This question addresses general education objectives 2, 3 and 4, as well as course objectives A and C.

To be able to answer this question, students must understand the properties of simple inorganic substances such as nonmetal oxides and acids and can relate those properties to a larger scale.

Properly answering this question demonstrates that:

- the student has basic knowledge of classes of inorganic compounds and their reactivity and can explain how one compound can be converted into another
- the student can apply the properties of compounds and those of solutions to explain the formation of acid rain
- the student can place the information learned in the course into the larger context of a global scale phenomenon and is able to explain a common problem that is the result of industrialization

Sample question 4

Which action can produce dangerously large amounts of heat?

- a. Titrating vinegar with sodium hydroxide*
- b. Adding pieces of sodium into water*
- c. Immersing copper wire into silver nitrate*
- d. Dissolving ammonium nitrate in water by vigorous swirling*

(Answer: B)

This questions addresses education goals 2, 3 and 4, as well as course objectives B, C and D.

To be able to answer this question, students must understand the properties of simple inorganic substances such as metals, bases, acids and salts, and can relate those properties to energy changes in reactions between classes of substances.

Properly answering this question demonstrates that:

- the student understands the concept of heat and its relation to chemical reactions
- the student is able to distinguish between exothermic processes (A and B), endothermic processes (D), and slow reactions that do not involve drastic changes in temperature (C)
- the student uses critical thinking to discriminate between the mild process in answer A and the violent process described in answer B; these are processes that are studied in the laboratory

- the student recognizes that the materials listed in each answer are commonly used in everyday life: sodium hydroxide is found in Drano®, ammonium nitrate in cold packs, vinegar in foods, and sodium and silver nitrate are unregulated chemicals that can be purchased readily

It is important to emphasize that the course is designed sequentially, so that the understanding of the each topic is critical in order to move on to the next. Because of this format, the course integrates all previously covered material throughout each subject. Therefore, students must learn how to apply principles and concepts learned earlier in the course in order to succeed. The same applies to laboratory topics.

Who will be the course coordinator? _____ Dr. Daniel Tofan (tentative)

Recommendation:

		<u>Approve?</u>	
		Yes	No
Department Chair(s):	_____ Date: _____		
College Dean(s)*:	_____ Date: _____	Yes	No
College Curriculum Committee (Chair)*:	_____ Date: _____	Yes	No
General Education Committee (Chair):	_____ Date: _____	Yes	No

*If necessary

Syllabus and the Course Objective Matrix for CHE 101/CHE 107

The Chemistry Department usually opens three sections of CHE 101 in the fall semester and two sections in spring semester. Tenured and tenure-track faculty in the Chemistry Department, as well as retired or part time instructors, will teach CHE 101.

Graduate students and other part-time instructors are generally assigned to laboratory sections. We intend to run CHE 107 as an open lab which will be offered typically 27 hours a week in three blocks of 9 hours each. Each instructor will spend a certain amount in the lab (typically 3 hours).

The following are proposed CHE 101 and CHE 107 syllabi for use in Fall 2006. The course objectives indicated correspond to the minimum, and they are consistent with university general education guidelines and allow the course to fulfill general education requirements. Individual instructors are permitted to add to the course objectives and goals to suit their particular approach and/or needs to the course. Boxed paragraphs will not be included in the syllabi; they are additional explanations related to the general education goals.

Eastern Kentucky University
Department of Chemistry
Chemistry in Everyday Life (CHE 101) Fall 2006

Instructor: Dr. Daniel Tofan
Office: Moore 339

An introduction to chemistry for non chemistry majors. The first of a sequence of 2 courses (101 and 102). Concepts introduced include the Periodic Table, atomic structure, chemistry nomenclature, chemical reactivity, units and measurement, stoichiometry, solutions, and applications of chemistry in everyday life. MAT 105 or higher (or equivalent) is recommended. Basic algebra skills are required to perform relatively simple calculations. 3 credit hours. Cannot be used for chemistry credit by chemistry majors or minors. Required laboratory component: CHE 107 (Introductory Chemistry Lab). The laboratory exercises emphasize the use of safe and sound laboratory practice and critical thinking and problem solving skills.

Textbook: Chemistry – a world of choices, 2nd edition (Kelter, Carr, Scott; McGraw-Hill, 2003)

General Education Goals.- *CHE 101 is a general education course that is designed to meet the following general education goals:*

- 1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.*
- 2. Analyze fundamental natural processes of the world and the interactions of humans and their environment.*

3. *Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.*
4. *Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.*

Course Description and objectives.- CHE 101 is a course designed to meet the general education requirement (category IVB - physical science laboratory course) for students with little or no high school chemistry. The course introduces basic chemistry concepts and shows how they are relevant to our everyday life. Students will learn about water, air, earth, energy, chemicals in their homes. At the completion of this course the student should be able to analyze each of the following key areas:

1. *Classification, structure and reactivity of matter.*
2. *Applications of structure and reactivity to stoichiometry and energy changes.*
3. *Applications of chemistry in everyday life.*

Course Requirements

Attendance

Attendance to this class is mandatory. Non-attendance to class has serious consequences - it causes students to miss out on explanations and problem solving, and more importantly to miss quizzes or exams. Attendance may or may not be taken by the instructor. Students who miss more than 20% of the number of lectures may be asked to withdraw or be assigned an F in the course. Anybody needing to miss class due to special circumstances should provide a written explanation to the instructor. Even then, it is the student's responsibility to catch-up with the material. Office hours cannot be used to ask the instructor to explain material missed through non-attendance. Students with excused absences are eligible to make up some assignments during a make-up session if necessary.

Exams.- Three partial exams will be given throughout the semester. The exams will contain multiple-choice questions, or show-your-work type of problems, or a combination of both.

The final exam for CHE 101 is a comprehensive joint final and will be given on the date established by University policies. This exam will cover the entire material lectured during the semester. A student must take the final exam in order to pass the course.

Quizzes.- Quizzes will be given regularly during the semester. Some of them will be given in class, while others will be announced and given through Blackboard.

Grades for this course are determined by the student's performance on the following basis:

3 regular exams: 100 points each

1 final exam: 200 points

Quizzes: 100 points total

Grading Scale 90-100% = **A**, 80-89% = **B**, 70-79% = **C**, 60-69% = **D**, <60% = **F**

Other Important Announcements

***Students with Disabilities.**- If there is any individual in this class who is in need of academic accommodations and who is registered with the Office of Services for Individuals with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any individual who is not registered with the Office of Services for Individuals with Disabilities but has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY.*

Academic Honesty (from the student handbook).- Eastern Kentucky University faculty and students are bonded by principles of truth and honesty, which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles, which contribute to a foundation upon which a quality education can be built. With this premise the University affirms that it will not tolerate academic dishonesty.

Tentative topics covered:

Origins of matter, life, chemistry as science
A short history: alchemy, the periodic table, the advent of modern chemistry
Chemical bonding: why matter changes
Basics of chemical reactivity
Chemical accounting (stoichiometry)
Acids and bases
Oxidation and reduction
The power of the nucleus
Behavior of gases
Energy in chemical reactions
Properties of water
Properties of air
The Earth as a resource
Acid rain
Energy: batteries, solar power
Chemistry at home (part I)

CHE 107 – Introductory Chemistry Laboratory Fall 2006 Syllabus

Description

CHE 107 is the required laboratory part of CHE 101 and CHE 105. 1 credit hour (2 laboratory hours per week). There is one combined lab for both courses. We use an open lab format, which allows students to attend any time during the lab open hours (posted below) instead of having scheduled lab sections. The laboratory and the associated lecture are co-requisites, meaning that students must take them both at the same time, unless they already have credit for one of the two. A student who drops either the lecture or the lab must drop both at the same time. If one portion is failed and the other one is completed successfully, then it is not necessary to repeat both.

General Education Goals.- *CHE 101 is a general education course that is designed to meet the following general education goals:*

1. *Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.*
2. *Analyze fundamental natural processes of the world and the interactions of humans and their environment.*
3. *Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.*
4. *Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.*

Course Description and objectives. *To develop practical laboratory skills for investigating chemical systems and improve problem solving skills. Chemical principles learned in the introductory chemistry courses will be applied to “real” chemical systems. Relevance of chemistry in everyday life will be illustrated with specific experiments when appropriate. At the completion of this course the student should have practical laboratory skills in the following areas:*

1. *Classification, structure and reactivity of matter.*
2. *Applications of structure and reactivity to stoichiometry and energy changes.*
3. *Applications of chemistry in everyday life.*

The following topics will tentatively be covered in this laboratory course:

- Basic laboratory techniques
- Atomic and molecular modeling
- Making solutions
- Methods of separation of mixtures
- Reactivity of classes of inorganic compounds
- Qualitative analysis of ions
- Titrations
- Heat in chemical processes
- Household chemicals
- Batteries

- Chemical reactions in aqueous solutions

Laboratory coordinator

Dr. Daniel Tofan, Ph.D.

Office: 339 Moore

Laboratory web site: <http://people.eku.edu/Tofand/lab107/index.html>

Office hours: W 11:00-12:00, W 1:30 – 3:30, F 10:00 – 11:00 and by appointment

Laboratory location and open hours

The lab is located in Memorial Science 281. The open hours for the current semester are **9:00 am – 6:00 pm Tuesday, Wednesday and Thursday**. Nobody will be admitted to lab after 4:30 PM. This is to allow students entering the lab later in the afternoon to finish their experiments. Even then, laboratory work must be completed by 6:00 PM, so make sure you schedule your lab time ahead to avoid penalties. If a student misses the cut-off time on Thursday, they will not be able to complete the experiment and will receive a grade of zero. Please plan accordingly. The best strategy is to reserve 90 minutes for each experiment and go to the lab early in the day and early in the week to ensure that you have enough time to complete the experiment. Students will not be allowed to stay after closing time and will have to turn in their report as is. Also, students may not take more than 2 hours to work on an experiment. A 10-minute grace period may be given at the discretion of the instructor. After the allowed time has expired, the lab report must be turned in.

Section designations

Each student belongs to a lecture section, which will be announced in lecture. Every student must know their section code and write it down on the report sheet before they go to the lab. *Students will not be allowed into the laboratory while their lecture section meets, as lecture attendance is mandatory.*

Schedule and materials

The schedule of experiments is posted online on the laboratory website. Every experiment will have a link pointing to a PDF file that contains all materials related to a particular experiment. Students must check the website every week to obtain these materials, as well as observe any changes in the schedule of experiments or other information.

A series of video files has been made available for this lab. These videos show the details of the procedure to follow for most experiments to be performed. They are a great resource for this laboratory because they show you exactly what you are supposed to do in lab and how to perform each technique. It is mandatory for every student to watch the associated videos for each experiment before coming to lab. The website shows what videos are required for each experiment. The instructors may ask questions from those videos when a student checks in. You will not be allowed in the lab if the instructor determines that you have not watched the videos or that you cannot prove familiarity with the techniques explained in the videos. The CD's will be available in the laboratory during check-in week (see below) and also in the chemistry stockroom.

Some new experiments are being introduced that don't have a video associated with it. For those, students need to read the written procedures carefully, although in most cases techniques used in those experiments will have been learned from previous labs.

Safety glasses are also available for purchase for \$5 in the lab during check-in week, or through the chemistry stockroom. Safety glasses are mandatory.

Grading:

Each experiment is worth a total of 20 points: 8 for the pre-lab quiz and 12 for the lab report and technique. Each lab report will be graded on a 10-point maximum. In addition to that, you will receive up to 2 points for technique. These points will be given by the instructor based on how well you were prepared for the lab and how well you followed the written procedure and safety rules (see below). Students who violate safety rules and/or the procedure will not receive the 2 points, and in some serious cases they may even have additional points deducted from the total. It is therefore imperative that you follow all safety rules and experimental procedures, as noncompliance will affect your grades.

Graded lab reports will only show a score out of a maximum of 10. On the lab report, there will be a special section where the instructor enters the number of technique points given, which are also stored in a database. After lab reports are graded (typically two weeks after the lab completed, but sometimes it can take longer), the pre-lab score and technique points are added to the graded report score and the total will represent your grade for that week.

Students can pick up graded report sheets from the chemistry stockroom. A lab instructor or other authorized person will hand out graded reports to students upon presentation of an ID.

There will be 13 regular experiments (see online schedule). 100 % attendance is expected for this laboratory. There are no make-up labs. The best 12 scores will be averaged out to give 60% of the final laboratory score, which means that the lowest score will be dropped. Any missed lab receives a zero, even if the pre-lab quiz was taken. In case of a medical or other emergency, a student may be excused from a missed lab at the discretion of the laboratory coordinator. Proper documentation will be required. No student can miss more than one quarter of the total number of experiments regardless of the reason. *Students who miss any four labs during the semester for any reason will automatically fail the course unless they withdraw and their access to the lab will be denied.*

There will be a final exam scheduled during the finals week. The final will consist of multiple choice questions about the laboratory material and will count for 40% of the course grade. No student can pass the course without taking the final exam. In addition, students must score at least 50% on the final exam in order to receive a passing grade in the course.

The final lab score is reported as a percentage of the total number of points possible in lab (including the final exam). Scores are rounded off to the nearest 0.1%. Letter grades will be assigned based on the following absolute scale:

A = 90.0 – 100 %
B = 80.0 – 89.9 %
C = 70.0 – 79.9 %
D = 65.0 – 69.9 %
F = 0.0 – 64.9 %

Procedure for Check-in (mandatory for the first week of lab)

During the first week of lab you will need to “check-in” to lab during the open hours. This process is **mandatory** and must be completed in order to start the labs the following week. No shows during the check-in week will be dropped. The only exceptions will be students who had a documented emergency. In such a case, present all documentation to the lab coordinator in order to be allowed in lab. Follow the instructions below for “check-in”.

1. Check-in at your convenience during the open hours. You have three days to check in. During the “check-in” week the lab door will stay open until 5:30.
2. Obtain a copy of the laboratory syllabus (this document) and read it in its entirety. Obtain a copy of the safety sheet from the instructor. Go to your assigned workstation.
3. Purchase a pair of safety glasses (or you may provide your own). Wear them all the time you are in the laboratory.
4. Purchase a copy of the video cd (roommates may share a copy if they wish).
5. Take the laboratory tour and identify all the items listed on the safety sheet. Provide written answers to all the questions on the sheet.
6. Review the summary of safety rules printed on the sheet and sign. Turn in the signed sheet to the instructor on duty, together with your answers to the orientation questions. The instructor will review your answers, and if they are proper, will check you out for the week. You are then ready to start performing the experiments the following week.

Your signature on the safety sheet represents your agreement to follow all laboratory policies, procedures and safety rules while you are in the CHE 109 laboratory, as well as follow all instructions given by a lab instructor, lab manager or lab coordinator in or out of lab. Non compliance with any of these rules will result in ejection from the lab and possible failure of the associated course.

Laboratory Safety Rules

Any student refusing to obey the safety rules will be asked to leave the laboratory immediately. Students asked to leave the laboratory will not be allowed to return for the remainder of the week and will receive a zero for that experiment. The course instructors fully support the laboratory instructors in the vigorous enforcement of this rule.

It is a good idea NOT to wear expensive clothes to lab and to wear clothes that cover both arms and legs. A locker labeled COATS is available under each workstation.

Please place your personal property in this locker when you enter the lab. Personal belongings must never be left on the workbenches. It is acceptable to talk with other people in the lab, but excessive loudness is disruptive. Unnecessary wandering about the laboratory should be avoided because it can cause others to have accidents. A more detailed list of safety rules is given below. Obey these safety rules and any instructions given by the lab instructor. The following policies, if adhered to explicitly, will eliminate the causes of most accidents in the laboratory.

- A. Safety glasses with side shields MUST be worn at all times while you are in the lab. This is an absolute rule. Failure to abide by it is grounds for immediate expulsion from the lab without opportunity to complete the experiment. Safety goggles may be purchased during check-in or you may provide your own.
- B. Common sense should govern your choice of clothing, although SHOES THAT PROTECT THE TOP OF YOUR FEET ARE REQUIRED. Also, everyone must wear clothing that covers the upper torso, upper arms and legs down to the knees. Avoid excessively loose or excessively tight clothing. To protect your clothing from chemical spills, lab coats or aprons can be worn. Latex gloves will be provided upon request if caustic substances must be handled.
- C. Food and drinks are prohibited in the laboratory, as well as smoking or applying make-up. During lab, keep all objects and your hands away from your mouth. Wash your hands before leaving the laboratory.
- D. Never point a test tube containing a reacting mixture or a mixture being heated toward your neighbor or yourself.
- E. When adding one chemical to another, add it slowly at first and observe carefully, as some chemicals can react violently.
- F. If a chemical or a flame contacts you, immediately rinse the affected areas under a rapidly running stream of water. The water can come from the sink, eye wash station, or safety shower (whichever seems appropriate). While you are rinsing have your neighbor summon the laboratory instructor.
- G. Read the label carefully before removing any chemical from its container. Don't touch any chemical unless you have been instructed to do so.
- H. Unless specifically directed to do so, never return unused chemicals to their storage containers. It is important to take no more of a chemical than is required for the experiment.
- I. Dispose of chemicals or solutions in the manner specified in the procedures or as directed by the lab instructor. Always use the specified waste containers provided on the reagent bench (fume hoods) for used chemicals. Paper, matches (after being thoroughly extinguished) and similar materials are discarded in the waste container placed at the end of each bench.
- J. Reagent bottles that are on the reagent benches (fume hoods) should never be taken to your workstation. Use a clean container to carry chemicals to your desk. Do not take more than you need; it is environmentally desirable to discard as little as possible.
- K. Keep all reagents in the precise spot designated for them. If it becomes necessary to take a reagent from its designated spot, return it as quickly as possible. Having a chemical in the wrong place is a common source of accidents.

- L. Immediately clean up any chemicals that you spill or any glassware that is broken. Spill kits are available in the lab – make sure the appropriate kit is used for the kind of chemical spilled – acid, base, organic solvent.
- M. At the end of each laboratory period, wipe off the top of your laboratory desk. Make certain that everything at your desk is in its place. Check to see that the gas and water are turned off.
- N. Unassigned and unauthorized experiments are strictly prohibited. Violation of this rule is subject to the severest disciplinary action.
- O. Working in the lab without the supervision of an instructor is prohibited.
- P. Follow the directions given for the operation of each piece of apparatus.
- Q. Any student who becomes pregnant during the semester should consult with the lab coordinator as soon as this information is known.
- R. Any accidents or injuries must be reported to the instructor immediately. An accident report form must be completed by the instructor.
- S. If you have any doubt about a safety issue during lab, ask the lab instructor before proceeding. If you have any questions or problems either now or later, consult the lab instructor, your lecture instructor, or the lab coordinator.

Student conduct in and out of lab

Disruptive, rude, or any other kind of inappropriate behavior by any student is strictly not tolerated, whether displayed towards an instructor, the lab manager, the lab coordinator or other members of the instructional body. Laboratory instructors were given specific guidelines on how to deal with students who do not come to lab prepared and their instructions are to be followed unconditionally by all students. The lab coordinator will be informed of any inappropriate conduct by any student and will immediately remove such a student from the lab. Removal from lab as a result of inappropriate behavior will result in a grade of zero and a block on the student's access to the online course materials and the lab until the situation is resolved with the lab coordinator. No make-ups will be allowed to any student displaying rude or disruptive behavior.

A professional attitude is expected from all students in and out of the lab, the same kind the students expect from their instructors. If a student believes an instructor has treated them unfairly, they should contact the lab coordinator immediately and explain their concerns.

Cheating is absolutely not tolerated in this environment. Any student found cheating will be ejected from the laboratory and will receive an F in the course and may be permanently barred from retaking this laboratory in the future. Examples of behavior that represents cheating are:

- attempts to change results already reported
- attempts to change a grade on a report
- attempts to change grades electronically or otherwise temper with official and unofficial records
- providing false information to an instructor or lab coordinator
- unauthorized collaborations with other students

Consult the student handbook for additional examples of what represents cheating.

Course Objective Matrix

Course Prefix, Number and Title: CHE 101 (Chemistry in Everyday Life) and CHE 107 (Introductory Chemistry Lab)

Which block(s) of general education does the course serve? Block IVB and Block VII

General Education Learning Objective	1) Demonstrating an understanding of the methods by which humans gather data and make conclusions in the physical sciences.	2) Explaining the major concepts and fundamental processes of the physical sciences	3) Applying the principles and theories of the physical sciences to make reasonable and valid conclusions.	4) Applying scientific knowledge to examine and address issues of personal and public importance.
Course Objective				
A. Classification, structure and reactivity of matter	KC, MI	KC	KC, CT, MI, QS	KC, CT
B. Applications of structure and reactivity to stoichiometry and energy changes	KC, CT, MI, QS	KC, CT, QS	KC, CT, IKC, QS	KC, CT, IKC, QS
C. Applications of chemistry in everyday life	KC, CT, MI	KC, CT, IKC	KC, CT, IKC, IKD	KC, CT, IKC, IKD
D. Learning basic laboratory skills and techniques and applying them to find knowledge	KC, MI	KC, CT, MI, IKC	KC, CT, IKC, MI, QS	KC, CT, MI, IKC, IKD

Abbreviations: KC = Knowledge comprehension, CT = Critical thinking, IKD = Integration of knowledge across disciplines, IKC = Integration of knowledge across course, MI = Inquiry methods, QS = Quantitative skills

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

Part I

(Check one)	Department Name	Chemistry	
New Course (Parts II, IV)	College	Arts and Sciences	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CHE 105	
Course Dropped (Part II)	*Course Title (30 characters)	Chemistry for the Health Sciences	
New Program (Part III)	*Program Title		
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		
Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee		09/28/05	NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Graduate Council*	
		Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05
General Education Committee*	12/01/05	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To separate the lab component that will decrease the number of credit hours from 4 to 3 and to revise the course description and title.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>The laboratory part of the course will be run as a separate course number and will be joint with CHE 101 in order to increase efficiency. It also helps to resolve some transfer problems with other schools.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>Personnel required for the lab portion of the course will be transferred to the separated CHE 107 course.</p> <p>Operating Expenses Impact:</p> <p>Expenses required for the lab portion of the course will be transferred to the separated CHE 107 course.</p> <p>Equipment/Physical Facility Needs:</p> <p>Equipment / facilities required for lab portion of the course will be transferred to the separated CHE 107 course.</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CHE 105 Chemistry for the Health Sciences. ~~(4)~~ (3) I, II. Prerequisite: completion of all developmental requirements; Prerequisite or co-requisite: CHE 107. An introductory course for students in allied health. Principles of bonding, structure, and reactivity related to biological processes. A withdrawal from CHE 105 must be matched by a withdrawal from CHE 107. ~~3 Lec/2Lab. Gen. Ed. 14.~~ Gen. Ed. VII or IVB with CHE 107.

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

Course prefix (3 letters) CHE	Course Number (3 Digits) 105	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	Dept. (4 letters)* CHEM
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>3</u> Laboratory <u>0</u> Other <u> </u>		Repeatable Maximum No. of Hrs. <u>0</u>	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	Cip Code (first two digits only) <u>40</u>	
Class Restriction, if any: (undergraduate only)			FR <u> </u> JR <u> </u> SO <u> </u> SR <u> </u>	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry <u> </u> Data entry person <u> </u>	
Thesis <u> </u>				
Internship <u> </u>				
Independent Study <u> </u>				
Practicum <u> </u>				

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

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

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

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

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

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

Course Prefix and No.	Prerequisite or co-requisite: CHE 107.
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

General Education Course Approval Form

Department(s): Chemistry

Course Prefix and Number : CHE 105

Course Title: Chemistry for Health Sciences / Introductory Chemistry Lab

Is this course designed for the core, university general education, or both?

Both

Identify the general education blocks (Roman numeral and letter) that the course addresses?

IVB

Course Abstract

1. Describe course content.

At the completion of this course, students will appreciate the scientific process and its methods of inquiry. They will gain a solid, content-based understanding of chemistry, and its relationship to living systems; and to understand the impact of chemistry on our society. They will be able to describe aspects of matter and energy and their transformations. They will be able to explain how molecular forces give rise to biological systems, and will be able to describe those systems and forces. They will be able to explain genetic and metabolic bases for disease and health and the biochemical links between physiology and nutrition. They will be able to apply mathematical skills to solve problems in chemistry. They will be able to distinguish between characteristic scientific methods to investigate nature and non-scientific methods. They will integrate knowledge from across different components of this course and other science courses to make personal lifestyle decisions and be informed members of our society.

The course CHE 107 (Introductory Chemistry Lab) is the required laboratory component and it is run as a separate course. CHE 107 will introduce basic laboratory techniques and will emphasize practical applications related to atomic and molecular structure, chemical reactivity, stoichiometry and yield, properties of gases, energy changes in chemical processes. The two courses are co-requisites. The combination of CHE 105 + CHE 107 satisfies the general education block IVB (physical science laboratory course).

2. Describe the assessment plan for the course.

Principal form of assessment: Multiple-choice exams.

Multiple-choice questions will be designed to assess both the goal 2, quantitative reasoning, and goal 5, the natural sciences. All four areas of goal 5 will be assessed.

3. Describe the instructional methods (lecture, discussion, small groups, laboratory or simulation), faculty qualifications, and course coordination.

Lecture.

Instructors will have had at least 18 graduate hours in chemistry. When multiple sections are offered, one full-time member of the chemistry department will oversee coordination to be sure other instructors are on-task.

4. Describe any new resources needed to implement or to assess the course.

None.

CHE 105 Assessment examples

• Demonstrate an understanding of the methods by which humans gather data and make conclusions in biological and physical sciences

1. The total concentration of weak acids in Lake Reba would best be determined using:

- a. A pH meter
- b. Titration
- c. Chromatography with an acid marker
- d. A spectrometer

2. In an experiment determining the amount of light absorbed by a solution containing a dye, it was seen the absorbance of light doubled when concentration of dye doubled.

- a. This must be an error, as absorbance is a characteristic property, so independent of the amount of material present.
- b. Doubling implies an exponential growth, and this can't be so because absorbance has a linear response to concentration.
- c. Yes, as absorbance is directly proportional to concentration.
- d. Yes, this is a possibility, although not always true, because when there is very little dye present, there is not enough absorbance to measure.

Each of these procedures represents an authentic chemical procedure. This question determines whether a student can associate the correct procedure (a) with its appropriate use.

• Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.

3. Explain how long proteins composed of twenty types of amino acids possess the enormous diversity characteristic of this class of materials.

4. If the mass of a certain object was determined to be 34.75 g and its volume was measured at 4.5 mL, then the density of this object would be

- a. 7.72
- b. 7.72222... g/mL
- c. 7.7 g/mL
- d. none of these

These questions are examples of ways quantitative skills will be assessed. The first looks at how combinatorics generates diversity in chemistry, and requires the ability to choose the correct mathematical approach, the second shows if the student is able to use significant figures appropriately. C is the correct answer as it has the fewer number of significant figures. With question 3, some students will simply not answer it. Many students will recognize some math needs to be applied, and will try to either multiply the length of the protein by the number of amino acids or divide somehow. The best answer shows a recognition that an exponential relationship between length and complexity.

• Applying scientific knowledge to examine and address issues of personal and public importance.

5. If human use of chlorofluorocarbons is a cause of ozone depletion, and the world response to the Montreal accords limiting their use had been to instantly stop using all such chemicals, then the predicted effect on stratospheric polar ozone would be:

- a. It would be restored in just a couple of years.

- b. It would continue to be depleted for several more years before depletion is reversed.
- c. The damage is permanent and the ozone will effectively never be restored
- d. The models for ozone depletion are wrong and the behavior of ozone is independent of human activity – ozone levels go up and down naturally without our help.

How science can interact with our world is an important outcome for non-majors courses. In this question, all the answers represent reasonable models and the student is asked to choose from them for the answer (b) that best fits current scientific understanding.

• Explaining the major concepts and fundamental processes of biological and physical sciences

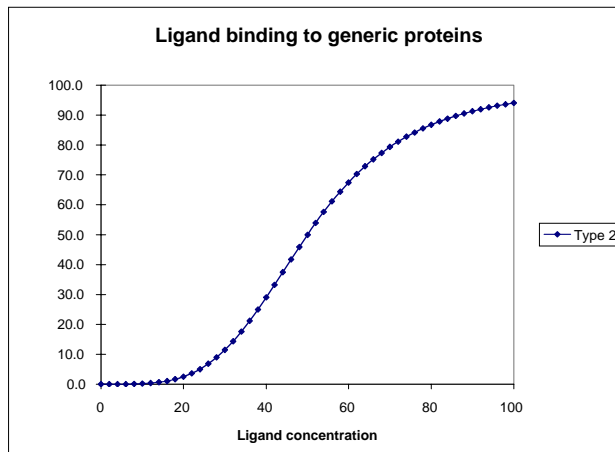
- 6. Which of the following holds an electron in an atom?
 - a. Centripetal force
 - b. Centrifugal force
 - c. Gravity
 - d. Magnetism
 - e. Charge
- 7. If the free energy associated with a set of chemical reactants is fairly high at the start of a reaction, and low at the end of the reaction, then where did the extra energy go?
 - a. The energy just went down
 - b. The energy was converted into a different form, such as heat or light into the products
 - d. Since energy is conserved, it can't get lower during a reaction
 - e. The energy changed into matter

Both of these questions are examples of many similar questions looking at aspects of the central content of chemistry. The first of these examines the principle chemically relevant forces between particles. The second relates to the conservation of energy in chemical reactions, one of the principle themes in chemistry. Other questions in this category will ask about the structure of matter and its transformations.

• Applying the principles and theories of biological and physical sciences to make reasonable and valid conclusions

- 8. The graph below shows that the activity resulting from binding of a ligand to a protein increases with ligand concentration. From this we may conclude that

- a. Temperature influences ligand binding
- b. No matter how little ligand is present, there will be some binding, so the protein will be active
- c. At very large ligand levels, more ligand is still better as it just keeps going up.
- d. Outside a middle range of ligand values, the protein may be considered switched either on or off.



This question asks students to interpret a graph, one of the stated goals of this standard. While the correct answer is d, when "vitamin c" is substituted for "ligand", then many students answer c, even though d is still true. This gets at two major misconceptions students and the general public have: if a little is good then more is better; and if something is toxic, then it must be avoided in even the tiniest amounts. Thus, this question can also be used to assess the third standard above, the link between a scientific understanding and a public good. There are several other ways in which graphs and numerical relationships are examined in this course, and these will also be grounds for assessment.

It is hard to know what would be a key performance indicator for the components of this course overlapping with the general education goals, but if 75% of these questions are answered correctly by all the students being assessed at the completion of the course, then progress is being made.

Who will be the course coordinator? Dr. Martin Brock

Recommendation:

			<u>Approve?</u>	
			Yes	No
Department Chair(s):	_____	Date: _____		
College Dean(s)*:	_____	Date: _____	Yes	No
College Curriculum Committee (Chair)*:	_____	Date: _____	Yes	No
General Education Committee (Chair):	_____	Date: _____	Yes	No

*If necessary

Sample Syllabi

CHE 105 Fall 2006 Syllabus Chemistry for Health Sciences

Description

CHE 105 Chemistry for Health Sciences. (3) I, II. Prerequisite: completion of all developmental requirements; Prerequisite or co-requisite: CHE 107. An introductory course for students in allied health. Principles of bonding, structure, and reactivity related to biological processes. A withdrawal from CHE 105 must be matched by a withdrawal from CHE 107. Gen Ed. Block VII or IVB with CHE 107

General Education Goals.- CHE 105 is a general education course that is designed to meet the following general education goals:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
2. Analyze fundamental natural processes of the world and the interactions of humans and their environment.
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.

Instructor

[Dr. Martin L. Brock](#)

Office: Moore 339 , Tel 622-1460

I can be most easily reached by e-mail at martin.brock@eku.edu

Do not call at home! I have office hours, which are right before and right after class time.

Class time

Lectures: ?? in Moore 116?

Labs: CHE 107 lab is required.

Textbook

"Chemistry, An Introduction to General, Organic, & Biological Chemistry," by Karen Timberlake, published by The Benjamin/Cummings Publishing Company, Menlo Park, CA. There are two editions available, the seventh (1999) and the eighth (2003), and either may be used. You will require a simple calculator, with LOG function You also need a stapler to attach pages of assignments together.

Course Objectives

At the completion of this course, students will appreciate the scientific process and its methods of inquiry. They will gain a solid, content-based understanding of chemistry, and its relationship to living systems; and to understand the impact of chemistry on our society. They will be able to describe aspects of matter and energy and their transformations. They will be able to explain how molecular forces give rise to biological systems, and will be able to describe those systems and forces. They will be able to explain genetic and metabolic bases for disease and health and the biochemical links between physiology and nutrition. They will be able to apply mathematical skills to solve problems in chemistry. They will be able to distinguish between characteristic scientific methods to investigate nature and non-scientific methods. They will integrate knowledge

from across different components of this course and other science courses to make personal lifestyle decisions and be informed members of our society.

Grading Policy

4 hourly exams at 100 points each: 300 points

1 final exam: 200 points

Homework assignments: 100 points

Total: 600 points

The lowest hourly exam score will be dropped from the tally, which explains the above point assignment. Missed exams cannot be made up.

Homework problems will be assigned for each lecture, collected at the next session (but not accepted when late) and graded and returned as soon as possible thereafter. The homeworks are each worth 3 points. There are 33 assignments, and I will simply add one extra point to make the total worth 100. I *strongly* recommend that homework be completed because your successful performance on the exams is dependent on your problem-solving skills which the homework will help you to perfect. I especially encourage you to solve homework problems with other students in the class. Talking through the problems together will help you greatly.

Letter grades will be assigned as follows: 540-600 is an A; 480-539 is a B; 420-479 is a C and 360-419 is a D. There will be no "curving".

Attendance

Mandatory. The instructor recognizes that some students may have conflicts with individual lectures. In these instances, it is the responsibility of the student to catch up, for example by borrowing notes, but exams may not be performed at times other than when assigned.

Honesty and Plagiarism

Each student is expected to do his/her own work. Cheating will not be tolerated. any student who is found to be cheating will automatically fail the course and the proper University officials will be notified. See the latest Student handbook for the University policy concerning plagiarism and cheating.

Disability Statement

If there is any individual in this class who is in need of academic accommodations and who is registered with the [Office of Services for Individuals with Disabilities](#), please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. Any individual who is not registered with the Office of Services for Individuals with Disabilities but has need of academic accommodations, should contact the Office directly either in person in the new Student Services Building, room 361, or by telephone at (859) 622-1500 V/TTY.

Lecture Schedule, Fall 2006

Lecture # and Topic

Click on the individual lecture to get notes and any special assignments

[#1 Intro](#)[#2 Properties](#)[#3 Atoms](#)[#4 Solubility](#)[#5 Lipid pathology](#)

Labor Day break!

[#6 Acids](#)[#7 Buffers](#)Unit 1 Review: [Chemistry Jeopardy 1](#)Exam I: [Study guide and practice exam I](#)[#8 Cells](#)[#9 Elements](#)[#10 Electrons](#)[#11 Membranes](#)[#12 Energy](#)[#13 Thermodynamics](#)[#14 Entropy](#)[#15 Equilibrium](#)[#16 Redox](#)Unit II review: [Chemistry Jeopardy 2](#)Exam II: [Study guide and practice exam II](#)[#17 Protein types](#)[#18 Protein chemistry](#)

Columbus Day break!

[#19 Denaturation](#)[#20 Hydrolysis](#)[#21 Hemoglobin](#)[#22 Enzymes](#)[#23 Inhibitors](#)[#24 Genes](#)Unit III review: [Chemistry Jeopardy 3](#)Exam III: [Study guide and practice exam III](#)[#25 Biological Energy](#)[#26 ATP](#)[#27 Beta-oxidation](#)[#28 Carbohydrates](#)[#29 Metabolism I](#)[#30 Metabolism II](#)[#31 Acid control](#)[#32 Diabetes](#)

Thanksgiving break!

[#33 Cancer](#)Unit IV review: [Chemistry Jeopardy 4](#)Exam IV: [Study guide and practice exam IV](#)

Final Review

Final Exam

In reading the Timberlake text, be sure to read over any "health note" you encounter.

If you have any further questions about this course, please e-mail [Dr. Martin Brock](#) at Eastern Kentucky University.

CHE 107 Fall 2006 Syllabus
Introductory Chemistry Laboratory

Description

CHE 107 is the required laboratory part of CHE 101 and CHE 105. 1 credit hour (2 laboratory hours per week). There is one combined lab for both courses. We use an open lab format, which allows students to attend any time during the lab open hours (posted below) instead of having scheduled lab sections. The laboratory and the associated lecture are co-requisites, meaning that students must take them both at the same time, unless they already have credit for one of the two. A student who drops either the lecture or the lab must drop both at the same time. If one portion is failed and the other one is completed successfully, then it is not necessary to repeat both.

General Education Goals.- *CHE 101 is a general education course that is designed to meet the following general education goals:*

5. *Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.*
6. *Analyze fundamental natural processes of the world and the interactions of humans and their environment.*
7. *Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.*
8. *Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.*

Course Description and objectives. *To develop practical laboratory skills for investigating chemical systems and improve problem solving skills. Chemical principles learned in the introductory chemistry courses will be applied to “real” chemical systems. Relevance of chemistry in everyday life will be illustrated with specific experiments when appropriate. At the completion of this course the student should have practical laboratory skills in the following areas:*

1. *Classification, structure and reactivity of matter.*
2. *Applications of structure and reactivity to stoichiometry and energy changes.*
3. *Applications of chemistry in everyday life.*

The following topics will tentatively be covered in this laboratory course:

- Basic laboratory techniques
- Atomic and molecular modeling
- Making solutions
- Methods of separation of mixtures
- Reactivity of classes of inorganic compounds
- Qualitative analysis of ions
- Titrations
- Heat in chemical processes
- Household chemicals
- Batteries
- Chemical reactions in aqueous solutions

Laboratory coordinator

Dr. Daniel Tofan, Ph.D.

Office: 339 Moore

Laboratory web site: <http://people.eku.edu/Tofand/lab107/index.html>

Office hours: W 11:00-12:00, W 1:30 – 3:30, F 10:00 – 11:00 and by appointment

Laboratory location and open hours

The lab is located in Memorial Science 281. The open hours for the current semester are **9:00 am – 6:00 pm Tuesday, Wednesday and Thursday**. Nobody will be admitted to lab after 4:30 PM. This is to allow students entering the lab later in the afternoon to finish their experiments. Even then, laboratory work must be completed by 6:00 PM, so make sure you schedule your lab time ahead to avoid penalties. If a student misses the cut-off time on Thursday, they will not be able to complete the experiment and will receive a grade of zero. Please plan accordingly. The best strategy is to reserve 90 minutes for each experiment and go to the lab early in the day and early in the week to ensure that you have enough time to complete the experiment. Students will not be allowed to stay after closing time and will have to turn in their report as is. Also, students may not take more than 2 hours to work on an experiment. A 10-minute grace period may be given at the discretion of the instructor. After the allowed time has expired, the lab report must be turned in.

Section designations

Each student belongs to a lecture section, which will be announced in lecture. Every student must know their section code and write it down on the report sheet before they go to the lab. *Students will not be allowed into the laboratory while their lecture section meets, as lecture attendance is mandatory.*

Schedule and materials

The schedule of experiments is posted online on the laboratory website. Every experiment will have a link pointing to a PDF file that contains all materials related to a particular experiment. Students must check the website every week to obtain these materials, as well as observe any changes in the schedule of experiments or other information.

A series of video files has been made available for this lab. These videos show the details of the procedure to follow for most experiments to be performed. They are a great resource for this laboratory because they show you exactly what you are supposed to do in lab and how to perform each technique. It is mandatory for every student to watch the associated videos for each experiment before coming to lab. The website shows what videos are required for each experiment. The instructors may ask questions from those videos when a student checks in. You will not be allowed in the lab if the instructor determines that you have not watched the videos or that you cannot prove familiarity with the techniques explained in the videos. The CD's will be available in the laboratory during check-in week (see below) and also in the chemistry stockroom.

Some new experiments are being introduced that don't have a video associated with it. For those, students need to read the written procedures carefully, although in most cases techniques used in those experiments will have been learned from previous labs.

Safety glasses are also available for purchase for \$5 in the lab during check-in week, or through the chemistry stockroom. Safety glasses are mandatory.

Grading:

Each experiment is worth a total of 20 points: 8 for the pre-lab quiz and 12 for the lab report and technique. Each lab report will be graded on a 10-point maximum. In addition to that, you will receive up to 2 points for technique. These points will be given by the instructor based on how well you were prepared for the lab and how well you followed the written procedure and safety rules (see below). Students who violate safety rules and/or the procedure will not receive the 2 points, and in some serious cases they may even have additional points deducted from the total. It is therefore imperative that you follow all safety rules and experimental procedures, as noncompliance will affect your grades.

Graded lab reports will only show a score out of a maximum of 10. On the lab report, there will be a special section where the instructor enters the number of technique points given, which are also stored in a database. After lab reports are graded (typically two weeks after the lab completed, but sometimes it can

take longer), the pre-lab score and technique points are added to the graded report score and the total will represent your grade for that week.

Students can pick up graded report sheets from the chemistry stockroom. A lab instructor or other authorized person will hand out graded reports to students upon presentation of an ID.

There will be 13 regular experiments (see online schedule). 100 % attendance is expected for this laboratory. There are no make-up labs. The best 12 scores will be averaged out to give 60% of the final laboratory score, which means that the lowest score will be dropped. Any missed lab receives a zero, even if the pre-lab quiz was taken. In case of a medical or other emergency, a student may be excused from a missed lab at the discretion of the laboratory coordinator. Proper documentation will be required. No student can miss more than one quarter of the total number of experiments regardless of the reason. *Students who miss any four labs during the semester for any reason will automatically fail the course unless they withdraw and their access to the lab will be denied.*

There will be a final exam scheduled during the finals week. The final will consist of multiple choice questions about the laboratory material and will count for 40% of the course grade. No student can pass the course without taking the final exam. In addition, students must score at least 50% on the final exam in order to receive a passing grade in the course.

The final lab score is reported as a percentage of the total number of points possible in lab (including the final exam). Scores are rounded off to the nearest 0.1%. Letter grades will be assigned based on the following absolute scale:

A = 90.0 – 100 %

B = 80.0 – 89.9 %

C = 70.0 – 79.9 %

D = 65.0 – 69.9 %

F = 0.0 – 64.9 %

Procedure for Check-in (mandatory for the first week of lab)

During the first week of lab you will need to “check-in” to lab during the open hours. This process is **mandatory** and must be completed in order to start the labs the following week. No shows during the check-in week will be dropped. The only exceptions will be students who had a documented emergency. In such a case, present all documentation to the lab coordinator in order to be allowed in lab. Follow the instructions below for “check-in”.

1. Check-in at your convenience during the open hours. You have three days to check in. During the “check-in” week the lab door will stay open until 5:30.
2. Obtain a copy of the laboratory syllabus (this document) and read it in its entirety. Obtain a copy of the safety sheet from the instructor. Go to your assigned workstation.
3. Purchase a pair of safety glasses (or you may provide your own). Wear them all the time you are in the laboratory.
4. Purchase a copy of the video cd (roommates may share a copy if they wish).
5. Take the laboratory tour and identify all the items listed on the safety sheet. Provide written answers to all the questions on the sheet.
6. Review the summary of safety rules printed on the sheet and sign. Turn in the signed sheet to the instructor on duty, together with your answers to the orientation questions. The instructor will

review your answers, and if they are proper, will check you out for the week. You are then ready to start performing the experiments the following week.

Your signature on the safety sheet represents your agreement to follow all laboratory policies, procedures and safety rules while you are in the CHE 109 laboratory, as well as follow all instructions given by a lab instructor, lab manager or lab coordinator in or out of lab. Non compliance with any of these rules will result in ejection from the lab and possible failure of the associated course.

Laboratory Safety Rules

Any student refusing to obey the safety rules will be asked to leave the laboratory immediately. Students asked to leave the laboratory will not be allowed to return for the remainder of the week and will receive a zero for that experiment. The course instructors fully support the laboratory instructors in the vigorous enforcement of this rule.

It is a good idea NOT to wear expensive clothes to lab and to wear clothes that cover both arms and legs. A locker labeled COATS is available under each workstation. Please place your personal property in this locker when you enter the lab. Personal belongings must never be left on the workbenches. It is acceptable to talk with other people in the lab, but excessive loudness is disruptive. Unnecessary wandering about the laboratory should be avoided because it can cause others to have accidents. A more detailed list of safety rules is given below. Obey these safety rules and any instructions given by the lab instructor. The following policies, if adhered to explicitly, will eliminate the causes of most accidents in the laboratory.

- A. Safety glasses with side shields **MUST** be worn at all times while you are in the lab. This is an absolute rule. Failure to abide by it is grounds for immediate expulsion from the lab without opportunity to complete the experiment. Safety goggles may be purchased during check-in or you may provide your own.
- B. Common sense should govern your choice of clothing, although **SHOES THAT PROTECT THE TOP OF YOUR FEET ARE REQUIRED**. Also, everyone must wear clothing that covers the upper torso, upper arms and legs down to the knees. Avoid excessively loose or excessively tight clothing. To protect your clothing from chemical spills, lab coats or aprons can be worn. Latex gloves will be provided upon request if caustic substances must be handled.
- C. Food and drinks are prohibited in the laboratory, as well as smoking or applying make-up. During lab, keep all objects and your hands away from your mouth. Wash your hands before leaving the laboratory.
- D. Never point a test tube containing a reacting mixture or a mixture being heated toward your neighbor or yourself.
- E. When adding one chemical to another, add it slowly at first and observe carefully, as some chemicals can react violently.
- F. If a chemical or a flame contacts you, immediately rinse the affected areas under a rapidly running stream of water. The water can come from the sink, eye wash station, or safety shower (whichever seems appropriate). While you are rinsing have your neighbor summon the laboratory instructor.
- G. Read the label carefully before removing any chemical from its container. Don't touch any chemical unless you have been instructed to do so.
- H. Unless specifically directed to do so, never return unused chemicals to their storage containers. It is important to take no more of a chemical than is required for the experiment.
- I. Dispose of chemicals or solutions in the manner specified in the procedures or as directed by the lab instructor. Always use the specified waste containers provided on the reagent bench (fume hoods) for used chemicals. Paper, matches (after being thoroughly extinguished) and similar materials are discarded in the waste container placed at the end of each bench.

- J. Reagent bottles that are on the reagent benches (fume hoods) should never be taken to your workstation. Use a clean container to carry chemicals to your desk. Do not take more than you need; it is environmentally desirable to discard as little as possible.
- K. Keep all reagents in the precise spot designated for them. If it becomes necessary to take a reagent from its designated spot, return it as quickly as possible. Having a chemical in the wrong place is a common source of accidents.
- L. Immediately clean up any chemicals that you spill or any glassware that is broken. Spill kits are available in the lab – make sure the appropriate kit is used for the kind of chemical spilled – acid, base, organic solvent.
- M. At the end of each laboratory period, wipe off the top of your laboratory desk. Make certain that everything at your desk is in its place. Check to see that the gas and water are turned off.
- N. Unassigned and unauthorized experiments are strictly prohibited. Violation of this rule is subject to the severest disciplinary action.
- O. Working in the lab without the supervision of an instructor is prohibited.
- P. Follow the directions given for the operation of each piece of apparatus.
- Q. Any student who becomes pregnant during the semester should consult with the lab coordinator as soon as this information is known.
- R. Any accidents or injuries must be reported to the instructor immediately. An accident report form must be completed by the instructor.
- S. If you have any doubt about a safety issue during lab, ask the lab instructor before proceeding. If you have any questions or problems either now or later, consult the lab instructor, your lecture instructor, or the lab coordinator.

Student conduct in and out of lab

Disruptive, rude, or any other kind of inappropriate behavior by any student is strictly not tolerated, whether displayed towards an instructor, the lab manager, the lab coordinator or other members of the instructional body. Laboratory instructors were given specific guidelines on how to deal with students who do not come to lab prepared and their instructions are to be followed unconditionally by all students. The lab coordinator will be informed of any inappropriate conduct by any student and will immediately remove such a student from the lab. Removal from lab as a result of inappropriate behavior will result in a grade of zero and a block on the student's access to the online course materials and the lab until the situation is resolved with the lab coordinator. No make-ups will be allowed to any student displaying rude or disruptive behavior.

A professional attitude is expected from all students in and out of the lab, the same kind the students expect from their instructors. If a student believes an instructor has treated them unfairly, they should contact the lab coordinator immediately and explain their concerns.

Cheating is absolutely not tolerated in this environment. Any student found cheating will be ejected from the laboratory and will receive an F in the course and may be permanently barred from retaking this laboratory in the future. Examples of behavior that represents cheating are:

- attempts to change results already reported
- attempts to change a grade on a report
- attempts to change grades electronically or otherwise temper with official and unofficial records
- providing false information to an instructor or lab coordinator
- unauthorized collaborations with other students

Consult the student handbook for additional examples of what represents cheating.

Course Objective Matrix

Course Prefix, Number and Title: CHE 105 (Chemistry for Health Sciences)

Which block(s) of general education does the course serve? Block IVB and Block VII

Course Objectives

General Education Learning Objective		Choose scientific methods	Describe Chemistry Content	Integrate chem. and other science	Impact of chem. lives, society	Apply Math skills
Demonstrate an understanding of the methods by which humans gather data and make conclusions in biological and physical sciences.						
	Show knowledge of systematic methods in science.	KC, MI	KC	ID, IC		
	Describe the tentative nature of scientific theory.			ID, IC		
	Discuss limitations in measurement and interpretation of natural phenomena	KC, MI	KC	ID, IC		QS
	Choose appropriate methodologies to collect relevant data	KC, MI	KC	ID, IC		QS
Explaining the major concepts and fundamental processes of biological and physical sciences	Content in the physical sciences					
	Energy flow in physical systems		KC			QS
	Description of the physical world		KC			
	Forces acting on matter		KC			QS
	Knowledge of space and time		KC			QS

Content in the life sciences					
	Organization of life			KC, ID	
	Energy flow in biological systems			KC, ID	QS
	Genetics and heredity			ID	
Applying the principles and theories of biological and physical sciences to make reasonable and valid conclusions					
	Describe phenomena with an appropriate sense of scale		KC	ID	KC
	Analyze data with basic statistics	KC, MI			QS
	Utilize graphing techniques in data analysis	KC, MI	KC	KC	QS
	Model data using mathematics		KC		QS
	Explain how scientific methods reveal new knowledge	KC, MI			
	Connections between humans and complex natural systems				KC, IC, ID
	The role of science in a social context				KC, IC, ID

In the rows of the course objective matrix are identified the general education learning objectives for general education block IV-B that CHE 105 serves. On the columns of the matrix are identified the student learning objectives found on the syllabus for CHE 105.

- Decoded abbreviations:
- Knowledge & Comprehension KC
 - Integration within Course IC
 - Ingetration across Disciplines ID
 - Methods of Inquiry MI
 - Quantitative Skills QS

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Chemistry <hr/> College Arts and Sciences <hr/> *Course Prefix & Number CHE 111 <hr/> *Course Title (30 characters) General Chemistry I <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.											
Proposal Approved by:												
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> College Curriculum Committee General Education Committee* Teacher Education Committee*	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Date</th> <th style="text-align: center; border-bottom: 1px solid black;">Date</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">09/28/05</td> <td style="text-align: center;">NA</td> </tr> <tr> <td style="text-align: center;">10/17/05</td> <td style="text-align: center;">12-15-05</td> </tr> <tr> <td style="text-align: center;">12/01/05</td> <td style="text-align: center;">NA</td> </tr> <tr> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>	Date	Date	09/28/05	NA	10/17/05	12-15-05	12/01/05	NA	NA	NA	Graduate Council* Council on Academic Affairs Disapprovec Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
Date	Date											
09/28/05	NA											
10/17/05	12-15-05											
12/01/05	NA											
NA	NA											
<p>*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.</p>												

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise course description along with a change in prerequisites and co-requisites.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>The new description will be consistent with the reorganization of our freshman chemistry courses as well as reflect the prerequisite and co-requisite for a laboratory component.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

New or Revised* Catalog Text

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

CHE 111 General Chemistry I. (3) I, II. Prerequisite or Co-requisite: CHE 115 and ACT math score of 22+ or SAT math score of 530+ or MAT 107 with a grade of "C" or better or departmental approval. ~~Prepares student for further study in chemistry, nomenclature, structure, stoichiometry, bonding, chemical change.~~ Principles of atomic and molecular structure and reactivity, stoichiometry, states of matter. Prepares students for further studies in chemistry. One year of high school chemistry is recommended. A withdrawal from CHE 111 must be matched by a withdrawal from CHE 115. Gen. Ed. VII or IVB with CHE 115.

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

Course prefix (3 letters) CHE	Course Number (3 Digits) 111	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* CHEM
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Prerequisite or Co-requisite: CHE 115 and ACT math score of 22+ or SAT math score of 530+ or MAT 107 with a grade of “C” or better or departmental approval.

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

General Education Course Approval Form

Department(s): Chemistry

Course Prefix and Number : CHE 111/CHE 115

Course Title: General Chemistry I/General Chemistry Lab I

Is this course designed for the core, university general education, or both?

Both

Identify the general education blocks (Roman numeral and letter) that the course addresses?

IVB (CHE 111/CHE 115) & VII(CHE 111)

Course Abstract

1. Describe course content.

CHE 111 is the first part of a general course that encompasses chemistry principles and applications. The material in the course is introduced sequentially starting with units and measurements important from a chemical standpoint. Then, it describes the structure of the atom from the historical and practical point of view, which helps understand the concept of "valence" in order to construct chemical formulas and name compounds according to specific rules. Then the course is focused towards problems involving mass relationships in chemical reactions, and reactions in aqueous solutions. Gases are introduced next, and this area is followed by a brief description of thermochemical concepts: Heat and the First Law of Thermodynamics. The last part of the material covered in this course involves chemical bonding and molecular geometry. In order to introduce these concepts to the student, there is a prior description of the electronic structure of atoms and periodic relationships among elements. Problem-solving applications are used continually throughout the course. CHE 111 is designed as a service course for a large number of chemistry, health-related and engineering majors. The course does not require calculus but it does require a significant amount of algebra.

CHE 115 is the laboratory part of CHE 111 and it is run as a separate course. CHE 115 will emphasize practical applications related to atomic and molecular structure, chemical reactivity, stoichiometry and yield, properties of gases, energy changes in chemical processes. The two courses are co-requisites. The combination of CHE 111 + CHE 115 satisfies the general education block IVB (physical science laboratory course).

2. Describe the assessment plan for the course.

The principal assessment vehicle for this course will be a lengthy (70 questions) multiple-choice test given at the end. This exam will be given to all sections of CHE 111. The test is constructed to determine if the students have met the course's learning objectives and the general education goals outlined in Block IV (Natural Science). The test to be used is the standardized test designed by the American Chemical Society, and it is distributed nationwide to all colleges and universities that decide to use it for assessment purposes. The national results are collected by the American Chemical Society and the statistics are available free of charge. Our results also will be compared to the national norm for assessment of our General Chemistry program. Additionally, we will continue to evaluate this course with the IDEA survey forms. Some of the questions in the ACS examination are designed to test laboratory concepts as well, so the use of these tests is justified for the purpose of assessing the laboratory component of the course. A separate assessment for CHE 115 will be used in the form of a lab final. If so, the final will test concepts introduced in lab that are related to topics presented in lecture.

3. Describe the instructional methods (lecture, discussion, small groups, laboratory or simulation), faculty qualifications, and course coordination.

CHE 111 is three credit hours, which consists of three lecture contact hours. The lecture format is left to the discretion of the faculty member teaching his/her section of the course; however, all faculty members will be provided with Power Point presentations that contain the entire course material. CHE 111 classes are set up so that no more than 70 students are allowed per section.

CHE 115 will be one credit hour (3 hours of lab per week). The laboratory will be run under an open format where students can attend anytime during open hours. The maximum number of students working in the lab at any one time will be 18.

Faculty qualifications for teaching CHE 111 are a Ph.D. in Chemistry or related area, or a Master degree in Chemistry or related area, or at least 18 hours of graduate level courses in Chemistry. These qualifications meet SACS requirements.

Minimum qualifications for laboratory teaching are a Bachelor's degree in chemistry or related area.

4. Describe any new resources needed to implement or to assess the course.

No new resources are needed at this time for CHE 111 or CHE 115.

Examination questions used in CHE 111 and CHE 115

We will evaluate student achievement of general education natural science goals using the standardized American Chemical Society General Chemistry Examination. The exam is comprised of 70 multiple-choice questions and includes laboratory questions that assess CHE 115 topics. Questions that address general education goals are listed below as examples (the questions listed have been taken from the ACS standardized exam that is currently being used at EKU). It is imperative that confidentiality of these questions be maintained.

For each the following questions, we describe how the question addresses the four general education goals as enumerated in the CHE 111/115 syllabi. The four goals (numbered 1 through 4 for simplicity) correspond to goals two, five, seven and eight in the General Education Program Guidelines.

1. What is the formula of a molecule of hydrogen?

- a) H
- b) H⁺
- c) HCl
- d) H₂

(Answer: D. This questions addresses general education goal 2 and course objective C in the course matrix. It addresses general education goal 2 because the question addresses knowledge comprehension about chemical formulas, and it also addresses the fact that hydrogen is a diatomic molecule, thus there are two atoms per molecule. This involves knowledge of a major concept in a physical science: With the exception of noble gasses, all other elements that are found as gases in their natural state are diatomic molecules)

2. Three students measure the mass of the same object.

Student	Mass, g
1	2.724
2	2.721
3	2.723

We can say with certainty that these measurements are

- a) accurate
- b) precise
- c) both accurate and precise
- d) neither accurate nor precise

(Answer: B. This questions addresses general educational goals 1 and 3 and course objectives A and H. It demonstrates how humans define precision and accuracy and how data that is collected can be misleading. In the problem above, the real mass of the object

is not known, therefore, the accuracy of the measurements cannot be determined. However, all measurements are very close to each other, which implies high precision. The question also addresses how reasonable conclusions can be drawn – educational goal 3. As above, the student should realize that not knowing the real mass of the object eliminates answers A and C; and given that the measurements are very similar, answer D can also be eliminated. This question also assesses one of the concepts used extensively in CHE 115: measurement. In the laboratory, students learn that measurements are uncertain and that accuracy and precision are important concepts, but both may not be achievable simultaneously. This is sometimes the result of applying the scientific method: in the search for knowledge one rarely knows what the “correct” answer is. All data are experimental.)

3. Which action can produce dangerously large amounts of heat?
- Titrating vinegar with sodium hydroxide
 - Adding pieces of sodium into water
 - Immersing copper wire into silver nitrate
 - Dissolving ammonium nitrate in water by vigorous swirling

(Answer: B. This question addresses education goals 2, 3 and 4 and fits course objectives E and H in the course matrix. It follows general education goal 2 because knowledge comprehension of chemical principles are needed to understand that answers A, B, and D are not chemical processes that eliminate vast amounts of energy. The question implicates education goal 3 because answer A is a chemical reaction that involves evolution of heat; however, critical thinking is needed to discriminate between this mild process and the violent process described in answer B. Here, the student must reason that a titration involves a “controlled” addition; hence the evolution of heat can be regulated. In the case of the reaction indicated in B, the reaction cannot be controlled. This question also involves general education goal 4 because the materials listed in each answer are commonly used in everyday life: sodium hydroxide is found in Drano®, ammonium nitrate in cold packs, vinegar in foods, and sodium and silver nitrate are unregulated chemicals that can be purchased readily. This question also addresses one of the topics applied in CHE 115: energy changes in chemical processes. In the laboratory, students have the opportunity to conduct experiments similar to the ones suggested above and determine the energetic outcome of such reactions. The sodium added to water is generally performed as a demonstration.)

4. Rutherford directed alpha particles at a thin gold foil. He observed that only a few particles were sharply deflected. How did he interpret this observation?
- a) Electrons can have only specific quantized energies.
 - b) Atoms have isotopes with different masses and numbers of neutrons
 - c) Electrons move in circular orbits within the atom
 - d) All protons in a atom are concentrated in a small volume

(Answer: D. This question is related to course objective B and general education goal 1. In order to answer the question, the student must have substantial knowledge of atomic theory, including particular aspects of its historical perspective. The question involves one major experiment that defined the current scheme of the structure of atoms, and how the scientists reasoned and drew conclusions. An important aspect of all the answers given is that all of them are sound, in the sense that all of them refer to atomic structure. However, only D involves the experiment described).

5. Which has the highest boiling point?
- a) HF
 - b) HCl
 - c) HBr
 - d) HI

(Answer: D. The question addresses general education goals 3 and 4, and course objectives F, G and H as outlined in the course matrix. A thorough understanding of the periodic table and periodic trends is required to answer the question correctly, but it also requires knowledge of chemical bonding theory. Only through critical thinking will the student choose the right answer because both answers A and D are vague from a chemical bonding standpoint. However, calculation of the mass of the compound in D with data from the periodic table gives a value that is greater than the one in A. Comprehension of periodic trends should lead the student to pick answer D because compounds with greater masses have higher boiling points. Since measurement of boiling points is a typical laboratory experiment, this question can be used for CHE 115 assessment.).

6. A gas in a 10.0 L flask has a pressure of 2.18 atm at 25 °C. What is the pressure of the gas after it has been heated to 87.0 °C?
- a) 1.80 atm
 - b) 2.63 atm
 - c) 4.28 atm
 - d) 7.59 atm

(Answer: B. This question fits general education goal 3 and course objectives D and H. Critical thinking and quantitative skills are required to evaluate the data and find the correct numerical answer. Particularly important are the mathematical skills develop in the topics covered in course objective A: units, measurements, and dimensional analysis. The chemical concepts needed in this question are: moles, volumes of gases and the ideal gas constant, gas laws and units of pressure and volume. Only through the proper application of chemical principles can the correct answer be found. Since measurement of gas pressure and temperature is a typical laboratory experiment, this question can be used for CHE 115 assessment.)

7. What is the hybridization of carbon in COCl_2 ?
- a) sp
 - b) sp^2
 - c) sp^3
 - d) sp^3d

(Answer: B. The question addresses general education goal 3 and course objective G in the course matrix. Knowledge of chemical bonding is required to understand the question. By applying bonding rules and principles, the student will reason that the molecule of COCl_2 is essentially trigonal planar and it has a carbon-oxygen double bond; but the atomic orbitals used for bonding to the oxygen atom are not all hybrids. The reasonable conclusion is then to count only 3 hybrid orbitals for 3 atoms around carbon and thus the hybridization should be sp^2 . Without the application of molecular geometry and chemical bonding theories, it is not possible to reach that conclusion).

8. Which process is endothermic
- Melting of ice
 - Combustion of magnesium
 - Condensation of water vapor
 - Neutralization of NaOH with HCl

(Answer: A. The question involves course objectives E and H and general education goals 4 and 3. The students must know the term endothermic. It corresponds to a process that requires energy. From the listed answers, only A meets these criteria. However, this may not be obvious unless a critical analysis is carried out for each answer. Knowledge acquired throughout the course will be useful in discriminating answers B, C, and D as processes that are heat-releasing or exothermic. This question also addresses topics learned in CHE 115: energy changes in chemical processes. In the laboratory, students have the opportunity to conduct experiments similar to the ones suggested above and determine the energetic outcome of such reactions.)

9. What equipment is necessary for the preparation of a 0.1000 M solution of sodium carbonate?
- Balance and buret
 - Balance and volumetric flask
 - Buret and Erlenmeyer flask
 - Graduated cylinder and volumetric flask

(Answer: B. This question covers general objectives 1 and 3 and course objectives A, D and H. Answering this question correctly implies understanding of significant digits, uncertainty of measurement, definition of a solution, and the use of appropriate laboratory equipment. The two pieces of equipment needed to make a solution whose concentration is expressed with four significant digits are a balance (to measure mass) and a volumetric flask (to measure volume). Students must recognize that a buret, while being an instrument that can measure volume precisely, is not designed to be used in the preparation of a solution, but only in the delivery of volumes of solution. The same applies to the graduated cylinder. An Erlenmeyer flask does not have the accuracy of a volumetric flask in holding a precise volume of liquid. This question is specifically chosen to assess knowledge gained in CHE 115.)

10. Which of the following indicators is appropriate for the titration of HCl with NaOH ?
- Crystal violet (changes color at pH ~ 0.5)
 - Methyl red (changes color at pH ~ 5-6)
 - Phenolphthalein (changes color at pH ~ 8-8.5)
 - Alizarin Yellow R (changes color at pH ~ 10-11)

(Answer: C. This question addresses general education objectives 1 and 2, and course objectives C, F and H. Students need to know what an indicator is and how it works, and also recognize that HCl is a strong acid and NaOH is a strong base. Understanding of the concept of titration is necessary to answer this question. While a strong acid has a low pH and a strong base has a high pH, this is not the purpose of the question. Thus, answers A and D are incorrect. The neutralization of a strong acid by a strong base produces a neutral salt which does not hydrolyze. Therefore, the pH at the equivalence point is expected to be around 7.0. Choosing a proper indicator for a titration is a skill that is learned in lab, however students must apply critical thinking and pick the best indicator of the ones offered. Both methyl red and phenolphthalein change color at pH values close to 7, however the phenolphthalein pH range is closer to 7 than the methyl red, and therefore it is the best choice for this situation. If the question listed a weak base instead of NaOH, then the correct answer would have been B. It is important to make this fine distinction, and this is one reason why this is an excellent question for the purpose of assessing multiple objectives across CHE 111 and CHE 115.)

It is important to emphasize that the course is designed sequentially, so that the understanding of the first topic (course objective A) is needed in order to comprehend the second or third topic. Because of this format, the course integrates all previously covered material throughout each subject. Therefore, students must learn how to apply principles and concepts learned earlier in the course in order to succeed. The same applies to laboratory topics.

Who will be the course coordinator? _____ Dr. Daniel Tofan (tentative)

Recommendation:

		<u>Approve?</u>	
		Yes	No
Department Chair(s):	_____ Date: _____	Yes	No
College Dean(s)*:	_____ Date: _____	Yes	No
College Curriculum Committee (Chair)*:	_____ Date: _____	Yes	No
General Education Committee (Chair):	_____ Date: _____	Yes	No

*If necessary

Syllabus and the Course Objective Matrix for CHE 111/CHE 115

The Chemistry Department usually opens four sections of CHE 111 in the fall semester and two sections in spring semester. All tenured and tenure-track faculty in the Chemistry Department teach at least one section of CHE 111 per year. On occasion, part-time instructors are needed to teach CHE-111.

Graduate students and other part-time instructors are generally assigned to laboratory sections. We intend to run CHE 115 as an open lab which will be offered 18 hours a week in two blocks of 9 hours each. Each instructor will spend a certain amount in the lab (typically 3 hours).

The following is a copy of a CHE 111 syllabus used recently, but a section (in italics) has been added that all faculty who teach CHE 111 will have to include in the future. The course objectives indicated correspond to the minimum, and they are consistent with university general education guidelines and allow the course to fulfill general education requirements. Individual instructors are permitted to add to the course objectives and goals to suit their particular approach and/or needs to the course. Boxed paragraphs will not be included in the syllabi; they are additional explanations related to the general education goals.

Dr. C.Zambrano's sample syllabus:

Eastern Kentucky University
Department of Chemistry
General Chemistry I (CHE 111) Fall 2005
MWF 2:30 –3:20, Moore 107 -CRN 10589-02

Professor: Dr. Cesar Zambrano
Office: Moore 312
Phone: 622-8669
E-mail: cesar.zambrano@eku.edu
Office Hours: MWF 10 – 11 AM

A grade of "C" or better in CHE 111 is required for enrollment in CHE 112. Students who attempt to enroll in CHE 112 without a "C" in CHE 111 will be disenrolled from CHE 112.

Textbook.- The textbook to be used will be "Chemistry" by R. Chang (McGraw-Hill 8th Edition).

General Education Goals.- *CHE 111 is a general education course that is designed to meet the following general education goals:*

1. *Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.*

2. *Analyze fundamental natural processes of the world and the interactions of humans and their environment.*
3. *Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.*
4. *Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.*

This course will introduce students to important concepts and chemical principles; and through these principles, students will learn how to solve chemical problems qualitatively and quantitatively. Critical thinking skills are essential in this course so that students are able to understand what is required to address a particular phenomenon or problem. Specific skills are:

- 1) apply general principles to specific problems
- 2) apply the correct chemical formula to address the problem
- 3) interpret results

Through this course, students will be able to develop their critical thinking skills so that they can understand, evaluate and make decisions in everyday life situations that are related to the natural world in general and to the chemical world in particular.

Course Description and objectives.- *This course is designed and organized so that the students can acquire a thorough understanding of the important principles of atomic structure, electronic configuration, chemical formulas and nomenclature. Further emphasis is placed on mass balance problems in solutions and also in the gas phase. At the completion of this course the student should be able to analyze each of the following areas:*

1. *Dimensional analysis and measurements,*
2. *Atomic structure and classifications of matter.*
3. *Chemical formulas and chemical nomenclature.*
4. *Calculations involving chemical formulas: mass balanced problems (stoichiometry) of solutions and gases*
5. *Thermochemistry, heats of reaction, "enthalpy"*
6. *Periodicity and the periodic table*
7. *Ionic/covalent bonding; molecular geometry using the VSEPR model.*

Course Requirements

Homework.- Homework problems for each chapter are listed in the syllabus. The assigned problems are the minimum amount of exercises you must do. It is strongly recommended that you work all the problems with given answers at the end of the book. Additional homework may be assigned by the instructor if he deems it necessary. This additional work may be announced in class at any time during the semester.

Exams.- Three partial exams will be given throughout the semester. The exams will contain multiple-choice questions, or show-your-work type of problems, or a combination of both.

- The lowest score achieved on these exams will be dropped, and there will be no make-up tests for any exam.
- If a student misses a partial exam, the score for this exam will be replaced by the score obtained in the final.
- Only the most unusual of circumstances will provide any exceptions to this policy.

The final exam for CHE 111 is a Comprehensive ACS (American Chemical Society) joint final and will be given on the date established by University policies. This exam will cover the entire material lectured during the semester. The final exam score cannot be eliminated.

Exam Schedule:

Exam I Friday September 21, 2005

Exam II Friday October 21, 2005

Exam III Friday December 7, 2005

Quizzes.- Quizzes will be given regularly during the semester. Some of them will be unannounced quizzes given at the beginning of class, while others will be announced and given through Blackboard. The quizzes will contain multiple-choice questions.

Blackboard.- This class will use blackboard extensively. All handouts and power point slides presented in class will be available through blackboard. You may choose to download them and print them. All grade information will also be available on blackboard. It is the responsibility of each student to ensure that all information in blackboard is up to date. No changes in Blackboard will be done one week after a score is posted

Attendance Policy.- Even though student attendance will not be checked, your showing up for class is paramount to do well in any chemistry course. You are responsible for all information and announcements given in class. If you miss an unannounced or announced quiz, you will not be allowed to make it up at a later date.

Grades for this course are determined by the student's performance on the following basis:

Partial exams	= 50 %
Quizzes	= 20 %
Homework	= 10 %
Final	= 20 %

Grading Scale 90-100% = **A**, 80-89% = **B**, 70-79% = **C**, 60-69% = **D**, <60% = **F**

Other Important Announcements

Students with Disabilities.- *If there is any individual in this class who is in need of academic accommodations and who is registered with the Office of Services for Individuals with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any individual who is not registered with the Office of Services for Individuals with Disabilities but has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY.*

Tutoring Centers.- There is **free** tutor on campus. Please go to the chemistry department's home page to see the hours and tutors available. The student success center operates a tutoring center that has tutors available in chemistry as well as other disciplines.

Academic Honesty (from the student handbook).- Eastern Kentucky University faculty and students are bonded by principles of truth and honesty, which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles, which contribute to a foundation upon which a quality education can be built. With this premise the University affirms that it will not tolerate academic dishonesty.

Tentative Syllabus

Aug 22: Chapter 1: Chemistry: The Study of Change. Homework problems: 12, 14, 16, 22, 24, 26, 30, 32, 34, 38, 40, 42, 52, 54, 56, 75

Aug 24: Chapter 2: Atoms, Molecules and Ions . Homework problems: 18, 26, 32, 34, 36, 44, 48, 56, 58, 60, 66, 68, 72, 76, 78, 84

Sep 7: Chapter 3: Mass Relationships in Chemical Reactions. Homework problems: 8, 14, 16, 18, 20, 22, 26, 28, 40, 42, 44, 46, 52, 54, 60, 66, 68, 70, 74, 84, 86, 92, 94

Sept 14: Chapter 4: Reactions in Aqueous Solutions

Sept 20: Chapter 4: Reactions in Aqueous Solutions, continue. Homework problems: 10, 12, 20, 22, 24, 32, 34, 44, 46, 50, 54, 56, 62, 64, 66, 70, 72, 74, 86, 88, 92, 94, 106

Sept 26: Chapter 5: Gases

Oct 3: Chapter 5 : Gases, continue. Homework problems: 14, 20, 22, 24, 32, 36, 40, 42, 50, 56, 58, 66, 50, 52, 54, 64, 66, 68

- Oct 12: Chapter 6: Thermochemistry Homework problems: 16, 26, 34, 36, 46, 48, 52, 54, 58, 62, 64, 74, 80, 82, 92
- Oct 17: Chapter 7: Quantum Theory and Atomic Structure
- Oct 24: Chapter 7: Quantum Theory and Atomic Structure, continue.
Homework problems: 10, 18, 28, 32, 34, 40, 54, 56, 64, 68, 80, 82, 84, 86, 92, 96, 114
- Oct 31: Chapter 8: Periodic Classification of Elements
- Nov 7: Chapter 8: Periodic Classification of Elements. Homework
problems: 20, 22, 24, 26, 28, 32, 38, 40, 44, 46, 52, 62, 78, 82, 92, 122
- Nov 11: Chapter 9: Chemical Bonding I
- Nov 14: Chapter 9 : Chemical Bonding I. Homework problems: 16, 18, 20,
36, 44, 46, 48, 52, 54, 56, 64, 66, 74, 80, 82, 90, 92, 102, 118
- Nov 21: Chapter 10: Chemical Bonding II – Molecular Geometry
- Nov 28: Chapter 10: Chemical Bonding II – Molecular Geometry.
Homework problems: 8, 10, 12, 20, 24, 34, 36, 38, 40, 44, 52, 54, 68, 80
- Dec 2: Review

Since CHE 115 is a new course, a proposed syllabus is included below.

CHE 115 – General Chemistry Laboratory I Fall 2006 Syllabus

Description

CHE 115 is the required laboratory part of CHE 111. 1 credit hour (3 laboratory hours per week). We use an open lab format, which allows students to attend any time during the lab open hours (posted below) instead of having scheduled lab sections. The laboratory and the associated lecture are co-requisites, meaning that students must take them both at the same time, unless they already have credit for one of the two. A student who drops either the lecture or the lab must drop both at the same time. If one portion is failed and the other one is completed successfully, then it is not necessary to repeat both.

General Education Goals.- *CHE 115 is (coupled with CHE 111) a general education course that is designed to meet the following general education goals:*

1. *Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.*
2. *Analyze fundamental natural processes of the world and the interactions of humans and their environment.*
3. *Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.*
4. *Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.*

Course Description and objectives.- *To develop practical laboratory skills for investigating chemical systems and improve problem solving skills. Chemical principles learned in the introductory chemistry courses will be applied to “real” chemical systems. At the completion of this course the student should have practical laboratory skills in the following areas:*

1. *Dimensional analysis and measurements, atomic structure and classifications of matter.*
2. *Chemical formulas and chemical nomenclature.*
3. *Calculations involving chemical formulas: mass balanced problems (stoichiometry)*
4. *Gas Laws, the behavior of gases, and kinetic molecular theory.*
5. *Thermochemistry, heats of reaction, "enthalpy"*
6. *Periodicity and the periodic table*
7. *Ionic/covalent bonding; molecular geometry using the VSEPR model.*

The following experimental topics will tentatively be covered in this laboratory course to match the course objectives above:

- Basic laboratory techniques
- Atomic and molecular modeling
- Solution preparation and standardization
- Methods of separation of mixtures
- States of matter and intermolecular forces

- Reactivity of classes of inorganic compounds
- Qualitative analysis of ions
- Titrations
- Heat in chemical processes
- Virtual labs on computer

Laboratory coordinator (tentative)

Dr. Daniel Tofan, Ph.D.

Office: 339 Moore

Laboratory web site: <http://people.eku.edu/Tofand/lab115/index.html>

Office hours: W 11:00-12:00, W 1:30 – 3:30, F 10:00 – 11:00 and by appointment

Laboratory location and open hours

The lab is located in Moore 323. The open hours for the current semester are **9:00 am – 6:00 pm Thursday and Friday**. Nobody will be admitted to lab after 4:00 PM. This is to allow students entering the lab later in the afternoon to finish their experiments. Even then, laboratory work must be completed by 6:00 PM, so make sure you schedule your lab time ahead to avoid penalties. If a student misses the cut-off time on Thursday, they will not be able to complete the experiment and will receive a grade of zero. Please plan accordingly. The best strategy is to reserve 120 minutes for each experiment and go to the lab early in the day and early in the week to ensure that you have enough time to complete the experiment. Students will not be allowed to stay after closing time and will have to turn in their report as is. Also, students may not take more than 3 hours to work on an experiment. A 10-minute grace period may be given at the discretion of the instructor. After the allowed time has expired, the lab report must be turned in.

Section designations

Each student belongs to a lecture section, which will be announced in lecture. Every student must know their section code and write it down on the report sheet before they go to the lab. *Students will not be allowed into the laboratory while their lecture section meets, as lecture attendance is mandatory.*

Schedule and materials

The schedule of experiments is posted online on the laboratory website. Every experiment will have a link pointing to a PDF file that contains all materials related to a particular experiment. Students must check the website every week to obtain these materials, as well as observe any changes in the schedule of experiments or other information.

A series of video files has been made available for this lab. These videos show the details of the procedure to follow for most experiments to be performed. They are a great resource for this laboratory because they show you exactly what you are supposed to do in lab and how to perform each technique. It is mandatory for every student to watch the associated videos for each experiment before coming to lab. The website shows what videos are required for each experiment. The instructors may ask questions from those videos when a student checks in. You will not be allowed in the lab if the instructor determines that you have not watched the videos or that you cannot prove familiarity with the techniques explained in the videos. The

CD's will be available in the laboratory during check-in week (see below) and also in the chemistry stockroom.

Some new experiments are being introduced that don't have a video associated with it. For those, students need to read the written procedures carefully, although in most cases techniques used in those experiments will have been learned from previous labs.

Safety glasses are also available for purchase for \$5 in the lab during check-in week, or through the chemistry stockroom. Safety glasses are mandatory.

Laboratory preparation

Because of the open lab format, there is no pre-lab lecture given by an instructor. Students must prepare themselves for the experiments they need to perform by reading the posted materials and understanding the experimental procedures. Students will be tested on their preparedness by being required to take a pre-lab quiz before each experiment. The pre-lab quiz consists of a series of questions concerning the experiment you are about to do. The questions are designed to find out whether you have prepared yourself to do the experiment. We require you to go to the lab knowing exactly what you are to do. If everyone knows what he or she is supposed to do, the laboratory will be much safer and more fun.

The pre-lab quizzes are currently delivered through Blackboard. In Blackboard, you will see the Chemistry 115 Site in your course list. That is where you will find links to the lab website and the pre-lab quizzes. Every week, the quiz corresponding to a particular experiment will become available on Monday at 8 AM and will stay available until Friday at 12 PM (noon). After that, the quiz is no longer available. You will have a limited amount of time to submit the answers (15-30 minutes). There are 8 questions per quiz. There is only one attempt possible, and the quiz score will be part of your lab grade for that week. Failing to take the pre-lab quiz before performing an experiment will result in the loss of the 8 points.

Grading:

Each experiment is worth a total of 20 points: 8 for the pre-lab quiz and 12 for the lab report and technique. Each lab report will be graded on a 10-point maximum. In addition to that, you will receive up to 2 points for technique. These points will be given by the instructor based on how well you were prepared for the lab and how well you followed the written procedure and safety rules (see below). Students who violate safety rules and/or the procedure will not receive the 2 points, and in some serious cases they may even have additional points deducted from the total. It is therefore imperative that you follow all safety rules and experimental procedures, as noncompliance will affect your grades.

Graded lab reports will only show a score out of a maximum of 10. On the lab report, there will be a special section where the instructor enters the number of technique points given, which are also stored in a database. After lab reports are graded (typically two weeks after the lab completed, but sometimes it can take longer), the pre-lab score and technique points are added to the graded report score and the total will represent your grade for that week.

Students can pick up graded report sheets from the chemistry stockroom. A lab instructor or other authorized person will hand out graded reports to students upon presentation of an ID.

There will be 13 regular experiments (see online schedule). 100 % attendance is expected for this laboratory. There are no make-up labs. The best 12 scores will be averaged out to give 60% of the final laboratory score, which means that the lowest score will be dropped. Any missed lab receives a zero, even if the pre-lab quiz was taken. In case of a medical or other emergency, a student may be excused from a missed lab at the discretion of the laboratory coordinator. Proper documentation will be required. No student can miss more than one quarter of the total number of experiments regardless of the reason. *Students who miss any four labs during the semester for any reason will automatically fail the course unless they withdraw and their access to the lab will be denied.*

There will be a final exam scheduled during the finals week. The final will consist of multiple choice questions about the laboratory material and will count for 40% of the course grade. No student can pass the course without taking the final exam. In addition, students must score at least 50% on the final exam in order to receive a passing grade in the course.

The final lab score is reported as a percentage of the total number of points possible in lab (including the final exam). Scores are rounded off to the nearest 0.1%. Letter grades will be assigned based on the following absolute scale:

A = 90.0 – 100 %

B = 80.0 – 89.9 %

C = 70.0 – 79.9 %

D = 65.0 – 69.9 %

F = 0.0 – 64.9 %

Laboratory Safety Rules

Any student refusing to obey the safety rules will be asked to leave the laboratory immediately. Students asked to leave the laboratory will not be allowed to return for the remainder of the week and will receive a zero for that experiment. The course instructors fully support the laboratory instructors in the vigorous enforcement of this rule.

It is a good idea NOT to wear expensive clothes to lab and to wear clothes that cover both arms and legs. A locker labeled COATS is available under each workstation. Please place your personal property in this locker when you enter the lab. Personal belongings must never be left on the workbenches. It is acceptable to talk with other people in the lab, but excessive loudness is disruptive. Unnecessary wandering about the laboratory should be avoided because it can cause others to have accidents. A more detailed list of safety rules is given below. Obey these safety rules and any instructions given by the lab instructor. The following policies, if adhered to explicitly, will eliminate the causes of most accidents in the laboratory.

- A. Safety glasses with side shields MUST be worn at all times while you are in the lab. This is an absolute rule. Failure to abide by it is grounds for immediate expulsion from the lab without opportunity to complete the experiment. Safety goggles may be purchased during check-in or you may provide your own.

- B. Common sense should govern your choice of clothing, although SHOES THAT PROTECT THE TOP OF YOUR FEET ARE REQUIRED. Also, everyone must wear clothing that covers the upper torso, upper arms and legs down to the knees. Avoid excessively loose or excessively tight clothing. To protect your clothing from chemical spills, lab coats or aprons can be worn. Latex gloves will be provided upon request if caustic substances must be handled.
- C. Food and drinks are prohibited in the laboratory, as well as smoking or applying make-up. During lab, keep all objects and your hands away from your mouth. Wash your hands before leaving the laboratory.
- D. Never point a test tube containing a reacting mixture or a mixture being heated toward your neighbor or yourself.
- E. When adding one chemical to another, add it slowly at first and observe carefully, as some chemicals can react violently.
- F. If a chemical or a flame contacts you, immediately rinse the affected areas under a rapidly running stream of water. The water can come from the sink, eye wash station, or safety shower (whichever seems appropriate). While you are rinsing have your neighbor summon the laboratory instructor.
- G. Read the label carefully before removing any chemical from its container. Don't touch any chemical unless you have been instructed to do so.
- H. Unless specifically directed to do so, never return unused chemicals to their storage containers. It is important to take no more of a chemical than is required for the experiment.
- I. Dispose of chemicals or solutions in the manner specified in the procedures or as directed by the lab instructor. Always use the specified waste containers provided on the reagent bench (fume hoods) for used chemicals. Paper, matches (after being thoroughly extinguished) and similar materials are discarded in the waste container placed at the end of each bench.
- J. Reagent bottles that are on the reagent benches (fume hoods) should never be taken to your workstation. Use a clean container to carry chemicals to your desk. Do not take more than you need; it is environmentally desirable to discard as little as possible.
- K. Keep all reagents in the precise spot designated for them. If it becomes necessary to take a reagent from its designated spot, return it as quickly as possible. Having a chemical in the wrong place is a common source of accidents.
- L. Immediately clean up any chemicals that you spill or any glassware that is broken. Spill kits are available in the lab – make sure the appropriate kit is used for the kind of chemical spilled – acid, base, organic solvent.
- M. At the end of each laboratory period, wipe off the top of your laboratory desk. Make certain that everything at your desk is in its place. Check to see that the gas and water are turned off.
- N. Unassigned and unauthorized experiments are strictly prohibited. Violation of this rule is subject to the severest disciplinary action.
- O. Working in the lab without the supervision of an instructor is prohibited.
- P. Follow the directions given for the operation of each piece of apparatus.

- Q. Any student who becomes pregnant during the semester should consult with the lab coordinator as soon as this information is known.
- R. Any accidents or injuries must be reported to the instructor immediately. An accident report form must be completed by the instructor.
- S. If you have any doubt about a safety issue during lab, ask the lab instructor before proceeding. If you have any questions or problems either now or later, consult the lab instructor, your lecture instructor, or the lab coordinator.

Students with Disabilities.- *If there is any individual in this class who is in need of academic accommodations and who is registered with the Office of Services for Individuals with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any individual who is not registered with the Office of Services for Individuals with Disabilities but has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY.*

Student conduct in and out of lab

Disruptive, rude, or any other kind of inappropriate behavior by any student is strictly not tolerated, whether displayed towards an instructor, the lab manager, the lab coordinator or other members of the instructional body. Laboratory instructors were given specific guidelines on how to deal with students who do not come to lab prepared and their instructions are to be followed unconditionally by all students. The lab coordinator will be informed of any inappropriate conduct by any student and will immediately remove such a student from the lab. Removal from lab as a result of inappropriate behavior will result in a grade of zero and a block on the student's access to the online course materials and the lab until the situation is resolved with the lab coordinator. No make-ups will be allowed to any student displaying rude or disruptive behavior.

A professional attitude is expected from all students in and out of the lab, the same kind the students expect from their instructors. If a student believes an instructor has treated them unfairly, they should contact the lab coordinator immediately and explain their concerns.

Cheating is absolutely not tolerated in this environment. Any student found cheating will be ejected from the laboratory and will receive an F in the course and may be permanently barred from retaking this laboratory in the future. Examples of behavior that represents cheating are:

- attempts to change results already reported
- attempts to change a grade on a report
- attempts to change grades electronically or otherwise temper with official and unofficial records
- providing false information to an instructor or lab coordinator
- unauthorized collaborations with other students

Consult the student handbook for additional examples of what represents cheating.

Course Objective Matrix

Course Prefix, Number and Title: CHE 111 General Chemistry I and CHE 115 General Chemistry Laboratory 1

Which block(s) of general education does the course serve? Block IVB and Block VII

General Education Learning Objective	1) Demonstrating an understanding of the methods by which humans gather data and make conclusions in the physical sciences.	2) Explaining the major concepts and fundamental processes of the physical sciences	3) Applying the principles and theories of the physical sciences to make reasonable and valid conclusions.	4) Applying scientific knowledge to examine and address issues of personal and public importance.
Course Objective				
A. Dimensional analysis and measurements	MI, QS		KC, CT, MI, QS	KC, CT
B. Atomic structure and classifications of matter	KC	KC	KC, CT, IKD	KC, CT, IKD
C. Chemical formulas and chemical nomenclature		KC	KC, CT	KC, CT
D. Mass balanced problems: solid, solution, gasses.	MI, CT, IKC, QS		KC, CT, QS	KC, CT, MI, IKD
E. Thermochemistry: Heats of reaction	KC, CT	KC	KC, CT, IKD, QS	KC, CT, IKD, QS
F. Periodicity and the periodic table	KC	KC	KC, CT	KC, CT
G. Chemical bonding and molecular geometry	KC, CT	KC	KC, CT	KC, CT, IKD
H. Learning basic laboratory skills and techniques and applying them to find knowledge	KC	KC, CT, IKC	KC, CT, IKC, MI, QS	KC, CT, IKD

Abbreviations: KC = Knowledge comprehension, CT = Critical thinking, IKD = Integration of knowledge across disciplines, IKC = Integration of knowledge across course, MI = Inquiry methods, QS = Quantitative skills

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> X Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Chemistry <hr/> College Arts and Sciences <hr/> *Course Prefix & Number CHE 112 <hr/> *Course Title (30 characters) General Chemistry II <hr/> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date 09/28/05	Date NA
		Graduate Council*
		Council on Academic Affairs
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> X		Approved <input checked="" type="checkbox"/> X Disapproved <input type="checkbox"/>
	10/17/05	12-15-05
College Curriculum Committee		Faculty Senate**
General Education Committee*	12/01/05	NA
Teacher Education Committee*	NA	NA
		Board of Regents**
		Council on Postsecondary Edu.***
		NA

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

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

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

Revise course description along with a change to the prerequisites. The lab component will be separated from the lecture that will decrease the number of credit hours from 5 to 3.

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

Spring 2007

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

B. The justification for this action:

New description will be consistent with the reorganization of our freshman chemistry courses and a new prerequisite includes the lab component added to CHE 111. The lab component of this course will be run as a separate course number.

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

Personnel Impact:

Personnel required for the lab portion of the present course will be transferred to the separated lab courses: CHE 115, CHE 116, or CHE 116H.

Operating Expenses Impact:

Expenses required for the lab portion of the present course will be transferred to the separated lab courses: CHE 115, CHE 116, or CHE 116H.

Equipment/Physical Facility Needs:

Equipment/facilities required for the lab portion of the present course will be transferred to the separated lab courses: CHE 115, CHE 116, or CHE 116H.

Library Resources: None

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

New or Revised* Catalog Text

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

CHE 112 General Chemistry II. (5) (3) I, II. Prerequisite: CHE 111 and 115 with a grade of "C" or better. Prerequisite or co-requisite: CHE 116 or CHE 116H with a grade of "C" or better. Continuation of CHE 111. ~~Coordination compounds, descriptive inorganic chemistry, solution chemistry, and analytical chemistry.~~ Kinetics and equilibrium, solution chemistry, energy changes in chemical reactions, descriptive inorganic chemistry. Prepares students for further studies in chemistry. A withdrawal from CHE 112 must be matched by a withdrawal from CHE 116 or CHE 116H. 3 Lec/6Lab. Gen. Ed. 14. ~~Gen. Ed. VII or IVB with CHE 116 or CHE 116H.~~

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

Course prefix (3 letters) CHE	Course Number (3 Digits) 112	Effective Term (Example: Fall 2001) Spring 2007	College/Division: AS <u> X </u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* CHEM
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u> 3 </u> Laboratory <u> 0 </u> Other _____		Repeatable Maximum No. of Hrs. <u> 0 </u>	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	Cip Code (first two digits only) <u> 40 </u>	
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____				
Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

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

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

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

Course Prefix and No.	Prerequisite: CHE 111 <u> and </u> 115 with a grade of “C” or better.
-----------------------	---

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

Course Prefix and No.	Prerequisite or co-requisite: CHE 116 or CHE 116H with a grade of “C” or <u> better </u> .
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

Proposed General Education Category: Please circle appropriate Block Area (**i.e. III**).

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

General Education Course Approval Form

Department(s): Chemistry

Course Prefix and Number : CHE 112/CHE 116 or CHE 116H

Course Title: General Chemistry II/General Chemistry Lab II

Is this course designed for the core, university general education, or both?

 Both

Identify the general education blocks (Roman numeral and letter) that the course addresses?

 IVB (CHE 112/CHE 116 or CHE116H) & VII(CHE 112)

Course Abstract

1. Describe course content.

CHE 112 is the second part of a general course that encompasses chemistry principles and applications. The material in the course is set up so that every topic covered is needed to fully understand the next subject. The course starts with the introduction of intermolecular forces as defined by non-bonding interactions; this leads to the next topic, which is considered a consequence of intermolecular forces, namely, physical properties of solutions. Then the course focuses on essential principles of chemical kinetics and identifies the most important methods for problem solving in this area. This area is then used to explore chemical equilibrium, how reactions rates affect the equilibrium point of a reaction and how to calculate concentrations and equilibrium constants for different systems. Acid-base chemistry is introduced next. Even though the students should already have an idea of this topic from their General Chemistry I (CHE 111) background, in this section, an in depth review of acid base reactions and their equilibria in solution are presented. As an extension of acid-base chemistry, a brief introduction to chemistry in the atmosphere is done. Here, the students learn about acid rain. The next subject to be studied is an extension of Thermochemistry, introduced in General Chemistry I (CHE 111). The material is expanded to include other concepts such as entropy, free energy, equilibrium and quantitative problems associated with these thermodynamic theories. The last subject in CHE 112 is electrochemistry. Here, students learn about the chemical principles that are required to construct batteries and the changes in the electromotive force under different conditions.

Problem-solving applications are used continually throughout the course. CHE 112 is designed as a service course for a large number of chemistry, health-related and

engineering majors. The course does not require calculus, but it does require a significant amount of algebra.

CHE 116 or CHE 116H is the laboratory part of CHE 112 and it is run as a separate course. Both courses will emphasize practical applications related to intermolecular forces, kinetics, equilibrium, properties of acids and bases, energy changes in chemical processes and electrochemistry. The two courses are co-requisites. The combination of CHE 112 + CHE 116 or CHE 116H satisfies the general education block IVB (physical science laboratory course).

2. Describe the assessment plan for the course.

The principal assessment for this course will be a lengthy (80 questions) multiple-choice test given at the end. The same exam will be given to all sections of CHE 112. The test is constructed to determine if the students have met the course's learning objectives and the general education goals outlined in Block IV (Natural Science). The test to be used is the standardized test prepared by the American Chemical Society, and it is distributed nationwide to all colleges and universities that decide to use it for assessment purposes. The national results are collected by the American Chemical Society and the statistics are available free of charge. Our results will be compared to the national norm for assessment of our General Chemistry program. Additionally, we will continue to evaluate this course with the IDEA survey forms.

Some of the questions in the ACS examination are designed to test laboratory concepts as well, so the use of these tests is justified for the purpose of assessing the laboratory component of the course. A separate assessment for CHE 116 or CHE 116H will be used in the form of a lab final. If so, the final will test concepts introduced in lab that are related to topics presented in lecture.

3. Describe the instructional methods (lecture, discussion, small groups, laboratory or simulation), faculty qualifications, and course coordination.

CHE 112 is a three credit hour course, which consists of three lecture contact hours per week. The lecture format is left to the discretion of the faculty member teaching his/her section of the course; however, all faculty members will be provided with Power Point presentations that contain the entire course material. CHE 112 classes are set up so that no more than 70 students are allowed per section.

CHE 116 will be one credit hour (3 hours of lab per week). Each laboratory section will have 18 students maximum.

CHE 116H will be two credit hours (4 hours of lab per week). There will be one or a maximum of two sections of 18 students. This course is designed for honors students and has a grade of "A" requirement in CHE 111 and CHE 115 as a prerequisite.

Faculty qualifications for teaching CHE 112 are a Ph.D. in Chemistry or related area, or a Master degree in Chemistry or related area, or at least 18 hours of graduate level courses in Chemistry. These qualifications meet SACS requirements.

Minimum qualifications for CHE 116 laboratory teaching are a Bachelor's degree in chemistry or related area.

Minimum qualifications for CHE 116H laboratory teaching are a PhD degree in chemistry.

4. Describe any new resources needed to implement or to assess the course.

No new resources are needed at this time.

Examination questions used in CHE 112, CHE 116 and CHE 116H

We will evaluate student achievement of general education natural science goals using the standardized American Chemical Society General Chemistry Examination. The exam is comprised of 80 multiple-choice questions and includes laboratory questions that assess CHE 116(H) topics. Questions that address general education goals are listed below as examples (the questions listed have been taken from the ACS standardized exam that is currently being used at EKU). It is imperative that confidentiality of these questions be maintained.

For each the following questions, we describe how the question addresses the four general education goals as enumerated in the CHE 112/116/116H syllabi. The four goals (numbered 1 through 4 for simplicity) correspond to goals two, five, seven and eight in the General Education Program Guidelines.

1. Water and octane (C_8H_{18}) are immiscible because
 - a) They both have polar bond which are mutually repulsive.
 - b) Hydrogen bonding between octane molecules causes formation of a bilayer.
 - c) These liquids have different densities.
 - d) One compound is polar and the other is nonpolar.

(Answer: D. This question addresses course objectives A and I [course matrix] and general education goals 2 and 4. With knowledge comprehension of intermolecular bonding interactions, the student should be able to explain why octane, a hydrocarbon, cannot be dissolved in water. This also has to do with earlier knowledge acquired in CHE 111 regarding polarity in molecules and molecular structure theory. Octane is a nonpolar molecule because it is made of carbon and hydrogen atoms distributed in a regular pattern. On the other hand, the concept of dipole is evident from the molecular

geometry of the water molecule. Only through this knowledge, the idea of miscibility can be explained. Furthermore, this is related to everyday activities (general education goal 4) where a nonpolar substances may have to be combined with water; in which case, no mixing should be expected. This is the case of a vinegar and oil mixture used in food preparation; since oil has similar nonpolar properties as octane, it is not miscible with water. Another example of the relation of this questions and its theoretical implications with everyday life is the spill of crude oil on oceans, which is a relatively common occurrence reported in the news. Crude oil can fortunately be recovered from these spills because it does not mix with water. Since intermolecular interactions are studied in the lab, this question is appropriate to assess the laboratory component of the course.).

2. Which statement predicts and explains the relationship between the boiling points of 0.25 m aqueous solutions of sucrose ($C_{12}H_{22}O_{11}$) and calcium chloride ($CaCl_2$)?
- a) The boiling point of the sugar solution is higher because of hydrogen bonding between sugar molecules
 - b) The boiling point of the sugar solution is higher because it has more particles in solution
 - c) The boiling point of the calcium chloride solution is higher because it has more particles in solution
 - d) The boiling point of the sugar solution is higher because of hydrogen bonding between sugar molecules and water molecules.

(Answer: D. This questions addresses general educational goal 3 and course objectives B and I. The question requires critical thinking and thorough comprehension of intermolecular bonding and principles governing solution behavior. The student will have to realize that in the case of calcium chloride, this ionic compound will produce an increase in boiling point that is three times greater than any molecular compound, such as sugar; however, in the sugar case, the students needs to account for the presence of 8 times more hydrogen bonding interactions with water. Because of these latter attractive forces, sugar in water will exhibit a greater increase in boiling point. Note that this reasoning also is consistent with general education goal 4, because the scientific knowledge obtained by studying this phenomenon can be applied towards every day situations. For example, it is commonplace to mix ethylene glycol with water to increase the boiling point so that the mixture can be used in automotive cooling radiators. This is an issue of public importance, and following the implications of this question, a student who has passed this course may realized that an optimum ethylene glycol-water mixture will give the engine the best cooling performance and it will also prevent excess water loss due to evaporation. Since intermolecular interactions and their effect on boiling points are studied in the lab, this question is appropriate to assess the laboratory component of the course.).

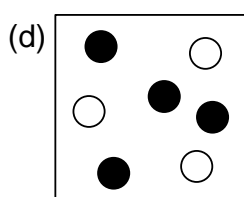
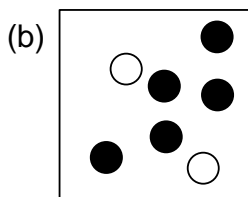
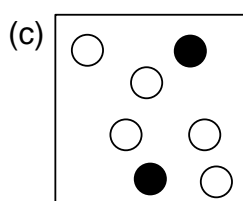
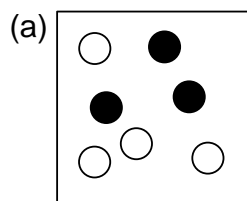
3. Consider these data for the reaction of $A \rightarrow B$. What is the average rate of disappearance of A from 20 to 80 seconds?

Time, s	[A], M
0	0.500
20	0.480
40	0.465
60	0.452
80	0.441
100	0.431
120	0.423
140	0.417
160	0.412

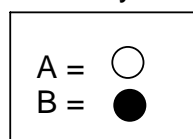
- a) 6.50×10^{-4} M/s
 b) 4.71×10^{-1} M/s
 c) 5.58×10^{-3} M/s
 d) 4.47×10^{-1} M/s

(Answer: A. The question meets course requirement C and general education goal 1. Through this example, students learn how to gather data and how to analyze it quantitatively to make sound conclusions. Knowledge comprehension and critical thinking are required to solve this problem).

4. Which represents the concentrations of the reactants and products at equilibrium if $K = 1.3$ for the reaction of $A \leftrightarrow B$?



Key



(Answer: D. This question meets course objective D and general education goals 3 and 4. By applying principles of chemical equilibria, the student will be able to make a

reasonable conclusion and choose the right answer. Critical thinking and knowledge of chemical principles are needed to know that the equilibrium constant, K , represents the ratio of products over reactants. The ratio of four black circles over 3 white circles is 1.3, which is the value for K).

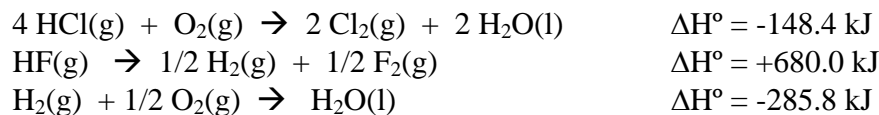
5. Calculate the pH of an aqueous 0.15 M benzoic acid solution. The chemical formula for benzoic acid is C_6H_5COOH and its $K_a = 6.1 \times 10^{-5}$
- 6.3
 - 5.0
 - 4.2
 - 2.5

(Answer: D. The question addresses course objective E and general education goal 2. Thorough knowledge of acid-base theory and quantitative skills are needed. The problems can be solved using simple algebra and a calculator).

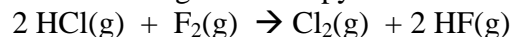
6. Equal volumes of solutions of acids and their sodium salts are mixed to prepare a buffer. The solution with pH closest to 5.0 was prepared by mixing
- 1.0×10^{-5} M hydrochloric acid and 0.1 M NaCl
 - 0.10 M benzoic acid ($K_a = 6.3 \times 10^{-5}$) and 0.10 M sodium benzoate
 - 0.10 M formic acid ($K_a = 4.3 \times 10^{-4}$) and 0.10 M sodium formate
 - 0.10 M butyric acid ($K_a = 1.5 \times 10^{-5}$) and 0.10 M sodium butyrate

(Answer: D. This question fits general education goal 3 and course objective F. The preparation of a buffer solution involves the employment of weak acids and their salts. Knowledge of the mathematical formulas that are used for pH calculations are needed; thus, this problem requires integrated knowledge across the course [acid- base concepts are introduced in CHE 111], critical thinking and quantitative skills).

7. Given:



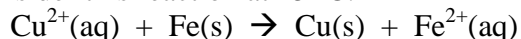
What is the change in enthalpy for this reaction?



- + 988.4 kJ
- + 165.8 kJ
- 165.8 kJ
- 1148.4 kJ

(Answer: D. This question meets general education goals 3, and course objective G. The data gathered for all the ΔH° needs to be arranged in the appropriate order so that it can give the correct results. This can be accomplished by applying what is called Hess's Law, which is a common method used to determine ΔH° for unknown chemical reactions starting from known reactions. Integration of the knowledge acquired in CHE 111, critical thinking and qualitative skills are needed in this topic).

8. Consider this reaction at 25 °C.



When $[\text{Fe}^{2+}] = 2.0 \text{ M}$ and $[\text{Cu}^{2+}] = 1.0 \text{ M}$, which is true?

- a) E is greater than E°
- b) E equals E°
- c) E is less than E°
- d) Both E and E° are equal to zero

(Answer: A. The question addresses course objective H and general education goals 3 and 4. Comprehension of chemical principles governing oxidation-reduction reactions is needed in order to reach the correct answer. Critical thinking and quantitative skills are required to carry out the correct calculations by applying mathematical formulas that describe the chemical process [e.g.: Nerst equation]. The question is particularly related to issues of personal and public importance because oxidation-reduction reactions such as the one shown in this example are processes that take place inside battery cells; and the concentration of electrolytes such as Cu^{2+} and Fe^{2+} in the example can determine the output of a battery in terms of voltage and also how long we can use it).

9. This graph corresponds to a titration of a
- a) Monoprotic weak acid with a strong base
 - b) Diprotic weak acid with a strong base
 - c) Strong monoprotic acid with a strong base
 - d) Weak base with a strong monoprotic acid

(graph not available for inclusion here: in shows a titration curve that starts in the low pH values and displays two equivalence points)

(Answer: B. This question addresses general education objectives 1 and 3, as well as course objectives E, F and I. General knowledge of acids and bases is required here. Students must also be able to interpret a titration curve, a skill learned in lab. Because the curve starts in a low pH region, it must be an acid that it is titrated. They must also recognize that a titration curve showing two equivalence points will correspond to a diprotic acid rather than a monoprotic one. Critical skills can be used here to easily eliminate answers A, C and D. The question clearly assesses CHE 116(H) topics as well.)

10. A student is asked to prepare 50.0 mL of a 0.200 M solution of NaCl from a 0.500 M NaCl solution. Supplies include graduated cylinders, pipets, volumetric flasks,

beakers with volume markings, and distilled water. Which are the **best** pieces of equipment to use to prepare the solution ?

- An appropriately sized pipet and beaker
- Two appropriately sized graduated cylinders
- A graduated cylinder and beaker
- An appropriately sized pipet and volumetric flask

(Answer: D. This questions addresses general education objectives 1, 2 and 3, as well as course objectives B and I. This is a very good question to assess the lab component and also expands on previous knowledge, gained in CHE 111 and 115. Students will have learned the accuracy of various instruments/glassware that can be used to prepare solutions. They now need to be able to quickly eliminate equipment that is not accurate enough, given the precision required by the problem – 3 significant digits. This question successfully assesses multiple components and objectives across the general chemistry laboratory course sequence CHE 115 + CHE 116/116H.

It is important to emphasize that the course is designed sequentially, so that the understanding of the first topic (course objective A) is needed in order to comprehend the second or third topic. Because of this format, the course integrates all previously covered material throughout each subject. Additionally, students often must recall principles learned in the previous course (CHE 111), so that they fully understand the new concepts and theories. This course requires analytical thinking and qualitative skills that were learned in CHE 111. This is a course that requires extensive calculations and the ability to use multiple methodologies to solve a problem.

Who will be the course coordinator? _____ Dr. Daniel Tofan (tentative)

Recommendation:

			<u>Approve?</u>	
			Yes	No
Department Chair(s):	_____	Date: _____		
College Dean(s)*:	_____	Date: _____	Yes	No
College Curriculum Committee (Chair)*:	_____	Date: _____	Yes	No
General Education Committee (Chair):	_____	Date: _____	Yes	No

12/6/2005

*If necessary

Syllabus and the Course Objective Matrix for CHE 112, CHE 116 and CHE 116H

The Chemistry Department usually opens one section of CHE 112 in the fall semester and two sections in spring semester. All tenured and tenure-track faculty in the Chemistry Department will teach at least one section of CHE 112 at one point in their career. On occasions, part-time instructors are needed to teach CHE-112.

Graduate students and other part-time instructors are generally assigned to CHE 116 laboratory sections. A faculty member will be in charge of running CHE 116H. The higher expectations put on the students enrolled in CHE 116H require higher qualifications from the instructors.

The following is a copy of a syllabus used recently, but to it has been added the course information (in italics) that all faculty who teach CHE 112 will have to include in the future. The course objectives indicated correspond to the minimum, and they are consistent with university general education guidelines and allow the course to fulfill general education requirements. Individual instructors are permitted to add to the course objectives and goals to suit their particular approach and/or needs to the course. Boxed paragraphs will not be included in the syllabi; they are additional explanations related to the general education goals.

Dr. C.Zambrano's sample syllabus:

Eastern Kentucky University
Department of Chemistry
Introductory Chemistry II (CHE 112)
Summer 2005 (MTWR 8:00 –9:30 AM)

Professor: Dr. Cesar Zambrano
Office: Moore 312
Phone: 622-8669
E-mail: cesar.zambrano@eku.edu
Office Hours: MWF 10 – 11 AM

A grade of "C" or better in CHE 111 is required for enrollment in CHE 112. Students who attempt to enroll in CHE 112 without a "C" in CHE 111 will be disenrolled from CHE 112.

Textbook.- The textbook to be used will be "Chemistry" by R. Chang (McGraw-Hill 8th Edition).

General Education Goals.- *CHE 112 is a general education course that is designed to meet the following general education goals:*

1. *Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.*

2. *Analyze fundamental natural processes of the world and the interactions of humans and their environment.*
3. *Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.*
4. *Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.*

This course will expand on the principles learned in General Chemistry I (CHE 111) and it will introduce students to new chemical phenomena involving chemical reactions. This course will fully develop students' critical thinking and analytical skills. Additionally, the course will help students develop systematic methodologies to quantitatively solve chemical problems; and through these methodologies, students will be able to comprehend fully real-world events.

Course Description and objectives.- *This course is designed and organized so that the students can acquire a thorough understanding of the principles that govern the properties of solutions, including acids, bases and salts. Further emphasis is placed on fundamental thermodynamic principles that dictate the direction of chemical changes and also their relationship to chemical reactions rates. At the completion of this course the student should be able to analyze each of the following areas:*

1. *Intermolecular forces in solids and liquids.*
2. *Physical properties of solutions: boiling point and freezing point.*
3. *Chemical kinetics*
4. *Chemical equilibrium*
5. *Acids and bases*
6. *Solubility and acid-base equilibria*
7. *Entropy, free energy and equilibrium*
8. *Electrochemistry*

Course Requirements

Homework.- Homework problems for each chapter are listed in the syllabus. The assigned problems are the minimum amount of exercises you must do. It is strongly recommended that you work all the problems with given answers at the end of the book. If the instructor thinks it is necessary, additional homework may be assigned during the semester.

Exams.- Three partial exams will be given throughout the semester. The exams will contain multiple-choice questions.

- The lowest score achieved on these exams will be dropped, and there will be no make-up tests for any exam.
- If a student misses a partial exam, the score for this exam will be replaced by the score obtained in the final.

- Only the most unusual of circumstances will provide any exceptions to this policy.

The final exam for CHE 112 is a Comprehensive ACS (American Chemical Society) joint final and will be given on the date established by University policies. This exam will cover the entire material lectured during the semester. The final exam score cannot be eliminated.

Exam Schedule:

Exam I Wednesday, June 22, 2005

Exam II Thursday, June 30, 2005

Exam III Monday, July 11, 2005

Quizzes.- Quizzes will be given regularly during the semester. Some of them will be unannounced quizzes given at the beginning of class, while others will be announced and given through Blackboard. The quizzes will contain multiple-choice questions.

Blackboard.- This class will use blackboard extensively. All handouts and power point slides presented in class will be available through blackboard. You may choose to download them and/or print them. Grade information will also be available through blackboard. It is the responsibility of each student to ensure that all information in blackboard is up to date.

Attendance Policy.- Even though student attendance will not be checked, regular attendance is recommended so that you do well in this course. You are responsible for all information and announcements given in class.

Grades for this course are determined by the student's performance on the following basis:

Partial exams	= 40 %
Quizzes	= 15 %
Homework	= 5 %
Final exam	= 20 %
Laboratory*	= 20 %

Grading Scale 90-100% = **A**, 80-89% = **B**, 70-79% = **C**, 60-69% = **D**, <60% = **F**

* At the time this syllabus was written, the laboratory portion of the class corresponded to 20 % of the total grade for CHE 112. Beginning the Fall of 2006, this will no longer be the case, because the laboratory portion of CHE 112 will be offered as a separate course, CHE 116, and it will have a different instructor and it will be graded separately.

Other Important Announcements

Students with Disabilities.- If there is any individual in this class who is in need of academic accommodations and who is registered with the Office of Services for Individuals with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any individual who is not registered with the Office of Services for Individuals with Disabilities but has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY.

Tentative Syllabus

- Week 1: Chapter 11: Intermolecular Forces.
Homework problems: 10, 16, 20, 42, 84, 94, 100, 106, 114, 130, 134
- Chapter 12: Properties of Solution.
Homework problems: 16, 18, 22, 36, 38, 54, 62, 66, 76, 90
- Week 2: Chapter 13: Chemical Kinetics.
Homework problems: 18, 22, 28, 38, 52, 62, 66, 84, 96
- Week 3: Chapter 14 : Chemical Equilibria.
Homework problems: 16, 18, 28, 30, 44, 56, 72, 82, 90
- Week 4: Chapter 15: Acid and Bases.
Homework problems: 24, 34, 48, 60, 68, 80, 92, 102, 114
- Chapter 16: Acid-Base Equilibria.
Homework problems: 10, 16, 24, 28, 44, 48, 62, 84, 98, 114
- Week 5: Chapter 18: Entropy and Free Energy.
Homework problems: 10, 14, 24, 38, 52, 58, 68, 76
- Week 6: Chapter 19: Electrochemistry.
Homework problems: 14, 18, 24, 30, 34, 48, 66, 74, 94

Since CHE 116 and CHE 116H are new courses, proposed syllabi are included below.

CHE 116 – General Chemistry Laboratory II

Fall 2006 Syllabus

Description

Continuation of CHE 115. CHE 116 is the required laboratory part of CHE 112. 1 credit hour (3 laboratory hours per week). Pre-requisites: CHE 111 and CHE 112 with a grade of "C" or better.

The laboratory and the associated lecture are co-requisites, meaning that students must take them both at the same time, unless they already have credit for one of the two. A student who drops either the lecture or the lab must drop both at the same time. If one portion is failed and the other one is completed successfully, than it is not necessary to repeat both. If CHE 116 is repeated, than a grade of "C" or better is required in CHE 112.

General Education Goals.- *CHE 116 is (in combination with CHE 112) a general education course that is designed to meet the following general education goals:*

5. *Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.*
6. *Analyze fundamental natural processes of the world and the interactions of humans and their environment.*
7. *Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.*
8. *Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.*

Course Description and objectives.- *To advance laboratory skills achieved in CHE 115 for investigating chemical systems and improve problem solving skills. Chemical principles learned in the introductory chemistry courses will be applied to "real" chemical systems. At the completion of this course the student should have practical laboratory skills in the following areas:*

1. *Intermolecular forces in solids and liquids.*
2. *Physical properties of solutions: boiling point and freezing point.*
3. *Chemical kinetics*
4. *Chemical equilibrium*
5. *Acids and bases*
6. *Solubility and acid-base equilibria*
9. *Entropy, free energy and equilibrium*
10. *Electrochemistry*

The following experimental topics will tentatively be covered in this laboratory course to match the course objectives above:

- Qualitative and quantitative analysis of ions

- Advanced acid-base chemistry, buffers
- Heat in chemical processes
- Kinetics
- Equilibrium
- Synthesis and analysis of materials
- Growing crystals
- UV-VIS spectroscopy
- Electrochemistry
- Virtual labs on computer

Laboratory coordinator (tentative)

Dr. Daniel Tofan, Ph.D.

Office: 339 Moore

Laboratory web site: <http://people.eku.edu/Tofand/lab116/index.html>

Office hours: W 11:00-12:00, W 1:30 – 3:30, F 10:00 – 11:00 and by appointment

Laboratory location and hours

The lab is located in Moore 323. Each laboratory section meets once a week according to the hours posted in the online catalog. Students will not be allowed to stay after closing time and will have to turn in their report as is.

Schedule and materials

The schedule of experiments is posted online on the laboratory website. Every experiment will have a link pointing to a PDF file that contains all materials related to a particular experiment. Students must check the website every week to obtain these materials, as well as observe any changes in the schedule of experiments or other information.

Safety glasses are also available for purchase for \$5 in the lab during check-in week, or through the chemistry stockroom. Safety glasses are mandatory.

Laboratory preparation

Students must prepare themselves for the experiments they need to perform by reading the posted materials and understanding the experimental procedures. Students will be tested on their preparedness by being required to take a pre-lab quiz before each experiment. The pre-lab quiz consists of a series of questions concerning the experiment you are about to do. The questions are designed to find out whether you have prepared yourself to do the experiment. We require you to go to the lab knowing exactly what you are to do. If everyone knows what he or she is supposed to do, the laboratory will be much safer and more fun.

The pre-lab quizzes are currently delivered through Blackboard. In Blackboard, you will see the Chemistry 116 Site in your course list. That is where you will find links to the lab website and the pre-lab quizzes. There are 8 questions per quiz. There is only one attempt possible, and the quiz score will be part of your lab grade for that week. Failing to take the pre-lab quiz before performing an experiment will result in the loss of the 8 points.

Grading:

Each experiment is worth a total of 20 points: 8 for the pre-lab quiz and 12 for the lab report and technique. Each lab report will be graded on a 10-point maximum. In addition to that, you will receive up to 2 points for technique. These points will be given by the instructor based on how well you were prepared for the lab and how well you followed the written procedure and safety rules (see below). Students who violate safety rules and/or the procedure will not receive the 2 points, and in some serious cases they may even have additional points deducted from the total. It is therefore imperative that you follow all safety rules and experimental procedures, as noncompliance will affect your grades.

Graded lab reports will only show a score out of a maximum of 10. On the lab report, there will be a special section where the instructor enters the number of technique points given, which are also stored in a database. After lab reports are graded (typically one week after the lab is completed), the pre-lab score and technique points are added to the graded report score and the total will represent your grade for that week.

Students can pick up graded report sheets from the chemistry stockroom. A lab instructor or other authorized person will hand out graded reports to students upon presentation of an ID.

There will be 13 regular experiments (see online schedule). 100 % attendance is expected for this laboratory. There are no make-up labs. The best 12 scores will be averaged out to give 60% of the final laboratory score, which means that the lowest score will be dropped. Any missed lab receives a zero, even if the pre-lab quiz was taken. In case of a medical or other emergency, a student may be excused from a missed lab at the discretion of the laboratory coordinator. Proper documentation will be required. No student can miss more than one quarter of the total number of experiments regardless of the reason. *Students who miss any four labs during the semester for any reason will automatically fail the course unless they withdraw and their access to the lab will be denied.*

There will be a final exam scheduled during the finals week. The final will consist of multiple choice questions about the laboratory material and will count for 40% of the course grade. No student can pass the course without taking the final exam. In addition, students must score at least 50% on the final exam in order to receive a passing grade in the course.

The final lab score is reported as a percentage of the total number of points possible in lab (including the final exam). Scores are rounded off to the nearest 0.1%. Letter grades will be assigned based on the following absolute scale:

A = 90.0 – 100 %

B = 80.0 – 89.9 %

C = 70.0 – 79.9 %

D = 65.0 – 69.9 %

F = 0.0 – 64.9 %

Guidelines for completing the lab report

The following rules must be observed when completing the report sheet:

- your name and section number must be printed legibly; the instructors may refuse to grade a report sheet if they cannot read your full name and you will not get any points
- only white paper may be used to print the report sheet, colored paper is not acceptable
- it is highly recommended that lab materials be printed from the PDF file provided rather than photocopied from someone else; if a photocopy is made, it must be neat, without black streaks or other copier generated marks that makes reading the report harder than necessary; the instructor on duty may refuse to check you in if your report sheet does not comply with these rules
- when filling out the report sheet with your data:
 - o your handwriting must be legible
 - o the report must be neat – avoid erasures and corrections; use a separate sheet to collect data if necessary
 - o watch for spelling errors – you may lose points
 - o follow instructions on the report sheet very carefully – if names of compounds are required, don't write formulas, etc.
 - o briefly explain anything that is not standard that appears on your report sheet
 - o don't write in the top area of the report – it is reserved for administrative use
 - o make sure you don't spill chemicals (or even water) on your report sheet – stains will cause you to lose points

Up to two points may be deducted by the grader if your report is messy. If your handwriting is illegible, the grader may refuse to grade your report and you will not receive any points. Always check with the lab instructor or the lab coordinator if you have questions.

Procedure for Check-in (mandatory for the first week of lab)

During the first week of lab you will need to "check-in" to lab. This process is **mandatory** and must be completed in order to start the labs the following week. No shows during the check-in week will be dropped. The only exceptions will be students who had a documented emergency. In such a case, present all documentation to the lab coordinator in order to be allowed in lab. Follow the instructions below for "check-in".

1. Go to lab with your scheduled section (you may not attend a different section unless you received permission from the coordinator).
2. Obtain a copy of the laboratory syllabus (this document) and read it in its entirety. Obtain a copy of the safety sheet from the instructor. Go to your assigned workstation.
3. Purchase a pair of safety glasses (or you may provide your own). Wear them all the time you are in the laboratory.
4. Take the laboratory tour and identify all the items listed on the safety sheet. Provide written answers to all the questions on the sheet. Check your assigned drawer. Make sure that all the items listed on the check-in sheet are in your assigned drawer and are in good condition – clean, no chips or cracks.

Any items that are not in such condition will be replaced – just let the instructor know.

5. Review the summary of safety rules printed on the sheet and sign. Turn in the signed sheet to your instructor, together with your answers to the orientation questions. The instructor will review your answers, and if they are proper, will check you out for the week. You are then ready to start performing the experiments the following week.

Your signature on the safety sheet represents your agreement to follow all laboratory policies, procedures and safety rules while you are in the CHE 116 laboratory, as well as follow all instructions given by a lab instructor, lab manager or lab coordinator in or out of lab. Non compliance with any of these rules will result in ejection from the lab and possible failure of the associated course.

Laboratory Safety Rules

Any student refusing to obey the safety rules will be asked to leave the laboratory immediately. Students asked to leave the laboratory will not be allowed to return for the remainder of the week and will receive a zero for that experiment. The course instructors fully support the laboratory instructors in the vigorous enforcement of this rule.

It is a good idea NOT to wear expensive clothes to lab and to wear clothes that cover both arms and legs. A locker labeled COATS is available under each workstation. Please place your personal property in this locker when you enter the lab. Personal belongings must never be left on the workbenches. It is acceptable to talk with other people in the lab, but excessive loudness is disruptive. Unnecessary wandering about the laboratory should be avoided because it can cause others to have accidents. A more detailed list of safety rules is given below. Obey these safety rules and any instructions given by the lab instructor. The following policies, if adhered to explicitly, will eliminate the causes of most accidents in the laboratory.

- A. Safety glasses with side shields MUST be worn at all times while you are in the lab. This is an absolute rule. Failure to abide by it is grounds for immediate expulsion from the lab without opportunity to complete the experiment. Safety goggles may be purchased during check-in or you may provide your own.
- B. Common sense should govern your choice of clothing, although SHOES THAT PROTECT THE TOP OF YOUR FEET ARE REQUIRED. Also, everyone must wear clothing that covers the upper torso, upper arms and legs down to the knees. Avoid excessively loose or excessively tight clothing. To protect your clothing from chemical spills, lab coats or aprons can be worn. Latex gloves will be provided upon request if caustic substances must be handled.
- C. Food and drinks are prohibited in the laboratory, as well as smoking or applying make-up. During lab, keep all objects and your hands away from your mouth. Wash your hands before leaving the laboratory.
- D. Never point a test tube containing a reacting mixture or a mixture being heated toward your neighbor or yourself.
- E. When adding one chemical to another, add it slowly at first and observe carefully, as some chemicals can react violently.

- F. If a chemical or a flame contacts you, immediately rinse the affected areas under a rapidly running stream of water. The water can come from the sink, eye wash station, or safety shower (whichever seems appropriate). While you are rinsing have your neighbor summon the laboratory instructor.
- G. Read the label carefully before removing any chemical from its container. Don't touch any chemical unless you have been instructed to do so.
- H. Unless specifically directed to do so, never return unused chemicals to their storage containers. It is important to take no more of a chemical than is required for the experiment.
- I. Dispose of chemicals or solutions in the manner specified in the procedures or as directed by the lab instructor. Always use the specified waste containers provided on the reagent bench (fume hoods) for used chemicals. Paper, matches (after being thoroughly extinguished) and similar materials are discarded in the waste container placed at the end of each bench.
- J. Reagent bottles that are on the reagent benches (fume hoods) should never be taken to your workstation. Use a clean container to carry chemicals to your desk. Do not take more than you need; it is environmentally desirable to discard as little as possible.
- K. Keep all reagents in the precise spot designated for them. If it becomes necessary to take a reagent from its designated spot, return it as quickly as possible. Having a chemical in the wrong place is a common source of accidents.
- L. Immediately clean up any chemicals that you spill or any glassware that is broken. Spill kits are available in the lab – make sure the appropriate kit is used for the kind of chemical spilled – acid, base, organic solvent.
- M. At the end of each laboratory period, wipe off the top of your laboratory desk. Make certain that everything at your desk is in its place. Check to see that the gas and water are turned off.
- N. Unassigned and unauthorized experiments are strictly prohibited. Violation of this rule is subject to the severest disciplinary action.
- O. Working in the lab without the supervision of an instructor is prohibited.
- P. Follow the directions given for the operation of each piece of apparatus.
- Q. Any student who becomes pregnant during the semester should consult with the lab coordinator as soon as this information is known.
- R. Any accidents or injuries must be reported to the instructor immediately. An accident report form must be completed by the instructor.
- S. If you have any doubt about a safety issue during lab, ask the lab instructor before proceeding. If you have any questions or problems either now or later, consult the lab instructor, your lecture instructor, or the lab coordinator.

Student conduct in and out of lab

Disruptive, rude, or any other kind of inappropriate behavior by any student is strictly not tolerated, whether displayed towards an instructor, the lab manager, the lab coordinator or other members of the instructional body. Laboratory instructors were given specific guidelines on how to deal with students who do not come to lab

prepared and their instructions are to be followed unconditionally by all students. The lab coordinator will be informed of any inappropriate conduct by any student and will immediately remove such a student from the lab. Removal from lab as a result of inappropriate behavior will result in a grade of zero and a block on the student's access to the online course materials and the lab until the situation is resolved with the lab coordinator. No make-ups will be allowed to any student displaying rude or disruptive behavior.

A professional attitude is expected from all students in and out of the lab, the same kind the students expect from their instructors. If a student believes an instructor has treated them unfairly, they should contact the lab coordinator immediately and explain their concerns.

Cheating is absolutely not tolerated in this environment. Any student found cheating will be ejected from the laboratory and will receive an F in the course and may be permanently barred from retaking this laboratory in the future. Examples of behavior that represents cheating are:

- attempts to change results already reported
- attempts to change a grade on a report
- attempts to change grades electronically or otherwise temper with official and unofficial records
- providing false information to an instructor or lab coordinator
- unauthorized collaborations with other students

Consult the student handbook for additional examples of what represents cheating.

CHE 116H – General Chemistry Laboratory II Honors

Fall 2006 Syllabus

Description

Continuation of CHE 115. CHE 116 or 116H is the required laboratory part of CHE 112. 2 credit hours (4 laboratory hours per week).

Pre-requisites: CHE 111 and CHE 112 with a grade of "A" or departmental approval.

Chemistry 116H is an Honors course: it is assumed that you are highly enthusiastic about science; willing to work hard; are an independent learner who is not afraid to ask questions, and to figure out "what you need to know, and how to learn it."

The laboratory and the associated lecture are co-requisites, meaning that students must take them both at the same time, unless they already have credit for one of the two. A student who drops either the lecture or the lab must drop both at the same time. If one portion is failed and the other one is completed successfully, then it is not necessary to repeat both. If CHE 116H is repeated, then a grade of "B" or better is required in CHE 112.

General Education Goals.- CHE 116H is (in combination with CHE 112) a general education course that is designed to meet the following general education goals:

9. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
10. Analyze fundamental natural processes of the world and the interactions of humans and their environment.
11. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
12. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.

Course Description and objectives.- To advance laboratory skills achieved in CHE 115 for investigating chemical systems and improve problem solving skills. Chemical principles learned in the introductory chemistry courses will be applied to "real" chemical systems. Students will learn how to write their own laboratory procedures based on investigating a given problem and working in a team to find a solution. At the completion of this course the student should have practical laboratory skills in the following areas:

1. Intermolecular forces in solids and liquids.
2. Physical properties of solutions: boiling point and freezing point.
3. Chemical kinetics
4. Chemical equilibrium
5. Acids and bases
6. Solubility and acid-base equilibria
11. Entropy, free energy and equilibrium

12. *Electrochemistry*

To advance laboratory skills achieved in CHE 115 for investigating chemical systems and improve problem solving skills. Chemical principles learned in the introductory chemistry courses will be applied to "real" chemical systems. Students will learn how to write their own laboratory procedures based on investigating a given problem and working in a team to find a solution.

The following experimental topics will tentatively be covered in this laboratory course to match the course objectives above:

- Qualitative and quantitative analysis of ions
- Advanced acid-base chemistry, buffers
- Heat in chemical processes
- Kinetics
- Equilibrium
- Synthesis and analysis of materials
- Growing crystals
- UV-VIS spectroscopy
- Electrochemistry
- Virtual labs on computer

Laboratory coordinator (tentative)

Dr. Daniel Tofan, Ph.D.

Office: 339 Moore

Laboratory web site: <http://people.eku.edu/Tofand/lab116h/index.html>

Office hours: W 11:00-12:00, W 1:30 – 3:30, F 10:00 – 11:00 and by appointment

Laboratory location and hours

The lab is located in Moore 323. Each laboratory section meets once a week according to the hours posted in the online catalog. Students will not be allowed to stay after closing time and will have to turn in their report as is.

Schedule and materials

The schedule of experiments is posted online on the laboratory website. Every experiment will have a link pointing to a PDF file that contains all materials related to a particular experiment. Students must check the website every week to obtain these materials, as well as observe any changes in the schedule of experiments or other information.

Safety glasses are also available for purchase for \$5 in the lab during check-in week, or through the chemistry stockroom. Safety glasses are mandatory.

Laboratory preparation

Students must prepare themselves for the experiments they need to perform by reading the posted materials and understanding the experimental procedures. Students will be tested on their preparedness by being required to take a pre-lab quiz before each experiment. The pre-lab quiz consists of a series of questions concerning the experiment you are about to do. The questions are designed to find

out whether you have prepared yourself to do the experiment. We require you to go to the lab knowing exactly what you are to do. If everyone knows what he or she is supposed to do, the laboratory will be much safer and more fun.

The pre-lab quizzes are currently delivered through Blackboard. In Blackboard, you will see the Chemistry 116 Site in your course list. That is where you will find links to the lab website and the pre-lab quizzes. There are 8 questions per quiz. There is only one attempt possible, and the quiz score will be part of your lab grade for that week. Failing to take the pre-lab quiz before performing an experiment will result in the loss of the 8 points.

Laboratory set-up and format of experiments

Moore 323 is equipped with Dell computers and data collection devices. This setup will be used extensively for this laboratory. Here is how this laboratory is organized:

- during the first week, students will check into lab and will be introduced to the usage of computers and software for data collection through an introductory activity
- in subsequent weeks, students will work in teams of 3; teams will be fixed throughout the semester, but may be reorganized by the instructor or coordinator if students drop the course; there should be 6 teams each semester
- the semester will be divided in 6 two-week periods; each period, one student serves as project manager; the role of the project manager is to organize the work such that each student does a specific part, then they discuss all the work and put the results together
- during the first week of each period, the instructor will give each team a project; there will be three different projects given each week, and only two teams will work on the same project, although not together
- the team needs to come up with a detailed procedure based on the task to be performed; a comprehensive list of glassware, chemicals and apparatus available to the students will be given at the beginning of the semester; creative ideas are encouraged
- details of the experiment are not given (how much to use of what, in what order, etc); instead, generic information and a guide to what methods should be used is provided; under the guidance of the instructor, each team will experiment with glassware, instruments and chemicals to come up with an acceptable procedure
- during the second week of each period, each team will perform two experiments, developed by other teams in the section; each team will evaluate their peers based on the effectiveness of their written procedures; these evaluations will be taken into account by the instructors for grading purposes
- all installations must be assembled and disassembled by the students; the role of the lab manager is minimal in this lab; we need a check-out procedure in place, so that students obtain necessary equipment from a storeroom close to the lab the day they need it
- each experiment will result in the writing of a lab report to present the results (one report per team)

Grading:

Each experiment is worth a total of 40 points. The distribution of the points will be the following:

10 points for the organization of the lab report

10 points for the accuracy of the experimental results

10 points for the quality of their written procedure (week 1) and experimental technique (week 2)

10 points for the effectiveness of procedure written the previous week, as evaluated by peers

Credit will be distributed as follows: 40% to the project manager and 30% to each member; project managers rotate so that each student gets to be PM the same number of times as their teammates. The project manager is responsible for turning in the reports to the instructor and for providing the instructor with a list of tasks that each team member has accomplished.

There will be 12 reports for the semester per team. 100 % attendance is expected for this laboratory. There are no make-up labs. No lab will be dropped. A student who missed a lab session receives no more than 50% of the score given to their team (affected by the percentages above). *Students who miss any three weeks during the semester will automatically fail the course unless they withdraw and their access to the lab will be denied, regardless of the reasons for their absence.*

There will be a final exam scheduled during the finals week. The final will consist of multiple choice questions about the laboratory material and will count for 40% of the course grade. No student can pass the course without taking the final exam. In addition, students must score at least 50% on the final exam in order to receive a passing grade in the course.

The final lab score is reported as a percentage of the total number of points possible in lab (including the final exam). Scores are rounded off to the nearest 0.1%. Letter grades will be assigned based on the following absolute scale:

A = 90.0 – 100 %

B = 80.0 – 89.9 %

C = 75.0 – 79.9 %

D = 70.0 – 74.9 %

F = 0.0 – 69.9 %

Procedure for Check-in (mandatory for the first week of lab)

During the first week of lab all students must “check-in” to lab and take the introductory activity. This process is **mandatory** and must be completed in order to start the guided inquiry labs the following week. No shows during the check-in week will be dropped. The only exceptions will be students who had a documented emergency. In such a case, present all documentation to the lab coordinator in order to be allowed in lab.

Follow the instructions below for “check-in”.

6. Obtain a copy of the laboratory syllabus (this document) and read it in its entirety. Obtain a copy of the safety sheet from the instructor. Go to your assigned workstation. Meet your future teammates as assigned by the instructor. If you have preference for specific teammates, let the instructor know right away.

7. Purchase a pair of safety glasses (or you may provide your own). Wear them all the time you are in the laboratory.
8. Take the laboratory tour and identify all the items listed on the safety sheet. Provide written answers to all the questions on the sheet. Check your assigned drawer. Make sure that all the items listed on the check-in sheet are in your assigned drawer and are in good condition – clean, no chips or cracks. Any items that are not in such condition will be replaced – just let the instructor know.
9. Perform the introductory activity as instructed.
10. Review the summary of safety rules printed on the sheet and sign. Turn in the signed sheet to your instructor, together with your answers to the orientation questions. The instructor will review your answers, and if they are proper, will check you out for the week. You are then ready to start performing the experiments the following week.

Your signature on the safety sheet represents your agreement to follow all laboratory policies, procedures and safety rules while you are in the CHE 116H laboratory, as well as follow all instructions given by a lab instructor, lab manager or lab coordinator in or out of lab. Non compliance with any of these rules will result in ejection from the lab and possible failure of the associated course.

Laboratory Safety Rules

Any student refusing to obey the safety rules will be asked to leave the laboratory immediately. Students asked to leave the laboratory will not be allowed to return for the remainder of the week and will receive a zero for that experiment. The course instructors fully support the laboratory instructors in the vigorous enforcement of this rule.

It is a good idea NOT to wear expensive clothes to lab and to wear clothes that cover both arms and legs. A locker labeled COATS is available under each workstation. Please place your personal property in this locker when you enter the lab. Personal belongings must never be left on the workbenches. It is acceptable to talk with other people in the lab, but excessive loudness is disruptive. Unnecessary wandering about the laboratory should be avoided because it can cause others to have accidents. A more detailed list of safety rules is given below. Obey these safety rules and any instructions given by the lab instructor. The following policies, if adhered to explicitly, will eliminate the causes of most accidents in the laboratory.

- T. Safety glasses with side shields MUST be worn at all times while you are in the lab. This is an absolute rule. Failure to abide by it is grounds for immediate expulsion from the lab without opportunity to complete the experiment. Safety goggles may be purchased during check-in or you may provide your own.
- U. Common sense should govern your choice of clothing, although SHOES THAT PROTECT THE TOP OF YOUR FEET ARE REQUIRED. Also, everyone must wear clothing that covers the upper torso, upper arms and legs down to the knees. Avoid excessively loose or excessively tight clothing. To protect your clothing

from chemical spills, lab coats or aprons can be worn. Latex gloves will be provided upon request if caustic substances must be handled.

- V. Food and drinks are prohibited in the laboratory, as well as smoking or applying make-up. During lab, keep all objects and your hands away from your mouth. Wash your hands before leaving the laboratory.
- W. Never point a test tube containing a reacting mixture or a mixture being heated toward your neighbor or yourself.
- X. When adding one chemical to another, add it slowly at first and observe carefully, as some chemicals can react violently.
- Y. If a chemical or a flame contacts you, immediately rinse the affected areas under a rapidly running stream of water. The water can come from the sink, eye wash station, or safety shower (whichever seems appropriate). While you are rinsing have your neighbor summon the laboratory instructor.
- Z. Read the label carefully before removing any chemical from its container. Don't touch any chemical unless you have been instructed to do so.
- AA. Unless specifically directed to do so, never return unused chemicals to their storage containers. It is important to take no more of a chemical than is required for the experiment.
- BB. Dispose of chemicals or solutions in the manner specified in the procedures or as directed by the lab instructor. Always use the specified waste containers provided on the reagent bench (fume hoods) for used chemicals. Paper, matches (after being thoroughly extinguished) and similar materials are discarded in the waste container placed at the end of each bench.
- CC. Reagent bottles that are on the reagent benches (fume hoods) should never be taken to your workstation. Use a clean container to carry chemicals to your desk. Do not take more than you need; it is environmentally desirable to discard as little as possible.
- DD. Keep all reagents in the precise spot designated for them. If it becomes necessary to take a reagent from its designated spot, return it as quickly as possible. Having a chemical in the wrong place is a common source of accidents.
- EE. Immediately clean up any chemicals that you spill or any glassware that is broken. Spill kits are available in the lab – make sure the appropriate kit is used for the kind of chemical spilled – acid, base, organic solvent.
- FF. At the end of each laboratory period, wipe off the top of your laboratory desk. Make certain that everything at your desk is in its place. Check to see that the gas and water are turned off.
- GG. Unassigned and unauthorized experiments are strictly prohibited. Violation of this rule is subject to the severest disciplinary action.
- HH. Working in the lab without the supervision of an instructor is prohibited.
- II. Follow the directions given for the operation of each piece of apparatus.
- JJ. Any student who becomes pregnant during the semester should consult with the lab coordinator as soon as this information is known.

KK. Any accidents or injuries must be reported to the instructor immediately. An accident report form must be completed by the instructor.

LL. If you have any doubt about a safety issue during lab, ask the lab instructor before proceeding. If you have any questions or problems either now or later, consult the lab instructor, your lecture instructor, or the lab coordinator.

Student conduct in and out of lab

Disruptive, rude, or any other kind of inappropriate behavior by any student is strictly not tolerated, whether displayed towards an instructor, the lab manager, the lab coordinator or other members of the instructional body. Laboratory instructors were given specific guidelines on how to deal with students who do not come to lab prepared and their instructions are to be followed unconditionally by all students. The lab coordinator will be informed of any inappropriate conduct by any student and will immediately remove such a student from the lab. Removal from lab as a result of inappropriate behavior will result in a grade of zero and a block on the student's access to the online course materials and the lab until the situation is resolved with the lab coordinator. No make-ups will be allowed to any student displaying rude or disruptive behavior.

A professional attitude is expected from all students in and out of the lab, the same kind the students expect from their instructors. If a student believes an instructor has treated them unfairly, they should contact the lab coordinator immediately and explain their concerns.

Cheating is absolutely not tolerated in this environment. Any student found cheating will be ejected from the laboratory and will receive an F in the course and may be permanently barred from retaking this laboratory in the future. Examples of behavior that represents cheating are:

- attempts to change results already reported
- attempts to change a grade on a report
- attempts to change grades electronically or otherwise temper with official and unofficial records
- providing false information to an instructor or lab coordinator
- unauthorized collaborations with other students

Consult the student handbook for additional examples of what represents cheating.

Course Objective Matrix

Course Prefix, Number and Title: CHE 112, General Chemistry IIWhich block(s) of general education does the course serve? Block IVB and Block VII

	General Education Learning Objective			
	1) Demonstrating an understanding of the methods by which humans gather data and make conclusions in the physical sciences.	2) Explaining the major concepts and fundamental processes of the physical sciences	3) Applying the principles and theories of the physical sciences to make reasonable and valid conclusions.	4) Applying scientific knowledge to examine and address issues of personal and public importance.
Course Objective				
A. Intermolecular forces in solids and liquids.		KC, CT	KC, CT	KC, CT
B. Physical properties of solutions	KC, CT, QS	CT, MI, QS	KC, CT, MI, QS	KC, CT, MI, QS
C. Chemical kinetics	KC, MI, CT	KC, CT, QS	KC, CT, MI, QS	KC, CT
D. Chemical equilibrium	KC	KC, MI	KC, CT, QS	KC, CT
E. Acids and bases	KC, MI	KC	IKC, KC, CT	KC, CT
F. Solubility and acid-base equilibria	KC	KC, MI, CT, QS	KC, MI, CT, QS, IKC	KC, CT, IKD
G. Entropy, free energy and equilibrium		CT, IKC, QS	KC, CT, IKC, QS	KC, CT, IKD
H. Electrochemistry		CT	KC, CT, QS	KC, CT, IKD
I. Learning basic laboratory skills and techniques and applying them to find knowledge	KC, MI	KC, CT, IKC, MI	KC, CT, IKC, MI, QS	KC, CT, IKD

Abbreviations: KC = Knowledge comprehension, CT = Critical thinking, IKD = Integration of knowledge across disciplines, IKC = Integration of knowledge across course, MI = Inquiry methods, QS = Quantitative skills

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Chemistry Arts and Sciences CHE 107 Introductory Chemistry Lab Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">09/28/05</td> <td style="text-align: center;">Graduate Council* NA</td> </tr> <tr> <td colspan="3" style="text-align: center;"> Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/17/05</td> <td style="text-align: center;">Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">12/01/05</td> <td style="text-align: center;">Faculty Senate** NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">Board of Regents** NA</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Council on Postsecondary Edu.*** NA</td> </tr> </table>		<u>Date</u>	<u>Date</u>	Departmental Committee	09/28/05	Graduate Council* NA	Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>			College Curriculum Committee	10/17/05	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05	General Education Committee*	12/01/05	Faculty Senate** NA	Teacher Education Committee*	NA	Board of Regents** NA			Council on Postsecondary Edu.*** NA
	<u>Date</u>	<u>Date</u>																					
Departmental Committee	09/28/05	Graduate Council* NA																					
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>																							
College Curriculum Committee	10/17/05	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05																					
General Education Committee*	12/01/05	Faculty Senate** NA																					
Teacher Education Committee*	NA	Board of Regents** NA																					
		Council on Postsecondary Edu.*** NA																					

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise the format of the lab component to CHE 101 and CHE 105 as a separate course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: The lab component of CHE 101 and CHE 105 will be a separate joint course, which will become a prerequisite for CHE 102. The combined lab course for the two lecture courses will increase efficiency. It also helps to resolve some transfer problems with other schools.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Personnel formerly assigned to the CHE 101/105 lab portion will be used for this course.</p> <p>Operating Expenses Impact: Expenses formerly assigned to the CHE 101/105 lab portion will be used for this course.</p> <p>Equipment/Physical Facility Needs: Equipment/facilities formerly assigned to the CHE 101/105 lab portion will be used for this course.</p> <p>Library Resources: None</p>
---	---

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

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

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

New or Revised* Catalog Text

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

CHE 107 Introductory Chemistry Lab. (1) I, II. Prerequisite: completion of all developmental requirements;
Prerequisite or co-requisite: CHE 101 or CHE 105. Laboratory component of CHE 101 and CHE 105. Basic laboratory
techniques, methods of separation, types of chemical reactions, solution preparation, titrations, household chemicals,
molecular modeling. 2 Lab. Gen. Ed. IVB with CHE 101 or CHE 105.

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

Course prefix (3 letters) CHE	Course Number (3 Digits) 107	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* CHEM
Credit Hrs. 1	Weekly Contact Hrs. Lecture <u>0</u> Laboratory <u>2</u> Other _____		Repeatable Maximum No. of Hrs. <u>0</u>	
Schedule Type* (List all applicable) 2	Work Load (for each schedule type) 1.5	Grading Mode* N	Cip Code (first two digits only) <u>40</u>	
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____				
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ Prerequisite: completion of all developmental requirements.

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ Prerequisite or co-requisite: CHE 101 or CHE 105.

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Chemistry College Arts and Sciences *Course Prefix & Number CHE 115 *Course Title (30 characters) General Chemistry Lab I *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/28/05	<u>Date</u> NA
Departmental Committee		Graduate Council*
	Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
		Council on Academic Affairs
College Curriculum Committee	10/17/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	12/01/05	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a lab component to CHE 111.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>The lab component of CHE 111 will be a separate course, which will become a prerequisite for CHE 112. The addition of a lab component will allow CHE 111/115 to be used for general education.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Personnel formerly assigned to CHE 112 lab portion will be used for this course.</p> <p>Operating Expenses Impact: Expenses formerly assigned to CHE 112 lab portion will be used for this course.</p> <p>Equipment/Physical Facility Needs: Equipment/facilities formerly assigned to CHE 112 lab portion will be used for this course.</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CHE 115 General Chemistry Lab I. (1) I, II. Prerequisite or co-requisite: CHE 111. Laboratory component of CHE 111. Basic laboratory techniques, methods of separation, types of chemical reactions, solution preparation and standardization, titrations, molecular modeling, qualitative analysis, gases, virtual labs on computer. 3 Lab. Gen. Ed. IVB with CHE 111.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Chemistry College Arts and Sciences *Course Prefix & Number CHE 116 *Course Title (30 characters) General Chemistry Lab II *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/28/05	<u>Date</u> NA
Departmental Committee		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	10/17/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	12/01/05	NA
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To run the lab component to CHE 112 as a separate course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>The lab component of CHE 112 will be a separate course to fulfill the needs of transfer students. Approximately half of the material from the former CHE 112 lab portion will be moved to CHE 115 (lab component to CHE 111).</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Reduction of credit hours compared to the former CHE 112 lab will reduce the need for personnel by ~50%.</p> <p>Operating Expenses Impact: Reduction of credit hours compared to the former CHE 112 lab will reduce the need for expenses by ~50%.</p> <p>Equipment/Physical Facility Needs: Reduction of credit hours compared to the former CHE 112 lab will reduce the need for equipment/facilities by ~50%.</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CHE 116 General Chemistry Lab II. (1) I, II. Prerequisites: CHE 111 and 115 with a grade of "C" (2.0) or better. Prerequisite or co-requisite: CHE 112 with a grade of "C" (2.0) or better. Laboratory component of CHE 112. Kinetics, equilibrium, UV-VIS spectroscopy, introductory qualitative and quantitative analysis, electrochemistry, virtual labs on computer. 3 Lab. Gen. Ed. IVB with CHE 112.

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

Course prefix (3 letters) CHE	Course Number (3 Digits) 116	Effective Term (Example: Fall 2001) Spring 2007	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* CHEM
Credit Hrs. 1	Weekly Contact Hrs. Lecture <u>0</u> Laboratory <u>3</u> Other _____		Repeatable Maximum No. of Hrs. <u>0</u>	
Schedule Type* (List all applicable) 2	Work Load (for each schedule type) 2.25	Grading Mode* N	Cip Code (first two digits only) <u>40</u>	
Class Restriction, if any: (undergraduate only)			FR _____ JR _____ SO _____ SR _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ Prerequisites: CHE 111 and 115 with a grade of “C” (2.0) or better.

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ Prerequisite or co-requisite: CHE 112 with a grade of “C” (2.0) or better.

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

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

Course prefix (3 letters) CHE	Course Number (3 Digits) 115	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <u> X </u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* CHEM
Credit Hrs. 1	Weekly Contact Hrs. Lecture <u> 0 </u> Laboratory <u> 3 </u> Other _____		Repeatable Maximum No. of Hrs. <u> 0 </u>	
Schedule Type* (List all applicable) 2	Work Load (for each schedule type) 2.25	Grading Mode* N	Cip Code (first two digits only) <u> 40 </u>	
Class Restriction, if any: (undergraduate only)			FR _____ JR _____ SO _____ SR _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ Prerequisite or co-requisite: CHE 111.

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Chemistry Arts and Sciences CHE 116H Gen. Chemistry Honors Lab II
Proposal Approved by:		
	<u>Date</u> 09/28/05	
Departmental Committee		<u>Date</u> NA
	Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	<u>Date</u> 10/17/05	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	<u>Date</u> 12/01/05	<u>Date</u> 12-15-05
Teacher Education Committee*	<u>Date</u> NA	Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
		<u>Date</u> NA NA NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To run the lab component to CHE 112 as a separate course for students obtaining high academics marks from CHE 111/115 ("honors students"). A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	The lab component of CHE 112 will be a separate course to fulfill the needs of transfer students. Approximately half of material from the former CHE 112 lab portion will be moved to CHE 115 (lab component to CHE 111). We want to create a special course for students obtaining high academics marks from CHE 111/115, in which we will introduce open-ended inquiry-based lab activities.
C. The projected cost (or savings) of this proposal is as follows:	Personnel Impact: Reduction of personnel by 2 contact hours per week compared to the former CHE 112 lab. Operating Expenses Impact: Expenses already needed for CHE 116 will be used for this course. Equipment/Physical Facility Needs: Equipment/facilities already needed for CHE 116 will be used for this course. Library Resources: None

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

New or Revised* Catalog Text

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

CHE 116H Gen. Chemistry Honors Lab II. (2) I, II. Prerequisites: CHE 111 and CHE 115 with a grade of "A" (4.0), or departmental approval. Prerequisite or co-requisite: CHE 112 with a grade of "B" (3.0) or better. Laboratory component of CHE 112 for honors students. Kinetics, equilibrium, UV-VIS spectroscopy, introductory qualitative and quantitative analysis, electrochemistry, virtual labs on computer, open-ended inquiry-based activities. 4 Lab. Gen. Ed. IVB with CHE 112.

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

Course prefix (3 letters) CHE	Course Number (3 Digits) 116H	Effective Term (Example: Fall 2001) Spring 2007	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* CHEM
Credit Hrs. 2	Weekly Contact Hrs. Lecture <u>0</u> Laboratory <u>4</u> Other _____		Repeatable Maximum No. of Hrs. <u>0</u>	
Schedule Type* (List all applicable) 2	Work Load (for each schedule type) 3	Grading Mode* N	Cip Code (first two digits only) <u>40</u>	
Class Restriction, if any: (undergraduate only)			FR _____ JR _____ SO _____ SR _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ Prerequisites: CHE 111 and CHE 115 with a grade of “A” (4.0), or departmental approval.

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ Prerequisite or co-requisite: CHE 112 with a grade of “B” (3.0) or better.

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Chemistry B.A.</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 09/28/05	<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Graduate Council* <u>NA</u> Council on Academic Affairs _____
College Curriculum Committee	<u>Date</u> 10/17/05	Approved X Disapproved _____ 12-15-05
General Education Committee*	<u>Date</u> 12/01/05	Faculty Senate** _____
Teacher Education Committee*	<u>Date</u> NA	Board of Regents** _____ Council on Postsecondary Edu.*** <u>NA</u>
*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.) Changes in the general chemistry courses cause changes in the major requirements for the Chemistry B.A. Program. A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To ensure all course changes are reflected in the program major requirements	
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 ~~strickethrough~~ 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 ~~strickethrough~~ for deletions and underlines for additions.)

Chemistry (B.A.)

Major Requirements.....~~30~~31 hrs

CHE 111, 115, 112, 116 or 116H, 325, 361, 362, 366, 367, 470, plus six hours of upper division chemistry electives (which may include FOR 411).

Supporting Course Requirements.....14-54 hrs

Chemistry Option.....14 hrs

MAT 124*; PHY 131 or 201; PHY 132 or 202.

Chemistry Teaching Option**.....54 hrs

MAT 124*; PHY 131 or 201; PHY 132 or 202; CNM 101, 102; EDF 103, 203; EPY 319, 413; SED 401; ESE 490, 499, 551; GLY 302

General Education Requirements.....37-40 hrs

Standard General Education program, excluding course categories 14, 15, 16 and 21. Additionally, Category 13 is excluded for the Teaching option. Refer to Section four of this *Catalog* for details on the General Education and University Requirements.

University Requirement.....1 hr ASO 100

Free Electives.....~~3-42~~5-42 hrs

Total Curriculum Requirement.....128 hrs

*A preparatory course in mathematics (MAT 109) may be required before admission to MAT 124.

**Following this curriculum and passing the appropriate standardized teacher exams will lead to certification to teach chemistry at the secondary education level.

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

Part I

(Check one)	Department Name	Chemistry		
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences		
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number			
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)			
<input type="checkbox"/> New Program (Part III)	*Program Title	Chemistry B.S.		
<input checked="" type="checkbox"/> Program Revision (Part III)	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input checkbox"="" type="checkbox/>)</td> </tr> <tr> <td><input type="/> Program Suspended (Part III)		*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	09/28/05	Graduate Council* Date: NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	10/17/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Date: 12-15-05
General Education Committee*	12/01/05	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents** Council on Postsecondary Edu.*** Date: NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Changes in the general chemistry courses cause changes in the major requirements for the Chemistry B.S. Program and restrict courses for upper chemistry credit.

A. 2. Effective date: (Example: Fall 2001)
Fall 2006

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

B. The justification for this action:
To ensure all course changes are reflected in the program major requirements and chemistry faculty have decided that CHE 349 and CHE 349A-H are not rigorous enough to count for upper division chemistry requirement.

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 ~~strickthrough~~ 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 ~~strickthrough~~ for deletions and underlines for additions.)

Chemistry (B.S.)

Major Requirements.....41-~~41~~ 45 hrs

Chemistry Core:28-~~28~~ 29 hrs

CHE 111, 115, 112, 116 or 116H, 325, 361, 362, 366, 367, 471, 472, 473, and must include one of the following options:

Options**

Biochemistry Option.....13 hrs

CHE 480, 481, 525, 530, 531, 532

Chemistry Option.....16 hrs

CHE 480, 481, 515, 525, 530, 550. For the program to be approved by the ACS, the student must elect six additional hours of advanced chemistry courses.

Supporting Course Requirements.....22 - ~~37~~ 34 hrs

Biochemistry.....34 hrs

BIO 121; 131 or 141; 315 or 320; MAT 124*, 224, 225; PHY 201, 202.

Chemistry.....22 hrs

MAT 124*, 224, 225; PHY 201, 202. A year of foreign language is recommended.

General Education Requirements.....~~34~~ 34-37 hrs

Standard General Education program, excluding course categories 03, 14, 15, 16 and 21 (chemistry) or course categories 03, 13, 14, 15, 16 and 21 (biochemistry). Refer to Section four of this *Catalog* for details on the General Education and University Requirements.

University Requirement.....1 hr ASO 100

Free Electives.....~~24~~ 17-24 hrs

Total Curriculum Requirement.....128 hrs

*A preparatory course in mathematics (MAT 109) may be required before admission to MAT 124.

**CHE 349 or 349A-H may not be used to satisfy area, major, or minor requirements.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Chemistry <hr/> College Arts and Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Forensic Science B.S. (Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input type="checkbox"/> <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 09/28/05	<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	<u>Date</u> 10/17/05	Graduate Council* <u>Date</u> NA Council on Academic Affairs
General Education Committee*	<u>Date</u> 12/01/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>Date</u> 12-15-05
Teacher Education Committee*	<u>Date</u> NA	Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** <u>Date</u> NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Changes in the general chemistry courses cause changes in the major requirements for the Forensic Science B.S. program.	
A. 2. Effective date: (Example: Fall 2001) Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To ensure all course changes are reflected in the program major requirements.	
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 ~~strickthrough~~ 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 ~~strickthrough~~ for deletions and underlines for additions.)

Forensic Science (B.S.)

Major Requirements.....49-~~55~~56 hrs

Core Requirements:39-40 hrs

CHE 111, 115, 112, 116 or 116H, 325, 361, 362, 366, 367, 470, FOR 301, 411, 465, 495*, and must include one of the following options.

Forensic Chemistry Option.....16 hrs

FOR 421, 451, six hours of 400 level forensic science electives, three hours upper division chemistry electives.**

Forensic Biology Option.....10-11 hrs

BIO 315, 331 or 531; CHE 530 or 531.

Supporting Course Requirements.....24-25 hrs

BIO 121, LAS 210 or PLS 316, MAT 124*** or 261***; PHY 131 or 201; PHY 132 or 202; STA 270.

General Education Requirements.....35-38 hrs

Standard General Education program, excluding course categories 03, 13, 14, 15, 16 and 21. Refer to Section four of this *Catalog* for details on the General Education and University Requirements.

University Requirement.....1 hr

ASO 100

Free Electives.....~~43-48~~ 12-20 hrs

Total Curriculum Requirement.....128 hrs

Must have a cumulative GPA of 2.5/4.0 or better

* May be retaken to a maximum of 12 hours, but only the required six hours are counted toward the major.

**CHE 330, 349, and 495 may not be used toward the upper division chemistry requirement.

***A preparatory course in mathematics (MAT 109) may be required before admission to calculus.

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name Earth Sciences	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College Arts and Sciences	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number GLY 108	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters) Introductory Geology	
<input type="checkbox"/> Program Revision (Part III)	*Program Title (Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	08/31/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	10/17/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	12/01/05	Faculty Senate** NA
Teacher Education Committee*	10/25/05	Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To revise the title and course description of the Physical Geology class to make it more topical.

A. 2. Effective date: (Example: Fall 2001)
Fall 2006

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

B. The justification for this action:
To develop a better and more interesting Physical Geology class.

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

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

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

New or Revised* Catalog Text

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

GLY 108 ~~Introductory Geology~~ Plate Tectonics: The Active Earth. (3) I, II. Investigation of the Earth as it exists and functions today, the materials that compose the Earth, the processes that act upon and within the Earth, and the interrelationship of both materials and processes with human activity. ~~Credit will not be awarded to students who have credit for GLY 107.~~ 2 Lec/2 Lab. Gen. Ed. 14. Gen. Ed. IVB, VII, or VIII.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	108	Fall 2006	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ERTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____ **Credit will not be awarded to students who have credit for GLY 107.**

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

General Education Course Approval Form

Department(s): ___Earth Sciences_____

Course Prefix and Number : __Gly 108_____

Course Title: An Ancient Active Earth and Us_____

Is this course designed for the core, university general education, or both?

_____Both_____

Identify the general education blocks (Roman numeral and letter) that the course addresses?

__IV, VII, VIII_____

Course Abstract

1. Describe course content.

Gly 108 is re-designed from a Physical Geology survey course to a theme course with Plate Tectonics as its foundation. This allows exploration of the overarching concepts of: (1) deep time – the 4.6 billion year old Earth; (2) energy – that causes mantle convection, that drives plate tectonics; (3) plate movement – that causes earthquakes, rearranges continents, and builds mountains; and (4) energy – that melts rock, causing volcanic eruptions. All will be explored with respect to their interaction with humans inhabiting this planet's surface.

2. Describe the assessment plan for the course.

Assessment for general education will be a short multiple choice section of the final exam. This portion of the final exam will be the same for all sections of this course and Earth Sciences other general education offerings.

We will continue to evaluate this course using the IDEA surveys and by soliciting student comments to evaluate the success of the course in student eyes.

3. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

This is a 3 credit laboratory science course. It will comprise two contact hours of lecture and two hours lab. Lecture instructors will meet SACS guidelines for lecturers.

Labs will be taught by MS Geoscience candidates under the supervision of a lecture instructor.

Dr. Stewart Farrar will be the coordinator for this course.

4. Describe any new resources needs to implement or assess the course.

The Department of Earth Sciences will propose to purchase 6-8 laptops with wireless connections for use in the Gly 108 lab in order to access online exercises and data in this revised class.

Who will be the course coordinator? _____Dr. Stewart Farrar_____

Recommendation:

		<u>Approve?</u>	
Department Curriculum Committee (Chair):	_____	Date: _____	Yes No
College Dean(s)*:	_____	Date: _____	Yes No
College Curriculum Committee (Chair)*:	_____	Date: _____	Yes No
General Education Committee (Chair):	_____	Date: _____	Yes No

*If necessary

General Education Matrix

Department of Earth Sciences

Gly 108: An Ancient Active Earth and Us

Blocks IVB, VII, VIII

Dr. Stewart S. Farrar

<i>Gen Ed Objective</i> Course Objective	<i>Demonstrate an understanding of the methods by which humans gather data and make conclusions in physical sciences.</i>	<i>Explain the major concepts and fundamental processes of physical sciences.</i>	<i>Apply the principles and theories of physical sciences to make reasonable and valid conclusions.</i>	<i>Apply scientific knowledge to examine and address issues of personal and public importance.</i>
1. Understand the concept of geologic time	MI, CT, QS	KC, IC, ID	KC, IC, CT	KC, IC, CT
2. Understand plate tectonic theory	MI, KC, CT	KC, IC, CT	KC, CT	KC, IC, ID, CT
3. Understand relationship of earthquakes and volcanoes to plate tectonics and to civilization.	MI, IC, ID	KC, IC, CT, ID	MI, KC, CT, ID	IC, ID, CT

Key: **KC** Knowledge & comprehension

CT Critical thinking

IC Integration of knowledge, across course

ID Integration of knowledge, across disciplines

MI Methods of inquiry, discipline

QS Application of quantitative skills

**Geology 108: An Ancient Active Earth and Us
Fall 2006**

Instructor: Dr. Stewart S. Farrar
Office: Roark 3
Office Hours: TBD
Lecture: TBD
Lab: TBD

Phone: 622-1279
E-mail: stewart.farrar@eku.edu

Textbooks:

- (1) Smith, M.J. and Southard, J.B.: **Earth's Dynamic Geosphere**, American Geological Institute, 2001.
- (2) **Other Readings to be determined.**

Course Goals:

1. Understand the concept of geologic time: an ancient Earth (Gen Ed goals #2, #5, #7, #8)
2. Understand plate tectonics (Gen Ed goals #2, #5, #7, #8)
3. Understand relationship of volcanoes to plate tectonics and to civilization (Gen Ed goals #2, #5, #7, #8)

General Education Course Goals:

- #2 Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
- #5 Analyze the fundamental natural processes of the world and the interactions of humans and their environment.
- #7 Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
- #8 Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.

This course will introduce students to the fundamental concepts and processes of the geologic discipline, and teach students how to apply these basic principles to issues of personal and societal interest. In this course, students will learn a) how geologists collect data about the natural world, b) how geologic data are analyzed and interpreted, and c) how to draw conclusions from data to evaluate geologic impacts on personal and societal issues, in this case, on the challenges that we face as a result of major earthquakes and volcanic eruptions. Critical thinking skills are essential in this course and are needed to

- 1) apply general principles of geology to specific problems,
- 2) frame a geologic question and learn what data to gather,
- 3) organize and interpret data in a variety of forms, and
- 4) relate numerical and graphical representations to physical reality.

Methods of Assessment/Evaluation:

3 Exams @ 100 points each..... 50 %

Reading/Writing Assignments.....	30 %
Lab Activities.....	20 %

Extra Credit:

There will be a local field trip / report for extra credit.

Attendance Policy:

All parts of this course are considered important, and the student is responsible for all assignments. Grades will suffer for lack of attendance and participation. Any assignments/tests missed without a reason acceptable to the instructor will receive an F. Students should contact me by email as soon as possible when an unavoidable absence occurs – do not wait.

Course Topics Include (but are not limited to):

- Geologic (Deep) time
 - Relative
 - Absolute
- Earth Energy Cycle/System
- Plate Tectonics
 - Development of concept
 - Theory
 - Evidence over 100's of millions of years
 - Evidence now (GPS, earthquakes, active volcanoes)
- Earthquakes, mountain building, and us
- Volcanoes and us
- What does the future hold?

Laboratory Exercises

Laboratory exercises will be an integral part of the course. Some have already been developed, as this course has been taught as a summer course for K-12 teachers. (e.g., Deep Time on a Sidewalk). Others are included in the text (e.g., computer exercises to locate earthquake epicenters and magnitudes). More will be developed specifically for this course.

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Earth Sciences Arts and Sciences NAT 172 The Physical Environment
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	08/31/05	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	10/17/05	Council on Academic Affairs Approved X Disapproved 12-15-05
General Education Committee*	12/01/05	Faculty Senate** NA
Teacher Education Committee*	10/25/05	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change this class from a NAT class to a GLY class, and to revise the title and description. A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To develop an introductory lab science course in environmental geology with greater relevancy to students.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

NAT GLY 172 The Physical Environment- Geology and Human Health. (3) I, II. Formerly NAT 172.
~~This course explores aspects of the earth sciences (meteorology, oceanography, geology, and chemistry), emphasizing common concepts. Everyday experiences are used to illustrate physical principles. Credit will not be awarded to students who have credit for NAT 173. This course is designed to help students understand how their interaction with the physical environment can impact their health, and to use this information to make informed, intelligent decisions about their behavior and choices related in everyday life. 2 Lec/2 Lab. Gen-Ed. 14. Gen. Ed. IVB or VII.~~

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

Course prefix (3 letters) GLY	Course Number (3 Digits) 172	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* ERTH
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit will not be awarded to students who have credit for NAT 173.
Course Prefix and No.	Formerly NAT 172.
Course Prefix and No.	

Proposed General Education Category: Please circle appropriate Block Area (i.e. III).

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

General Education Course Approval Form

Department(s): Earth Sciences

Course Prefix and Number : GLY 172

Course Title: Geology and Human Health

Is this course designed for the core, university general education, or both?

Both

Identify the general education blocks (Roman numeral and letter) that the course addresses?

IV, VII, VIII

Course Abstract

1. Describe course content.

This course is designed to help students understand how their interaction with the physical environment can impact their health, and to use this information to make informed, intelligent decisions about their behavior and choices related in everyday life. Students will specifically learn about geologic processes that occur and earth materials that exist in the area where they work, live and participate in recreational activities and how these processes and materials can cause positive and negative impacts on their wellness.

2. Describe the assessment plan for the course.

Assessment for general education will be a short multiple choice section of the final exam. This portion of the final exam will be the same for all sections of this course and other general education offerings in the Department of Earth Sciences.

We will continue to evaluate this course using the IDEA surveys and by soliciting student comments to evaluate the success of the course in students' eyes.

3. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

This is a 3 credit laboratory science course. It is an integrated lecture/lab class that is coded as 1 hour of lecture plus 2 hours (4 contact hours) of lab. Lecture instructors will meet SACS guidelines for lecturers.

Dr. Danita LaSage will be the coordinator for this course.

4. Describe any new resources needs to implement or assess the course.

None

Who will be the course coordinator? Dr. Danita LaSage

Recommendation:

		<u>Approve?</u>	
Department Curriculum Committee (Chair): _____	Date: _____	Yes	No
College Dean(s)*: _____	Date: _____	Yes	No
College Curriculum Committee (Chair)*: _____	Date: _____	Yes	No
General Education Committee (Chair): _____	Date: _____	Yes	No

*If necessary

General Education Matrix

Department of Earth Science

Geology and Human Health (GLY 172)

Breadth of knowledge / Depth of knowledge

Instructor: Danita LaSage

<i>Gen Ed Objective</i> Course Objective	<i>Demonstrate an understanding of the methods by which humans gather data and make conclusions in physical sciences.</i>	<i>Explain the major concepts and fundamental processes of physical sciences.</i>	<i>Apply the principles and theories of physical sciences to make reasonable and valid conclusions.</i>	<i>Apply scientific knowledge to examine and address issues of personal and public importance.</i>
Evaluate the geologic environment of an area and assess potential health effects that might be attributed to that environment	MI, QS, CT	KC, IC	IC, CT, QS	IC, ID, CT
Predict exposure pathways through which interactions with earth materials may influence human health		KC, IC	KC, CT, IC	KC, IC, ID, CT
Analyze a cost/benefit assessment of interactions between humans and their physical environment	MI, QS		KC, CT, QS	KC, IC, ID, CT

Key: **KC** Knowledge & comprehension

CT Critical thinking

IC Integration of knowledge, across course

ID Integration of knowledge, across disciplines

MI Methods of inquiry, discipline

QS Application of quantitative skills

**Eastern Kentucky University
Department of Earth Sciences
Geology 172
Course Syllabus, Fall 2006**

Course Title: **Geology and Human Health**
Instructor: Dr. D. M. LaSage
Phone: 622-1506
Office hours: MW 10 am – 11 am,
or by appt.
Dept. phone: 859-622-1273

Credit Hours: 3
Office: Memorial Science 179
email: Danita.LaSage@eku.edu
DMLaSage@aol.com
Class meets: MW 11:15 – 12:05 am.
Moore 100

Course Description This course is designed to help students understand how their interaction with the physical environment can impact their health, and to use this information to make informed, intelligent decisions about their behavior and choices related in everyday life.

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

- Evaluate the geologic environment of an area and assess potential health effects that might be attributed to that environment;
- Predict exposure pathways through which interactions with earth materials may influence human health; and
- Analyze a cost/benefit assessment of interactions between humans and their physical environment.

General Education Goals Satisfied by this Course

2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
5. Analyze the fundamental natural processes of the world and interactions of humans and their environment.
7. Distinguish methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
8. Integrate knowledge that will deepen student understanding of, and inform students of their own choices about, issues of personal and public importance.

Instructional Materials

There is no required text for this course. However, I recommend a cheap copy of an environmental geology book such as *Environmental Geology*, 6th ed., by Carla W. Montgomery.

We'll also use computers throughout the course – *if you don't have an email address, you absolutely must run right out and get one*. Right now. Go away immediately and don't come back without an email address. And make sure that you enter it in your Blackboard account! This is a requirement! Why? Because I send out lots of emails during the semester, and you don't want to be the **only person in class** who didn't get the word!

Course Requirements, Evaluation Procedures, and Policies

Expectations - I expect you to attend classes and labs, and I expect you to be on time! I expect you to stay with us until class is over – don't schedule work or other appointments during class time unless you email me ahead of time so that I know you aren't just being rude.

In return, you can expect me to do my very best to teach you well, to invest a significant amount of time and energy into the lab and to come prepared. You can expect me to be available to you for extra help outside of class. You can expect me to treat you with respect and patience, and to understand that science may not be one of your talents. You can expect me to listen to you when you disagree with me, even though I may not change my mind. Finally, you can expect me to treat each student equally as far as grades, policies, and procedures (that means no special favors for any one student or group of students).

Assessments: - You can earn up to 1000 points in GLY 172. You earn them several ways, including class activities (which reflect your reading and your attendance), homework, quizzes, and your individual research as reflected by your lab grades.

Classwork and homework - Classwork and homework are worth a maximum of 100 points each towards your final grade. Classwork is group-based, and cannot be made up! There will be classwork done almost every class period, so you will be accumulating points towards your grade whenever you come to class. There will be 6 homework assignments, and I will drop the lowest score. I will not add all 6 scores together! I will NOT ACCEPT late homework.

Quizzes - Quizzes are worth up to 50 points each. Quizzes might include material that you feel wasn't really emphasized in class, and will definitely include "critical thinking" questions that you should be able to answer based on what you learned, but that we didn't specifically mention in class. That means you need to pay attention, and you need to ask about anything you don't understand! There will be a total of 11 quizzes given, and I will drop your lowest quiz score.

Research project – We'll use the lab part of class two ways: first, you'll practice some basic "science skills." Then you'll do an individual research project (we'll walk you through it!). Your lab work is worth up to 300 points towards your final course grade. Therefore I strongly encourage you to attend lab and do a good job! Please note: for GLY 172, lab is a research project that is critical to your class grade – to pass GLY 172, you MUST pass the lab portion!

Extra Credit - You can earn extra credit in this course, enough to bump you from, say, a C+ to a B-. I will post (on Blackboard) an approved reading list. If you like, you can choose one (*one!*) of the books on the list and read it over the course of the semester, keeping a reading journal as you go. The rules for the reading journal will also be posted on Blackboard. **I will add up to 50 points to your final course grade** for your reading journal (more detailed instructions are posted on Blackboard). Once you've selected a title, it will be your responsibility to find a copy to borrow or buy.

SAVE EVERYTHING that has a grade on it! If there is a discrepancy in my gradebook your proof will be your graded paper. For example: if you email a homework assignment to me, and you're sure I graded it and gave it back to you, but it doesn't show up in my gradebook – you will need to produce that piece of paper to convince me that I am wrong! By the way, when I receive an email homework assignment, I will send you a confirmation email. If you don't get the confirmation, I didn't get the email.

Grades

Here's the breakdown for grade assignment:

<u>Activity:</u>	<u>Maximum points possible:</u>
Classwork	100
Homework	100
Quizzes	500
<u>Lab</u>	<u>300</u>
<i>Total</i>	<i>1000</i>

Here's the breakdown for grade assignment:

- A - 900 to 1000 points
- B – 800 to 899
- C – 700 to 799

Week 14

The Perfect Storm – severe weather and health hazards
Homework #6 – tornadoes and hurricanes
Quiz #11 – Severe weather case studies

References cited:

Association of American Colleges, 1988, *A New Vitality in General Education*, Task Group on General Education, 61 p., ISBN 0-911696-41-5.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Mathematics and Statistics <hr/> College Arts and Sciences <hr/> *Course Prefix & Number MAT 285 <hr/> *Course Title (30 characters) Discrete Mathematics <hr/> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/26/05	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
	11/14/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
College Curriculum Committee		12-15-05
General Education Committee*	NA	NA
Teacher Education Committee*	12/13/05	NA
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the course number of Discrete Mathematics.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: As part of our major revision, we realized that this course should be a 300-level course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: No change</p> <p>Operating Expenses Impact: No change</p> <p>Equipment/Physical Facility Needs: No change</p> <p>Library Resources: No change</p>

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

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

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

New or Revised* Catalog Text

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

MAT 285 306 Discrete Mathematics. (3) I, II. Formerly MAT 285. Prerequisites: MAT 214, MAT 224, STA 270 with minimum grades of "C" and at least 2.5 GPA in all mathematics courses. Counting principles, permutations, combinations, recurrence relations, graphs, representations of graphs as matrices, trees, networks, difference equations, and linear programming.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MAT	306	Fall 2006	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. Formerly MAT 285.

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Mathematics and Statistics <hr/> College Arts and Sciences <hr/> *Course Prefix & Number MAT 301 <hr/> *Course Title (30 characters) Transition to Advanced Mathematics <hr/> *Program Title (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/26/05	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	<u>Date</u> 11/14/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	<u>Date</u> NA	Faculty Senate** <u>Date</u> NA
Teacher Education Committee*	<u>Date</u> 12/13/05	Board of Regents** <u>Date</u> NA
		Council on Postsecondary Edu.*** <u>Date</u> NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the title of MAT 301 and make it clear that departmental approval is a possible prerequisite.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>In our revised major, this course will not be such a gatekeeper and needs to function as a content course instead of a "how to write proofs" course. The title change will reflect this.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: No change</p> <p>Operating Expenses Impact: No change</p> <p>Equipment/Physical Facility Needs: No change</p> <p>Library Resources: No change</p>

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

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

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

New or Revised* Catalog Text

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

MAT 301 ~~Transition to Advanced Mathematics.~~ Logic and Set Theory. (3) A. Prerequisites: MAT 214, 224 or 224H with minimum grades of "C" and a grade point average of at least 2.5 in MAT 124, 214, and 224, or departmental approval. Logic, proof techniques, set theory, relations, functions, cardinality, introduction to advanced mathematics.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MAT	301	Fall 2006	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ Prerequisites: MAT 214, 224 or 224H with minimum grades of “C” and a grade point average of at least 2.5 in MAT 124, 214, and 224, or departmental approval.

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> X Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Music <hr/> College Arts and Sciences <hr/> *Course Prefix & Number MUS 171 <hr/> *Course Title (30 characters) Enjoyment of Music <hr/> *Program Title (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/30/05	<u>Date</u> NA
		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> X	Council on Academic Affairs
College Curriculum Committee	<u>Date</u> 11/14/05	Approved <input checked="" type="checkbox"/> X Disapproved <input type="checkbox"/> <u>Date</u> 12-15-05
General Education Committee*		Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the course title of MUS 171 from Enjoyment of Music to Music Appreciation. A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The course title matched a textbook title that was used years ago. Most courses of this type in other universities are titled Music Appreciation and it is similar to our own course in the Art Department titled Art Appreciation.	
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 II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

MUS 171 ~~Enjoyment of Music.~~ Music Appreciation. (3) I, II. May not count toward a music major or minor. Provides the general college student with a cultural background in music. Masterpieces of music, composers, and techniques presented through listening materials and concert attendance. ~~Gen. Ed. 07.~~ Gen. Ed. III-A or VII.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	171	Fall 2006	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

General Education Course Approval Form

Department(s): Music

Course Prefix and Number : MUS 171

Course Title: Music Appreciation

Is this course designed for the core, university general education, or both?

MUS 171 is designed for both the core and university general education.

Identify the general education blocks (Roman numeral and letter) that the course addresses?

MUS 171 will address Blocks IIIA and VII.

Course Abstract

1. Describe course content.

MUS 171 Music Appreciation is an introductory music course that covers the essential aspects of music necessary for developing a critical listener. This course traces the development of Western Music from its roots in the ancient Greek and Roman times to the art music of the present. Folk music and non-Western cultures are represented as they relate to the overall study of music. MUS 171 is meant for the student with little background in music.

The introductory class sessions cover basic elements of music such as rhythm, melody, harmony, dynamics, timbre, and form. Students will experience instrument demonstrations and interactive listening identification of types of musical ensembles.

The major emphasis of the course is on a chronological evolution of musical styles and genres. In a historical and cultural context, the music of Western civilization is emphasized. Class activities include listening to and discussing music, assignments of attending live concerts, and relating music to the socio-cultural environment in which it was created.

2. Describe the assessment plan for the course.

Student achievement will be assessed on the final of three concert reviews completed as assignments in MUS 171. The concert review assignment guidelines are attached at the end of this document. This assignment will measure specific course objectives as well as the three learning objectives for arts and humanities. The course objective matrix links the course objectives to the general education objectives.

The results from the assignment will measure student achievement for the overall goals that MUS 171 must address as part of Block III:

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (General Education Goal 2).
 - Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works (General Education Goal 6).
 - Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education 7).
 - Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education 8).
3. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

MUS 171 will be primarily lecture and listening, although students are expected to attend live concerts outside of class and review and reflect (narrative, reflective)

Faculty members must have at least a Master's degree in music.

Current faculty members James Willett, Elizabeth Young, and Jason Koontz are teaching the course.

4. Describe any new resources needs to implement or assess the course.

We have adequate resources to implement the course.

Who will be the course coordinator? James Willett and Rob James

Recommendation:

Approve?

Department Curriculum
Committee (Chair): _____ Date: Sept. 30, 2005 Yes No

College Dean(s)*: _____ Date: _____ Yes No

College Curriculum
Committee (Chair)*: _____ Date: _____ Yes No

General Education
Committee (Chair): _____ Date: _____ Yes No

*If necessary

Assessment Example MUS 171

Concert Reviews

Three concert reviews are required as part of the semester grade, the final concert review will serve as the assessment for MUS 171.

Students will attend a live concert or recital and complete a two page, typed essay evaluating the experience.

Use specific details from the concert/performance to support your opinions. Answer the following questions:

- What is your opinion of this concert and why? Was this performance what you expected?
- What idea or experience in your life can you compare to a piece performed on this concert?
- Using musical terminology, describe elements of music that you observed (i.e. rhythm, melody, harmony, timbre, and organization/form)
- Who are the performers? What is the instrumentation? What pieces do they play? What style of music studied in class is represented on this concert?

Course Objective Matrix

Course Prefix, Number and Title: MUS 171 Music Appreciation

Which block(s) of general education does the course serve? III A or VII

In the columns of the course objective matrix please identify the general education learning objectives for the general education block that the course serves. On the rows of the matrix please identify the student learning objectives found on the syllabus for the course. If a specific course objective addresses a general education learning objective, then write in the appropriate cell one or more of the following: KC if the course objective refers to knowledge and comprehension of course material, CT if the course objective requires critical thinking, IC if the course objective requires integration of knowledge across the course, ID if the course objective requires integration of knowledge across disciplines, MI if the course objective refers to methods of inquiry in the discipline, and QS if the course objective requires application of quantitative skills.

	General Education Learning Objective	Demonstrating an understanding of the critical thinking skills used by artists and humanists to study, to evaluate, and to express the human condition.	Reflecting critically upon the individual ideas and values expressed in creative works.	Analyzing the cultural values and ethical issues expressed in creative works from different cultures.	Analyzing the aesthetic qualities of creative works.
Course Objective					
Students will discriminate among different elements of music when presented with an audio sample		KC, CT, IC, MI	MI, CT		CT, IC
Students will detect common attributes in works of the same era and evaluate differences between works of differing eras		KC, IC, MI	CT, IC, MI	KC, CT, MI	KC, CT, IC, ID
Students will interpret the differences between different forms in music		KC, IC, CT, MI	IC, MI, CT		IC, MI
Upon hearing a new piece, students will use critical thinking to identify the instruments and/or voices		KC, IC, CT, MI			IC, MI

Students will identify major works by leading composers		KC, MI	KC		CT, IC, KC, MI
Students will evaluate major composers' historical and cultural significance		IC, ID, CT, KC	IC, ID, CT, KC	IC, ID, CT, KC	CT, IC
Students will discern the purpose of pieces of music within a culture		IC, CT, MI, ID	IC, CT, MI	IC, CT, MI, ID	CT, IC, MI

Department of Music
Eastern Kentucky University
Syllabus

Music Appreciation – MUS 171 (3 Credit Hours)

- A. Catalog Description: MUS 171 Music Appreciation (3). I, II. May not count toward a music major or minor. Provides the general college student with a cultural background in music. Masterpieces of music, composers, and techniques presented through listening materials and concert attendance. Gen. Ed IIIA or VII.
- B. Course Description: This course is designed to increase the understanding and enjoyment of music with an emphasis on Western art music. Students will study the various styles, forms and genres of each of the six historical periods (Middle Ages, Renaissance, Baroque, Classical, Romantic, 20th Century) through the listening and studying of important and representative musical works from each of these periods. Students will learn appropriate terminology to increase their musical vocabulary and assist in communicating ideas about music.
- C. Text: Hoffer: Music Listening Today - bundled with book, study guide, CD-rom study aid, 2 CD listening set, and clicker. **Recommended addition:** 4 CD enhanced multimedia set to accompany Music Listening Today
- D. General Education Goals and the Course

MUS 171 is a general education course designed to:

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (General Education Goal 2).
- Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works (General Education Goal 6).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education 7).
- Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education 8).

Throughout the course, students will employ critical listening skills to analyze pieces of music. Students will utilize 2 audio CDs that are packaged with the textbooks, as well as supplementary listening materials heard in class and/or available in the ECU Music Library. They will employ techniques of active listening (vs. passive listening) to identify and analyze multiple aspects of the musical works. Students

will react to live concerts through written reactions. Students will integrate knowledge from critical listening methods and musical terminology with knowledge of cultural/social issues to communicate their personal aesthetic values.

D. Specific Course Learning Goals and Learner Outcomes

Goal 1. To identify components of music

- Students will discriminate among different elements of music when presented with an audio sample

•

Goal 2. To listen critically to music

- Students will detect common attributes in works of the same era and evaluate differences between works of different eras
- Students will interpret the differences between different forms in music
- Upon hearing a new piece, students will use critical thinking to identify the instruments and/or voices

Goal 3. To become familiar with major composers and pieces from Western Classical Music as well music of other traditions

- Students will identify major works by leading composers
- Students will evaluate major composers' historical and cultural significance
- Students will discern the purpose of pieces of music within a culture

E. Course Outline/Calendar

Topics

The Nature of Music (Listening, Rhythm, Dynamics, Melody, Harmony, Instruments)

Western Music before 1750

Musical Style Periods

Renaissance

Baroque

Oratorio and Cantata

Suite and Concerto Grosso

Classical Music

Sonata Form

Classicism

Concerto

Opera

Beethoven

Romantic Music

- Romanticism
- Program Music
- Piano Music
- Ballet and Ballet Music
- Opera
- Nationalism
- Impressionism

Twentieth Century Music

- Expressionism
- Neoclassicism
- Serial Music

Music in the United States

- Colonial Music
- Early Art Music
- Popular Music

Music Around the World

- Folk and Ethnic Music
- Music of Africa
- Music of Asia

Student Progress: The instructor will provide students with information on their progress in the course at least once prior to midterm

F. Assessment of Learning

Grading will be based on attendance, class participation, and the following (point totals may change).

Quizzes (10 points each) music identification of assigned works

2 Unit Exams (100 points each) general knowledge of material covered to date (Middle Ages, Renaissance, Baroque, etc.), identification of listening examples by genre

Final Exam (100 points) general knowledge of all class material (comprehensive) with an emphasis on material covered since midterm (Classical, Romantic, Modern), identification of listening examples by historical period

Concert Reviews (30 points each) details to follow on a separate sheet

Grades will be assigned as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

- G. **Attendance Policy:** Attendance will directly affect final grades. It shall be the responsibility of the instructor to determine whether an absence is excused or unexcused. Students must make every effort to inform the instructor of impending absences as early as possible. **Do not appear at the next class meeting with an excuse of car trouble, family turmoil, etc. and expect an excused absence if you have not previously notified the instructor.** Any student missing a test or quiz for what the instructor deems an "unexcused" reason will not be allowed to make up that test.

The last day to drop the course or to withdraw from the University is listed in the current Schedule of Classes.

University Disabilities Statement

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities but has need of academic accommodations, please contact the Office directly, either in person on the first floor of the Turley House, or by telephone at 622-1500.

Revised 2005

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __)	Psychology Arts and Sciences PSY 844 Industrial Psychology _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date 10/28/05	Date 12/14/05
		Graduate Council*
		Council on Academic Affairs
		Council on Postsecondary Edu.***
		Disapproved _____
		Faculty Senate**
		Board of Regents**
		NA
		NA
		NA
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Add a new course, PSY 844 Industrial Psychology.	
A. 2. Effective date: Fall 2006	
A. 3. Effective date of suspended programs for currently enrolled students: N/A	
B. The justification for this action: This course is being added for two reasons: 1) the content of the new course will include topics which recent graduates have indicated are needed prior to entering the workplace, and 2) the course content aggregates a variety of introductory industrial psychology topics that are scattered throughout the rest of the curriculum.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

PSY 844 Industrial Psychology. (3) A. Prerequisite: Departmental approval. Graduate level introduction to industrial psychology. Topics include legal issues, job analysis and evaluation, compensation, research in organizations, individual differences, recruitment, human factors, and work environments.

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

Course prefix (3 letters) PSY	Course Number (3 Digits) 844	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* PSYC
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. <u>0</u>	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	Cip Code (first two digits only) <u>42</u>	
Class Restriction, if any: (undergraduate only)			FR _____ JR _____ SO _____ SR _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ Prerequisite: Departmental approval.

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Industrial Psychology

PSY 844
CRN XXXXX

Instructor: Dr. Eric Popp
Office: Cammack 218
Office Phone: 859-622-6796
E-mail: eric.popp@eku.edu
Office hours:
Class location and time:

Texts:

Cascio, W.F., & Aquinis, H. (2004). Applied Psychology in Human Resource Management (6th Edition) New York: Prentice Hall.

Brannick, M., & T., & Levine, E.L. (2002). Job Analysis : Methods, Research, and Applications for Human Resource Management in the New Millennium. Thousand Oaks, CA.: Sage

Course Description: PSY 844 Industrial Psychology. (3) A. Prerequisite: Department approval. Graduate level introduction to industrial psychology. Topics include legal issues, job analysis and evaluation, compensation, research in organizations, individual differences, recruitment, human factors, and work environments.

Course Goals and Objectives

Broadly, after completing this course you should have the following KSs/competencies:

- Knowledge of legal issues in organizations
- Skill to examine a legal case and make professional judgments regarding critical issues and likely outcomes
- Knowledge of job analysis methods
- Skill to conduct a job analysis
- Knowledge of job evaluation methods
- Knowledge of compensation systems used in organizations
- Knowledge of reinforcement theory as it pertains to organizations
- Knowledge of specific research methods used in organizational settings
- Knowledge of individual differences relevant to job performance
- Knowledge of methods used to recruit employees
- Knowledge of the different human factors that affect work performance
- Knowledge of aspects of the work environment and how this affects employee behavior

Grading:

Exam 1	100
Exam 2	100
Comprehensive Final	100
Job Analysis Project	150
Peer Project Evaluations	15
Total Points	465

The grading system for this course is:

- A = 90-100%
- B = 80-89%
- C = 70-79 %
- F = <69%

Exams may cover both material in the textbooks and material presented in class.

If you are having difficulty in the class please contact me early. Do not wait until the end of the semester to seek help.

Make-up Exams:

Make-up tests will be handled on a case-by-case basis. It is not always possible for make-up examinations and situations to be equivalent to the original testing situation. Therefore students who for unavoidable reasons must miss an exam need to realize that due to a limited item pool the items on the make-up exam may be different (and possibly more difficult) from the items on the original exam. Make-up exams will only be given to students who have official University excuses or who have made arrangements with the professor in advance. Please contact me before the test if you must miss. If an emergency precludes this, please contact me as soon as circumstances permit. Normally tests must be made up within one week of the original test date or you will receive a 0. It is your responsibility to tell me that you need to make-up a test and to schedule a time.

Project:

Elements of the projects will be due at various times during the semester.

This project involves conducting a thorough job analysis. The job analysis should include

- 1) a task analysis with ratings on importance and frequency,
- 2) a list of the knowledge, skills, abilities, and other attributes (KSAO's) required to perform the job with ratings of importance and required level and
- 3) a written summary report outlining the process of analysis and the results. Each student will also give a verbal report of his/her project in class.

For the job analysis pick a job for which you know at least two (the more the better) current jobholders. Ensure these individuals do not mind being interviewed for a few hours and/or completing some questionnaires.

This project is best completed in distinct steps. I encourage you to meet with me prior to each step to review the results of the previous step.

Step I: Background work

Define the Selected Job Title

Define the Purpose of the Job Analysis

Review Existing Materials Containing Information About the Job and Identify DOT Code

e.g., Job Descriptions, Dictionary of Occupational Titles (DOT), Other Sources

Occupational Information Network - <http://online.onetcenter.org/>

DOT - http://www.wave.net/upg/immigration/dot_index.html

OAJL Law Library (DOT) - <http://www.oalj.dol.gov/libdot.htm>

(Codes found via alphabetical list link near bottom of page.)

Develop Preliminary List of Job Duties

Develop Preliminary List of Tasks

Develop Preliminary List of KSAO's

Decide on Approaches to Use

Part II: Data Collection

Implement the approaches decided upon in Part I.

Remember to collect data on work context, licensure/degree requirements and tools/equipment used in job

Part III: Results of First Wave Data Collection - Write-Up

Make a list of tasks required in performing the job.

Group the tasks into broader job duties

Under each job duty make a matrix linking tasks and KSAO's

Part IV: Review and Quantification

Have incumbents/SME's review information. Make revisions in grouping of tasks under duties as needed.

Have incumbents/SME's rate the importance and frequency of tasks.

Have incumbents/SME's rate the importance to completing the task of each KSAO linked to the task. Also have them rate the skill level needed as well as if the KSAO is needed prior to hiring or if it can readily be acquired on the job.

Part V: Write-up

Write a report of the results of your job analysis. The report should include:

- A description of the processes used in the job analysis
- Job title and code (either DOT or O*Net)
- Brief job description
- Job duties and task list with ratings
- KSAO list for the job with ratings (include a brief definition of each KSAO used)
- Description of job context, tools/equipment, and licensure/degree requirements
- An appendix including sample forms used in data collection, linking KSAO's to tasks, etc.
- Review your write up for the legal defensibility of your job analysis.

Academic Honesty

Students found guilty of an academic honesty violation will receive a 0 on the assignment in question. Violations could also result in a 0 in the course or a referral to the Academic Council.

Special Accommodations

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Standards for Written Assignments

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

Tentative Class Schedule

Date	Topics, Readings and Assignments Due
August 22	Introduction and Statistics Review
August 29	Job Analysis Readings: Cascio & Aquinis, Chapter 9 Brannick & Levine, Chapter 2
September 5	No Class: Labor Day
September 12	Job Analysis Readings: Brannick & Levine, Chapters 2, 3 Assignments due: Have your target job and jobholders (to interview) selected.
September 19	Job Analysis Readings: Brannick & Levine, Chapters 4, 5, 9, 10 Assignments due:
September 26	Exam 1
October 3	Legal and Ethical Issues Readings: Cascio & Aquinis, Chapters 2 and 8 Assignments: Part I due
October 10	No Class: Fall Break

October 17	<p>Legal and Ethical Issues</p> <p>Readings: Brannick & Levine, Chapter 6 Cascio & Aquinis, Chapter 18 and Appendix A</p>
October 24	<p>Job Evaluation</p> <p>Readings: Brannick & Levine, Chapter 7</p>
October 31	<p>Reinforcement Theory and Work Behavior Compensation Systems</p> <p>Readings: Cascio & Aquinis, Chapters 10 and 11</p> <p>Assignments: Part II due</p>
November 7	<p>Exam 2</p> <p>Assignments: Part III due</p>
November 14	<p>Research Unique to Organizations</p> <p>Readings: Cascio & Aquinis, Chapters 4, 7, Appendix B, C</p>
November 21	<p>Individual Differences:</p> <p>Readings: Cascio & Aquinis, Chapters 6 and 15</p>
November 28	<p>Recruiting Employees</p> <p>Readings: Cascio & Aquinis, Chapter 11</p> <p>Assignment: Part IV due</p>

December 5	Human Factors and Work Environments Readings: TBD
December 7	Class Presentations of Projects Final projects due
December 9	Class Presentations of Projects Final projects due
December 14	Final Exam: Wednesday, 3:30 – 5:30 P.M.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Psychology Arts and Sciences PSY 897 Special Topics in Psychology: _____ _____ _____
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/28/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/14/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Add a graduate special topics course to the Psychology curriculum. A. 2. Effective date: Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course will allow the department to offer graduate courses on emerging topics in a timely manner. The current curriculum includes a 500/700 level special topics course but no such course restricted to graduate students.	
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: adequate	

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

New or Revised* Catalog Text

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

PSY 897 Special Topics in Psychology: (3) A. Selected topics for advanced graduate study. Topics will vary. May be retaken to a total of six credit hours, provided the subject matter differs each time.

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

Course prefix (3 letters) PSY	Course Number (3 Digits) 897	Effective Term (Example: Fall 2001) Fall 2006	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* PSYC
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. <u>6</u>	
Schedule Type* (List all applicable) 1		Work Load (for each schedule type) 3	Grading Mode* N, A	Cip Code (first two digits only) <u>42</u>
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____				
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: Please circle appropriate Block Area (**i.e. III**).

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

SAMPLE SPECIAL TOPICS COURSE SYLLABUS

Special Topics in Psychology: Introduction to Counseling Psychology (3 credits)

Instructor: Dr. Dorothy Mercer

Office: 108 Cammack Building; 622-1110; dorothy.mercer@eku.edu

Texts:

Capuzzi, David and Gross, Douglas R. (1997). Introduction to the Counseling Profession (2nd Ed.)/ Needham Heights, Massachusetts: Allyn and Bacon.

Hierlihy, Barbara and Corey, Gerald. (1996). ACA Ethical Standards Casebook (5th Ed.) Alexandria, VA: American Counseling Association.

An assembled collection of certification rules and regulations and other pertinent articles related to practice on reserve at the library.

Course Overview:

The primary goal of this course is to integrate counseling psychology practice guidelines and information and the ACA Ethical Standards into your professional career. This course will introduce you to the scope of specialized knowledge and practice in counseling psychology including where it differs from and where it adds to clinical psychology. It is designed to extend their knowledge base and awareness of practice dilemmas for graduate students who are preparing for practice as a counseling psychologist.

Course Objectives:

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

1. Understand the basic history of the counseling profession and its place in the helping professions in general.
2. Understand the professional roles and functions of counselors.
3. Effectively compare similarities and differences between counseling and other helping professions.
4. Describe and access professional organizations in the counseling field and discuss the benefits, activities, and services offered to members.
5. Describe and understand professional preparation standards in general and the expectations placed on students preparing for the state Counselor examination.
6. Understand the ramifications and value of counselor certification, licensure, and credentialing as well as the various processes involved in attaining them.

7. Understand the ethical code of conduct and standards of practice of the American Counseling Association as well as selected standards from their divisions and be able to apply these to a variety of situations.
8. Extend sound ethical and professional practice into the field of counseling and begin to develop personal positions on selected topics in the field.

Course Requirements and Grading:

Quizzes: Since keeping up with reading and understanding current topics are important for discussions; pop quizzes will be given irregularly at the beginning of class. These quizzes (which cannot be made up) will be worth 5 points each.

Tests: Two equally weighted tests will be given. Each test is worth 100 points. They may include a combination of short answer, definition, and short essay questions, but will be mostly the latter. You will usually have choices of questions to answer.

Project: Finally, you will do one Aproject@ during the semester. We will discuss this during the first class session. You will have a choice of topics for this project. Your paper and class presentation will be due generally when that topic fits into the course outline. The paper will be worth 80 points, and the presentation will be worth 20 points.

Grading: Based on the total number of possible points earned, grades will follow the pattern of A = 89.5% to 100%, B = 79.5% to 89.4%, C = 69.5% to 79.4%, and F=<69.4%.

Accessibility:

If any student in this class is in need of academic accommodations and is registered with the Office of Services for Students with Disabilities, please make an appointment to discuss accommodations with me. Upon request, this syllabus and other materials can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities needs academic accommodations, please contact that office directly in person on the first floor of the Turley House or at 622-1500.

Course Outline:

Introduction to the profession. Defining the profession. Introduction of professional standards and codes. Assignment: Read the ACA Code of Ethics and Standards of practice and chapter 4 in Capuzzi and Gross (C&G).

Review the ACA Code of Ethics and Standards of practice. Compare and contrast with APA standards. Assignment: Introduction to Hierlihy and Corey=s (H&C) text. Get and read certification materials from reserve and chapters 1-3 in C&G.

Discuss certification requirements in light of your professional preparation to date and what yet will need to be done. Background and basics of the profession. Historical and theoretical influences of the counseling profession and process. Development of professional Counseling

organizations. Assignment: Read library materials on the differences and similarities in organizations= ethical standards and professional organizations and chapter 5 in C&G.

Review different counseling settings and functions. Discuss the roles and functions within these different settings for counselors. Compare and contrast these roles and functions with those of other helping professions. Assignment: Read chapters 13-14 in C&G and chapter 5 in C&G.

Complete an introductory analysis of self in terms of attitudes, values, and self-perceived strengths and weaknesses related to being a counselor. Review the role of values, attitudes and personal beliefs in counseling practices and their ethical implications. Assignment: Read H&G, sections to be assigned, and chapters 15-20 of C&G

Explore special issues and concerns involved in working with various client populations. Discuss skills, attributes, and ethical concerns of counselors working with different client populations. Review and discuss client rights, counselor responsibilities, and legal expectations.. Apply codes to decision making with different populations. Assignment: Continue use of H&G and read Chapters 8-9 in C&G.

Discuss theory, materials, and approaches in career counseling. Assignment: Retake the self-assessment tool, noting changes in your responses. Read library reserve materials on supervision and consultation and chapters 6-7 in C&G.

Explore issues in supervision and consultation. Compare and contrast traditional and brief counseling approaches. Assignment: Read the rest of C&G. Discuss the use of tests in counseling.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Psychology College Arts and Sciences *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title Industrial and Organizational Psychology (M.S.) (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 10/28/05	<u>Date</u> 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/14/05	Graduate Council* <u>12-15-05</u> Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved
Teacher Education Committee*	NA	Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Replace PSY 880 (Work Environments) with PSY 844 (Industrial Psychology) in the course requirements for the Industrial and Organizational Psychology master's program.

A. 2. Effective date: Fall 2006

A. 3. Effective date of suspended programs for currently enrolled students: N/A

B. The justification for this action: In exchanging PSY 880 with the newly created course PSY 844, the program is replacing a narrowly focused course with a much broader course. This will strengthen the curriculum by allowing the inclusion of some key topics in the field of Industrial/Organizational Psychology which are not currently fully covered. A section on work environments will be included in the new course to maintain some coverage in this area. These topics include recruitment, compensation, legal issues (sexual harassment), and human factors. This change also allows for expansion of coverage on the core topic of job analysis. Finally this change creates more balance in the program by have the students take an overview course in both industrial and organizational psychology in addition to more specialized courses in each area.

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.

**Master of Science
Industrial and Organizational Psychology**

Psychological Foundations 19 hours

PSY 790, 820, 826, 837, 862, 868, and 888 or 890 or approved elective.

Industrial and Organizational Psychology Core

..... **18 hours**

PSY 870, 872, 873, 874, 875, ~~880~~ 844

Practicum 6 hours

PSY 843.

Electives 6 hours**

Total Requirements 49 hours




EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business & Technology
Office of the Associate Dean

521 Lancaster Avenue
313 Combs Building
Richmond, KY 40475-3102

TO: Dr. Aaron Thompson, Chair
Council on Academic Affairs

FROM: 
Jenna P. Vice, Associate Dean

DATE: December 5, 2005

SUBJECT: Curriculum Proposals

Please consider the following curriculum proposals from the College of Business and Technology.

Department of Communication

1. Program Addition **BEM Program revision was withdrawn**

Program	Option	Page Numbers
Cinema Studies	New BEM Program	COMM 1 – COMM 2

2. Prefix Change

Course	Revision	Page Numbers
COM 260	Change prefix	COMM 3 – COMM 5
COM 460	Change prefix	COMM 6 – COMM 8
COM 353	Change prefix	COMM 9 – COMM 11

3. Course Addition **BEM 352 addition was withdrawn**

Course	Program	Page Numbers
BEM 352	Add course	COMM 12 – COMM 17

4. Grading Option

Course	Option	Page Numbers
BEM 343	Change from S/U to Normal	COMM 18 – COMM 20
BEM 373	Change from S/U to Normal	COMM 21 – COMM 23
BEM 398	Change from S/U to Normal	COMM 24 – COMM 26



Department of Management, Marketing, and Administrative Communication

Program/Course	Revision	Page Numbers
Corporate Communication and Technology	Combine the options in the CCT BBA program into a single major.	MMAC 1-3
CCT 290	Remove CIS 230 from the equivalent courses for CCT 290.	MMAC 4-5

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Communication <hr/> College Business and Technology <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Broadcasting & Electronic Media (Major __, Option <u>X</u> ; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.																																	
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/14/2005</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/18/05</td> <td>Approved</td> <td style="text-align: center;">Disapproved</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	10/14/2005	Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	11/18/05	Approved	Disapproved	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																															
Departmental Committee	10/14/2005	Graduate Council*	NA																															
<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs																												
Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>																															
College Curriculum Committee	11/18/05	Approved	Disapproved																															
General Education Committee*	NA	Faculty Senate**	NA																															
Teacher Education Committee*	NA	Board of Regents**	NA																															
		Council on Postsecondary Edu.***	NA																															
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																																		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Proposing new BEM option called Cinema Studies</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action:</p> <p>There has been an increased student interest in cinema studies, evident in the following: a growing number of students choosing the BIS/Cinema major, steady growth in existing cinema courses (two sections of 30-50 students per semester). There are currently no courses in the major that cover the aesthetics and/or criticism of cinema.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
---	--

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

BROADCASTING AND ELECTRONIC MEDIA (B.A.)

University Requirements----- 1 hour
 BTO 100.

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.

Free Electives ----- 34-39 hours

Major Requirements ----- 40-45 hours

Broadcasting & Electronic Media Core----- 22 hours
 BEM 240, 295 (4), 300; 370 (4) or 395 (4), 343 (1) or 349 (1) or 373 (1) or 398 (1), BEM 415, or COM 405; COM 200, 491 (1).

Options ----- 18-23 hours

General:

BEM 425, 495 (4) and 3 hours selected from BEM 375 or COM 201, 3 hours selected from BEM 375, COM 201, 301, 325, 330 or 353, 9 hours selected from BEM 370, 375, 395, 401, 402, 440, COM 201, 300, 301, 320 (3) (A-I), 325, 330, 353, 405, 415, 420, 425, 430, 445, 471, JOU 325, PUB 375, 380.

Broadcast News:

COM 201, 301, 405, BEM 401, 402, and 6 hours selected from BEM 370, 425, 495 (4), COM 300, 320 (3) (A-I), 330, 405, 415, 420, 430, 445, JOU 305, 325, 480, PUB 375, 380.

Cinema Studies:

BEM 350 (3), 351 (3), 353 (3), 370 (4), 425 (3), 495 (4), 352 (3)

Total Curriculum Requirements----- 128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Communication College Business and Technology *Course Prefix & Number COM 260 *Course Title (30 characters) Film Genre *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/14/2005	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	11/18/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change prefix of COM 260 to BEM 260 A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: There has been an increased student interest in cinema studies, evident in the following: a growing number of students choosing the BIS/Cinema major, steady growth in existing cinema courses. The existing courses carry a prefix (COM) that is not consistent with the Broadcasting and Electronic Media major, therefore we are proposing a prefix that is more suitable for an option that will fall under the BEM major.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~COM 260~~-BEM 260 Film Genre:_____. (3) I, II. Formerly COM 260. Study of the types of motion pictures. Analysis and critical evaluation of the typical elements of a genre, both visual and dramatic. May be retaken to a maximum of six hours with different course content. May not be taken concurrently with ~~COM 460~~ BEM 460.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
COM BEM	260	Fall 2006	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	Comm	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
	Lecture _____	Laboratory _____	Other _____		
		Cip Code (first two digits only)			
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
			FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
Co-Requisites and Prerequisites					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Equivalent Course(s): (credit not allowed with; or formerly:)					
Course Prefix and No.	Formerly COM 260				
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

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

Part I

(Check one)	Department Name	Communication
New Course (Parts II, IV)	College	Business and Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COM 460
Course Dropped (Part II)	*Course Title (30 characters)	Advanced Film Genre
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/14/05	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	11/18/05	Approved <input checked="" type="checkbox"/> Disapproved	12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact ECU'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.)
Change the prefix of COM 460 to BEM 460

A. 2. Effective date: (Example: Fall 2001)
Fall 2006

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

B. The justification for this action:

There has been an increased student interest in cinema studies, evident in the following: a growing number of students choosing the BIS/Cinema major, steady growth in existing cinema courses. The existing courses carry a prefix (COM) that is not consistent with the Broadcasting and Electronic Media major, therefore we are proposing a prefix that is more suitable for an option that will fall under the BEM major.

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

New or Revised* Catalog Text

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

~~COM 460~~-BEM 460 Advanced Film Genre:_____. (3) I, II. Formerly COM 460. Detailed study of the types of motion pictures. Requires independent research, extended analysis, and critical evaluation of films. May be betaken to a maximum of six hours with different course content. May not be taken concurrently with BEM 260.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
COM BEM	460	Fall 2006	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	Comm							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
	Lecture _____	Laboratory _____	Other _____								
		Cip Code (first two digits only)									
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
			FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>								
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.		Formerly COM 460									
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Communication College Business and Technology *Course Prefix & Number COM 353 *Course Title (30 characters) The Art and Craft of Screenwriting *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/14/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs _____
College Curriculum Committee	11/18/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the prefix of COM 353 to BEM 353</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>There has been an increased student interest in cinema studies, evident in the following: a growing number of students choosing the BIS/Cinema major, steady growth in existing cinema courses. The existing courses carry a prefix (COM) that is not consistent with the Broadcasting and Electronic Media major, therefore we are proposing a prefix that is more suitable for an option that will fall under the BEM major.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

New or Revised* Catalog Text

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

~~COM 353~~ BEM 353 The Art and Craft of Screenwriting. (3) A. Formerly COM 353. Conceiving, structuring, writing and marketing the contemporary American screenplay. Requires developing and writing original screenplays for marketing in the contemporary film environment.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
COM BEM	353	Fall 2006	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	Comm	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
	Lecture _____	Laboratory _____	Other _____		
		Cip Code (first two digits only)			
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
			FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
Co-Requisites and Prerequisites					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Equivalent Course(s): (credit not allowed with; or formerly:)					
Course Prefix and No.	Formerly COM 353				
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

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

Part I

(Check one)	Department Name	Communication
New Course (Parts II, IV)	College	Business and Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	BEM 343
Course Dropped (Part II)	*Course Title (30 characters)	Audio Practicum
New Program (Part III)	*Program Title	Broadcast & Electronic Media
Program Revision (Part III)	(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/11/05	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	11/18/05	Approved <input checked="" type="checkbox"/> Disapproved	12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the grading mode from S/U to Normal (A, B, C, D, F)</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Will better reflect the quality of the work performed by the student participating in the practicum.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
No change in catalog text

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
BEM	343	Spring 2006	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	Comm
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1-3	Lecture _____	Laboratory _____	Other <u>X</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
		N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum <u>X</u>		

Co-Requisites and Prerequisites

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: (Check as many as apply.)

- | | | | | | |
|-------------|--------------|---------------|--------------|-------------|--------------|
| I. 01 _____ | II. 05 _____ | III. 09 _____ | IV. 13 _____ | V. 17 _____ | VI. 20 _____ |
| 02 _____ | 06 _____ | 10 _____ | 14 _____ | 18 _____ | 21 _____ |
| 03 _____ | 07 _____ | 11 _____ | 15 _____ | 19 _____ | |
| 04 _____ | 08 _____ | 12 _____ | 16 _____ | | |

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Communication College Business and Technology *Course Prefix & Number BEM 373 *Course Title (30 characters) Electronic Cinema Practicum *Program Title Broadcast & Electronic Media (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i>	11/11/05 Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council* NA Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	11/18/05 NA NA	Approved X Disapprovec 12-15-05 Faculty Senate** NA Board of Regents** NA Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the grading mode from S/U to Normal (A, B, C, D, F) A. 2. Effective date: (Example: Fall 2001) Spring 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Will better reflect the quality of the work performed by the student participating in the practicum.	
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 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.)
No change in catalog text

\

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
BEM	373	Spring 2006	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	Comm
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1-3	Lecture _____	Laboratory _____	Other <input checked="" type="checkbox"/>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
		N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum <input checked="" type="checkbox"/>		

Co-Requisites and Prerequisites

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Category: (Check as many as apply.)

- | | | | | | |
|-------------|--------------|---------------|--------------|-------------|--------------|
| I. 01 _____ | II. 05 _____ | III. 09 _____ | IV. 13 _____ | V. 17 _____ | VI. 20 _____ |
| 02 _____ | 06 _____ | 10 _____ | 14 _____ | 18 _____ | 21 _____ |
| 03 _____ | 07 _____ | 11 _____ | 15 _____ | 19 _____ | |
| 04 _____ | 08 _____ | 12 _____ | 16 _____ | | |

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

Part I

(Check one)	Department Name	Communication	
New Course (Parts II, IV)	College	Business and Technology	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	BEM 398	
Course Dropped (Part II)	*Course Title (30 characters)	Electronic Video Practicum	
New Program (Part III)	*Program Title	Broadcast & Electronic Media	
Program Revision (Part III)	(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/11/05	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	11/18/05	Approved <input checked="" type="checkbox"/> Disapproved	12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the grading mode from S/U to Normal (A, B, C, D, F)</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Will better reflect the quality of the work performed by the student participating in the practicum.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
No change in catalog text

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
BEM	398	Spring 2006	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	Comm
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1-3	Lecture _____	Laboratory _____	Other <input checked="" type="checkbox"/>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
		N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum <input checked="" type="checkbox"/>		

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

Proposed General Education Category: (Check as many as apply.)

- | | | | | | |
|-------------|--------------|---------------|--------------|-------------|--------------|
| I. 01 _____ | II. 05 _____ | III. 09 _____ | IV. 13 _____ | V. 17 _____ | VI. 20 _____ |
| 02 _____ | 06 _____ | 10 _____ | 14 _____ | 18 _____ | 21 _____ |
| 03 _____ | 07 _____ | 11 _____ | 15 _____ | 19 _____ | |
| 04 _____ | 08 _____ | 12 _____ | 16 _____ | | |

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Communication College Business and Technology *Course Prefix & Number BEM 352 *Course Title (30 characters) Cinema Aesthetics and Appreciation *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																																								
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/14/05</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/18/05</td> <td>Approved</td> <td>Disapproved</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	10/14/05	Graduate Council*		NA	<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs			College Curriculum Committee	11/18/05	Approved	Disapproved		General Education Committee*	NA	Faculty Senate**		NA	Teacher Education Committee*	NA	Board of Regents**		NA			Council on Postsecondary Edu.***		NA
	<u>Date</u>			<u>Date</u>																																					
Departmental Committee	10/14/05	Graduate Council*		NA																																					
<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs																																			
Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>																																						
College Curriculum Committee	11/18/05	Approved	Disapproved																																						
General Education Committee*	NA	Faculty Senate**		NA																																					
Teacher Education Committee*	NA	Board of Regents**		NA																																					
		Council on Postsecondary Edu.***		NA																																					
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																																									

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a new cinema course to the broadcasting curriculum – BEM 352 Cinema Aesthetics and Appreciation (3 hours).</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>There has been an increased student interest in cinema studies, evident in the following: a growing number of students choosing the BIS/Cinema major, steady growth in existing cinema courses (two sections of 30-50 students per semester). There are currently no courses in the major that cover the aesthetics and/or criticism of cinema.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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.)
BEM 352 Cinema Aesthetics and Appreciation. I. (3) Prerequisite and/or Co-requisite: BEM 350 or 351. This course emphasizes the study of film as an art form and involves the viewing and criticism of feature-length and short films.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
BEM	352	Fall 2006	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	Comm
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
1	3 Credit Hrs.	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No.	BEM 350 or BEM 351
Course Prefix and No.	

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

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

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

Course Prefix and No.	BEM 350 or BEM 351
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

Proposed General Education Category: (Check as many as apply.)

- | | | | | | |
|-------------|--------------|---------------|--------------|-------------|--------------|
| I. 01 _____ | II. 05 _____ | III. 09 _____ | IV. 13 _____ | V. 17 _____ | VI. 20 _____ |
| 02 _____ | 06 _____ | 10 _____ | 14 _____ | 18 _____ | 21 _____ |
| 03 _____ | 07 _____ | 11 _____ | 15 _____ | 19 _____ | |
| 04 _____ | 08 _____ | 12 _____ | 16 _____ | | |

Film Appreciation and Aesthetics

Eastern Kentucky University
Department of Communication

Instructor: John C. Fitch III
111 Alumni Coliseum
x6769

Required Textbook: Movies and Meaning: An Introduction to Film by Stephen Prince, Allyn and Bacon, 2004

Suggested Reading: A Short Guide to Writing About Film, Fifth Edition; by Timothy Corrigan. Pearson Longman, 2004.

Course Description: This course emphasizes the study of film as an art form and involves the viewing and criticism of short and full-length subjects. The emphasis is on the formal and narrative aspects of cinema. The course includes extensive practice in writing reviews and criticism.

Course Objectives

Students completing the assigned readings, screenings, and research will be able to demonstrate effective critical thinking, viewing and writing skills by identifying and expressing thematic, formal and narrative cinematic techniques.

Teaching Method: To develop the requisite knowledge and skills, this course will consist of lectures, group discussion, film screenings and writing exercises.

Tentative Class Schedule

Week #1: Tues. Introduction – The Art and Science of Film, Writing about Film

Thurs. Screening *Basquiat*

Week #2: Tues. Screening: *The Station Agent*; Review and Discussion of *Basquiat*; Presentation of Student Reviews;
Thurs. Review and Discussion of *The Station Agent*

Week #3: Tues. Screening *25th Hour*.

Thurs. Review and Discussion of *25th Hour*; Presentation of Student Reviews; Lecture and Discussion of Chapter 2.

Week #4: Tues. Screening *Ghost Dog*

Thurs. Review and Discussion of *Ghost Dog*; Student Reviews; Discussion of Chapter 3.

Week #5: Tues. Screening *Fargo*

Thurs. Review and Discussion of *Fargo*; Student Reviews; Discussion of Chapter 4.

Week #6: Tues. Screening *Lost in Translation*

Review and Discussion of *Lost in Translation*; Student Reviews; Discussion of Chapter 5.

Week #7: Tues. Screening *Manhattan*

Thurs. Review and Discussion of *Manhattan*; Student Reviews; Discussion of Chapter 6.

Week #8: **Midterm Exam** and Student progress reports on Final Paper.

Week #9: Tues. Screening *8 1/2*

Thurs. Discussion of *8 1/2*; Student Reviews; Discussion of Chapter 7.

Week #10: Tues. Screening *Double Indemnity*

Thurs. Discussion of *Double Indemnity*; Student Reviews; Discussion.

Week #11: Tues. Screening *The Night of the Hunter*

Thurs. Discussion of *The Night of the Hunter*; Student Reviews; Discussion.

Week #12: Tues. Screening *Best in Show*

Thurs. Discussion of *Best in Show*; Student Reviews; Discussion.

Week #13: Tues. Screening *The City of Lost Children*

Thurs. Discussion of *The City of Lost Children*; Student Reviews; Discussion.

Week #14: Presentation of Final Reviews.

Week #15: Presentation of Final Reviews

Final Exam

Major Assignments:

1. Written Reviews of every screened film are due each week on Thursday. Reviews should be at least one page long (12-point font, double-spaced), neatly written or typed. They should be well-reasoned, articulate and should reflect the concepts of the required reading.
2. A Final Review of one of the films screened in class is due at the end of the semester, and should consist of two parts: a paper and an oral presentation. The paper should be 5-7 pages (12-point font, double spaced, typed), and will include the following: original critical assertions and observations, primary research findings, and references to the assigned reading. The oral presentation should be 5-7 minutes long and may consist of visual aides, handouts, class participation and group exercises.
3. A Progress Report of your Final Review is due at midterm. The report should consist of a one page paper (12-point font, double-spaced, typed).

Tests:

The **Midterm** and **Final Exams** will cover class lectures, discussions, and the required reading.

*It will be difficult for a student to pass these exams without completing the required reading.

Weights and Measures:

Weekly Written Reviews – 20% of final grade

Midterm Exam – 20% of final grade

Final Exam – 50% of final grade

Class Participation and Attendance – 10% of final grade

Grading Scale

100 – 90 A; 80 – 89 B; 70 – 79 C; 60 – 69 D; Below 60 – F.

Fair Warnings: Because it is devoted to films from many genres, DRAMA 332 is an R-rated course. Depending on one's sensibility and sensitivities, many of today's films may well prove to be offensive or difficult to watch. Should this be a significant concern to you, the instructor will gladly discuss the matter further. Accommodations will require special efforts from the student.

Expectations: Due to the time limitations of this course, and given the length of major motion pictures, screenings will begin at exactly 1pm. Arriving late to class will disrupt your fellow students and will interfere with their ability to absorb the film's contents. It is very important that you arrive at each screening on time.

Attendance

Regular and timely class attendance is expected of all students. However, if a student is absent, it is the student's responsibility to obtain all notes and assignments that were given in her absence. If a student misses a quiz or examination for a valid reason, she may be granted the opportunity to make up the exam or quiz on the following conditions: 1) The student must submit a written

request to the instructor within two days after her return to campus, outlining a valid reason for missing the examination and including supporting documents verifying the reasons, 2) The instructor must approve the excuse, 3) The exam must be taken during the next class period.

Students with Disabilities

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500. Upon individual request, this syllabus can be made available in alternative forms.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1908

Department of Management, Marketing
and Administrative Communication
Web Page: <http://www.business.eku.edu>

Combs Classroom Building 215
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Phone: (859) 622-1377
Fax: (859) 622-2359

TO: Janna Vice, Associate Dean
FROM: Lana Carnes
DATE: November 30, 2005
SUBJECT: Proposal for CAA

The Corporate Communication and Technology Faculty is recommending the following changes to the CCT curriculum:

Program/Course	Revision	Page Numbers
Corporate Communication and Technology	Combine the options in the CCT BBA program into a single major.	MMAC 1-3
CCT 290	Remove CIS 230 from the equivalent courses for CCT 290.	MMAC 4-5



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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	MMAC																													
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology																													
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number																														
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)																														
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title	Corporate Communication and Technology																													
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.																														
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;"><u>Date</u></th> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/25/2005</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/18/05</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">12-15-05</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">02-06-06</td> </tr> <tr> <td></td> <td></td> <td>Board of Regents**</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> </tr> </tbody> </table>					<u>Date</u>		<u>Date</u>	Departmental Committee	10/25/2005	Graduate Council*	N/A	College Curriculum Committee	11/18/05	Council on Academic Affairs		General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05	Teacher Education Committee*	N/A	Faculty Senate**	02-06-06			Board of Regents**				Council on Postsecondary Edu.***	
	<u>Date</u>		<u>Date</u>																												
Departmental Committee	10/25/2005	Graduate Council*	N/A																												
College Curriculum Committee	11/18/05	Council on Academic Affairs																													
General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05																												
Teacher Education Committee*	N/A	Faculty Senate**	02-06-06																												
		Board of Regents**																													
		Council on Postsecondary Edu.***																													
<p>*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</p>																															

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To combine the options in the Corporate Communication and Technology BBA program into a single major.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: The significant curriculum changes that have been implemented in the CCT degree over the past three years facilitate the combining of the major options into a single major incorporating both communication and technical components needed by professionals in the field. This action will maximize both efficiency of resources and student enrollment.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
--	---

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 (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
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.

Corporate Communication and Technology (B.B.A)
 CIP Code: 52.0204

University Requirement.....1 hour

BTO 100.

General Education Requirements.....40-43 hours

Standard General Education program, excluding general education course categories 09, 12, and 21; and category 20 for the ~~Managerial Communication and Training Option~~. Refer to Section Four of this Catalog for details on the General Education and University requirements.

Supporting Course Requirements.....12-15 hours

MAT 211 or the combined courses of MAT 107 and QMB 240; SOC 131; ECO 230, 231.

Free Electives (non business).....~~5-8-11~~ hours

Business Requirements

Pre-Business Core..... 12 hours

ACC 201, 202; GBU 204; QMB 200.

Business Core..... 21 hours

CCT 300, CIS 300, FIN 300, MGT 300, MGT 370, MKT 300, and GBU 480.

Major Requirements..... ~~28~~ 31 hours

CCT 106, 200, 250, 290, 302, 303, ~~2310~~, 550, 570, 580, CMS 300. and one of the following options:

~~Technology Applications and Design Option:~~

~~CCT 290 or CIS 230; CCT 303, 349, 570, 580.~~

~~Managerial Communication and Training Option:~~

~~CCT 520, 550, 570; SPE 100, 300; PUB 375.~~

Total Curriculum Requirements..... 128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	MMAC B&T CCT 290 Office Systems Applications
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/25/2005	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/18/2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	N/A	Faculty Senate** N/A
Teacher Education Committee*	N/A	Board of Regents** N/A
		Council on Postsecondary Edu.*** N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To eliminate CIS 230 as an equivalent course for CCT 290.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: CCT 290 has been evaluated by CIS faculty and CCT faculty and the determination is that CIS 230 and CCT 290 are not equivalent courses.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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.)

CCT 290 Office Systems Applications. (3) I, II. Formerly ACS 290. Prerequisite: CIS 212 or CCT 250. Emphasis on advanced applications of integrated office software as productivity tools. ~~Credit will not be awarded to students who have credit for CIS 230.~~

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CCT	290	Fall 2006	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____ UP _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
Co-Requisites and Prerequisites **See definitions on following page**				

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	Credit will not be awarded to students who have credit for CIS 230.
Course Prefix and No.	
Course Prefix and No.	

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

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

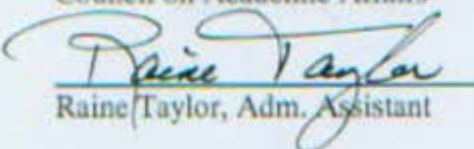


EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906
www.education.eku.edu

College of Education
Office of the Dean
859/622-3515 or 859/622-1175
859/622-5061 FAX

421 Bert Combs Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Mark.Waniczek@eku.edu

Agenda

TO: Council on Academic Affairs
FROM: 
Raine Taylor, Adm. Assistant
DATE: December 12, 2005
RE: Materials for Consideration on December 16, 2005

COLLEGE OF EDUCATION

Curriculum & Instruction

- Courses Revisions
 - Elementary Education Kindergarten emphasis

Department of Special Education

- Course Revision
 - SED 851
 - ASL 101
 - ASL 102
 - ASL 201
 - ASL 202
 - ASL 301
 - ASL 302
 - ITP 115
 - ITP 210
 - ITP 215
 - ITP 220
 - ITP 310



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

Department of Special Education, cont.

- ITP 325
 - ITP 350
 - ITP 370
 - ITP 390
 - ITP 420
 - ITP 425
 - ITP 430
 - ITP 470
 - ITP 490
 - ITP 495
- Program Revision
 - Masters of Arts in Education in Special Education



**Office of Teacher Admission and Certification
UPDATE AND APPROVAL REQUEST**

Teacher Education Committee
June 1, 2004
November 22, 2005

Council on Academic Affairs
June 17, 2004

TEACHER EDUCATION PROGRAM MAJOR CODE SCHEME CHANGES

The development of major code schemes for teacher education programs has a long history at EKU. The pre-teaching and teaching major codes were developed for the College of Education to have a mechanism to report information and track students in pre-admitted and admitted statuses. The College of Education (Office of Teacher Admission and Certification) working collaboratively with the Kentucky Educational Professional Standards Board, EKU Banner Office, Offices of the Registrar, Admissions, Graduate School, and Enrollment Management (Advising and Testing) is developing new Modules (that will work with Banner) for tracking teacher education candidates. In the new Admission to Teacher Education Module there will be a place to code the teacher education admitted status for each teacher education candidate.

COMPLETED

This new process will eliminate the need for a pre and teaching major code scheme, will eliminate the need to change major codes for students when admitted to teacher education, will allow for us (University) to maintain one set of CARES reports instead of two for each teacher education program area, will facilitate a better registration process for students when registering for courses having a prerequisite of admission to teacher education, and will allow for easier and more accurate reporting at the University, College, and Department levels. **COMPLETED**

Fall 2004, Banner Office projection of implementation, the College of Education will eliminate the pre-teaching major code sequence for all teacher education programs. The Banner team will devise a plan for changing the teacher education candidates pre-teaching codes to teaching codes and will work with the appropriate offices to make these changes. We will work with the Office of the Registrar to update the system to look at the new location for admission to teacher education course prerequisite requirements. We will work with the Office of Advising and academic areas to make sure that teaching CARES reports reflect appropriate requirements.

COMPLETED

Fall 2004 – Fall 2005, Banner Office projection of implementation, the College of Education working with the Offices of the Registrar, Graduate School, and the Banner team will update and create major coding schemes for graduate level teacher education programs including rank I, II, non-degree certifications, endorsements, certificate extensions, and alternative routes to certification. Also, we will develop a coding scheme for returning undergraduate students completing certification programs but not obtaining a second degree. **OUR COLLOBAROATIVE EFFORTS, INCLUDING WORK WITH EPSB, HAVE**

RESULTED IN AN ONGOING PLAN FOR ECU CODING OF PROFESSIONAL EDUCATION PROGRAMS.

We are requesting approval from CAA to update current Banner coding to a one-to-one relationship for all degree/non-degree programs, certification areas, ranks, extensions, endorsements, proficiencies, and alternative routes to accurately reflect programs being pursued. New programs will follow the traditional route of CAA approval. This is a coordinated effort between the Office of Teacher Admission and Certification, Office of the Registrar, the Graduate School, Banner team, and M. Miracle at EPSB. We will keep Dr. Thompson updated throughout this phase of development.

EKU has shown leadership at a state and national level in teacher education data collection development and we are excited and proud to share our external and internal collaboration success stories. Thank you for your continued support.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Curriculum & Instruction Education Elementary Education Kindergarten emphasis (Major X___, Option ___; Minor ___; or Certificate ___)
--	---	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee		Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	10/4/05	Approved X	Disapprovec 12-15-05
General Education Committee*	NA	Faculty Senate**	
Teacher Education Committee*	10/25/05	Board of Regents**	
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Aligns with course changes already made in the Family Consumer Sciences Department</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2005</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The FCS department has changed the course numbers, prerequisites and content of several courses that are part of the Kindergarten emphasis.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

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

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

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

New or Revised* Catalog Text

(*Use ~~strickthrough~~ 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 ~~strickthrough~~ 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 ~~strickthrough~~ for deletions and underlines for additions.)

Kindergarten: CDF 235, 236, ~~CDF 244, 247~~, ELE 519, SED 518; CDF 346, OTS 515 or SED 260; ~~CDF 132~~, CDF 327, HEA 375, or SOC 345; AGR 577, BIO 317 (GEW 16), CSC 178, or TEC 322.

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ASL 101
Course Dropped (Part II)	*Course Title (30 characters)	American Sign Language I
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05
General Education Committee*	Dec. 1, 2005	Faculty Senate**	n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a
		Council on Postsecondary Edu.***	n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course description</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Align course description between the EKU ITP and EKU/UofL ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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.)

ASL 101 American Sign Language I. (3) I, II. A functional notional approach to learning beginning American Sign Language (ASL). Development of basic knowledge of and understanding of conversational ASL and cultural features of the language and community. ~~Clinical hours required. 3 Lec/1Lab.~~ Gen. Ed. ~~03 or 04 VIII.~~

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.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ASL	101	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory <u>1</u>	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
L	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ASL 102
Course Dropped (Part II)	*Course Title (30 characters)	American Sign Language II
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date	Date
Departmental Committee	Sept. 29, 2005	n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	Dec. 1, 2005	n/a
Teacher Education Committee*	Nov. 22, 2005	n/a
	Graduate Council*	n/a
	Council on Academic Affairs	
	Faculty Senate**	n/a
	Board of Regents**	n/a
	Council on Postsecondary Edu.***	n/a

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****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.)
 Change in course description and prerequisite

A. 2. Effective date: (Example: Fall 2001)
 Fall 2006

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

B. The justification for this action:
 Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.

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

New or Revised* Catalog Text

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

ASL 102 American Sign Language II. (3) I, II. Prerequisite: ASL 101 **with a minimum grade of "C" or departmental permission.** ~~The second course in the ASL sequence.~~ Continued development of basic knowledge of and understanding of conversational ASL and cultural features of the language and community. ~~Clinical hours required.~~ **3 Lec/1Lab.** Gen. Ed. ~~03 or 04~~ VIII.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 Letters)
ASL	102	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory <u>1</u>	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
L	3	N	FR _____	JR _____
			SO _____	SR _____
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ASL 101 (with a minimum grade of C) or departmental permission.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ASL 201
Course Dropped (Part II)	*Course Title (30 characters)	American Sign Language III
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved	12-15-05
General Education Committee*	Dec. 1, 2005	Faculty Senate**	n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a
		Council on Postsecondary Edu.***	n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course description and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
ASL 201 American Sign Language III. (3) I, II. Prerequisite: ~~ASL 404~~, ASL 102 **with a minimum grade of "C" or departmental permission.** ~~The third course in the ASL sequence.~~ Development of intermediate expressive and receptive ASL skills and cultural features of the language and community. ~~Clinical hours required.~~ **3 Lec/1Lab.**
Gen. Ed. ~~03 or 04 VIII.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ASL	201	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory <u>1</u>	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
L	3	N	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ASL 102 (with a minimum grade of C) or departmental permission.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one) New Course (Parts II, IV)	Department Name Special Education	College Education
X Course Revision (Parts II, IV)	*Course Prefix & Number ASL 202	*Course Title (30 characters) American Sign Language IV
Course Dropped (Part II)	*Program Title (Major __, Option __; Minor __; or Certificate __)	
New Program (Part III)	*Provide only the information relevant to the proposal.	
Program Revision (Part III)		
Program Suspended (Part III)		

Proposal Approved by:	Date		Date
Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved	12-15-05
General Education Committee*	Dec. 1, 2005	Faculty Senate**	n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a
		Council on Postsecondary Edu.***	n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course description and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ASL 202 American Sign Language IV. (3) I, II. Prerequisite: ~~ASL 101, ASL 102, ASL 201~~ **with a minimum grade of "C" or departmental permission.** ~~The fourth course in the ASL sequence.~~ Continued development of intermediate expressive and receptive ASL skills and cultural features of the language and community. ~~Clinical hours required.~~ **3Lec/1Lab.** Gen. Ed. ~~03 or 04~~ VIII.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ASL	202	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory <u>1</u>	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
L	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ASL 201 (with a minimum grade of C) or departmental permission.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ASL 301
Course Dropped (Part II)	*Course Title (30 characters)	American Sign Language V
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date	Date
Departmental Committee	Sept. 29, 2005	n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	Nov. 22, 2005	Approved X Disapprovec 12-15-05
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a Council on Postsecondary Edu.*** n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course description and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ASL 301 American Sign Language V. (3) I, II. Prerequisite ~~ASL 101, ASL 102, ASL 201, ASL 202~~ **with a minimum grade of "C"** or ~~permission of instructor~~ departmental permission. ~~The fifth course in the ASL sequence.~~
Development of advanced expressive and receptive ASL skills and cultural features of the language and community.
Clinical hours required. ~~Gen. Ed. 03 or 04.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
ASL	301	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	ITPR	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
Co-Requisites and Prerequisites					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.	ASL 202 (with a minimum grade of C) or departmental permission.				
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Equivalent Course(s): (credit not allowed with; or formerly:)					
Course Prefix and No.					
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 <u>X</u>	07 _____	11 _____	15 _____	19 _____	
04 <u>X</u>	08 _____	12 _____	16 _____		

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Special Education Education ASL 302 American Sign Language VI Proposal Approved by: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;"><u>Date</u></th> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Departmental Committee</td> <td style="text-align: center;">Sept. 29, 2005</td> <td>Graduate Council*</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td style="text-align: center;"><i>Is this a SACS Substantive Change?</i></td> <td style="text-align: center;"> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">Nov. 22, 2005</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">12-15-05</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">n/a</td> <td>Faculty Senate**</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">Nov. 22, 2005</td> <td>Board of Regents**</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">n/a</td> </tr> </tbody> </table> <p>*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.</p>		<u>Date</u>		<u>Date</u>	Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a	<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05	General Education Committee*	n/a	Faculty Senate**	n/a	Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a			Council on Postsecondary Edu.***	n/a
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a																											
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs																												
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05																											
General Education Committee*	n/a	Faculty Senate**	n/a																											
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a																											
		Council on Postsecondary Edu.***	n/a																											

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course description and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
--	---

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

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

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

New or Revised* Catalog Text

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

ASL 302 American Sign Language V. (3) I, II. Prerequisite ~~ASL 101, ASL 102, ASL 201, ASL 202, 301~~ **with a minimum grade of "C"** or ~~permission of instructor~~ departmental permission. ~~The sixth course in the ASL sequence.~~ Continued development of advanced expressive and receptive ASL skills and cultural features of the language and community. Clinical hours required. ~~Gen. Ed. 03 or 04.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
ASL	302	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	ITPR	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
Co-Requisites and Prerequisites					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.	ASL 301 (with a minimum grade of C) or departmental permission.				
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Equivalent Course(s): (credit not allowed with; or formerly:)					
Course Prefix and No.					
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 <u>X</u>	07 _____	11 _____	15 _____	19 _____	
04 <u>X</u>	08 _____	12 _____	16 _____		

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education ITP 115 Heritage and Culture of the Deaf _____ (Major __, Option __; Minor __; or Certificate __)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	Sept. 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved 12-15-05
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****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.) Change in course description and prerequisite A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

ITP 115 Heritage and Culture of the Deaf. (3) A. Prerequisites: ~~ASL 101~~, ASL 102 with a minimum grade of "C" or departmental permission of instructor. Overview of the psychological, sociological, and cultural impacts of deafness upon children and adults. Explores how deafness can affect the individual's development in language, communication, cognition, and psychological-~~social~~-emotional growth. Examines historic relations between deaf and hearing, and compares deaf culture with that of the hearing world.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
ITP	115	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
Co-Requisites and Prerequisites					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.	ASL 102 (with a minimum grade of "C") or departmental permission.				
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Equivalent Course(s): (credit not allowed with; or formerly:)					
Course Prefix and No.					
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ITP 215
Course Dropped (Part II)	*Course Title (30 characters)	Professional Ethics and Issues in Interpreting
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05
General Education Committee*	n/a	Faculty Senate**	n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a
		Council on Postsecondary Edu.***	n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Course name, description, and prerequisite change</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ITP 215 ~~Voice to Sign: Theory~~ **Professional Ethics and Issues in Interpreting**. (3) A. ~~Formerly SED 125.~~
Prerequisites: ASL 201, and ITP 115 with minimum grades of "C" or ~~departmental permission instructor approval.~~
~~study of t~~ Terminology, procedures and ethical professional considerations relevant to interpreting and transliterating. Topics include Registry of Interpreters for the Deaf, Code of ~~Ethics~~ Professional Conduct application, structuring the interpreting environment, communication assessment, human relations skills, historical developments, and current trends.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	215	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)								
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____								
		Thesis _____									
		Internship _____									
		Independent Study _____									
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		ASL 201 and ITP 115 (with minimum grades of "C") or departmental permission									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Special Education Education ITP 220 Processing Skills for Interpreters Proposal Approved by: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;"><u>Date</u></th> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Departmental Committee</td> <td style="text-align: center;">Sept. 29, 2005</td> <td>Graduate Council*</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td style="text-align: center;"><i>Is this a SACS Substantive Change?</i></td> <td style="text-align: center;"> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">Nov. 22, 2005</td> <td style="text-align: center;">Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">12-15-05</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">n/a</td> <td>Faculty Senate**</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">Nov. 22, 2005</td> <td>Board of Regents**</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">n/a</td> </tr> </tbody> </table> <p> *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. </p>		<u>Date</u>		<u>Date</u>	Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a	<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05	General Education Committee*	n/a	Faculty Senate**	n/a	Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a			Council on Postsecondary Edu.***	n/a
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a																											
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs																												
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05																											
General Education Committee*	n/a	Faculty Senate**	n/a																											
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a																											
		Council on Postsecondary Edu.***	n/a																											

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course name, description, and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
---	---

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

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

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

New or Revised* Catalog Text

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

ITP 220 ~~Preprocessing~~ Interpreting Skills for Interpreters. (3) II. Prerequisites: ASL 401, ~~102, 201~~ with a minimum grade of "C" or departmental permission. Practice of cognitive skills used in the process of interpreting. Skills include visualization, prediction, listening, memory, abstracting, closure, dual tasking, and lag processing time. ~~Clinical hours required.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	220	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____	Other _____								
Cip Code (first two digits only)											
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>								
		Thesis _____									
		Internship _____									
		Independent Study _____									
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		ASL 201 (with a minimum grade of "C") or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

NOTE: Do not forward validation tables with curriculum form.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Special Education Education ITP 230 Sign-to-Voice Interpreting I
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved 12-15-05
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****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.) Change in course number, name, description, and prerequisite A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

ITP ~~230~~ **325** ~~Sign-to-Voice: Theory~~ Interpreting I. (3) I. Formerly ~~SED-230~~ ITP 230. Prerequisites: **Admission in the Interpreter Training Program**, and ~~ASL-304~~ ASL 202, ITP 115, 215, 220, with minimum grades of "C" or departmental permission of instructor. Development of sign-to-voice interpreting ~~and~~ transliterating skills progressing from consecutive to simultaneous interpreting ~~and~~ transliterating in a variety of settings. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	325	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____	Other _____								
Cip Code (first two digits only)											
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>								
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in the Interpreter Training Program, ASL 202, ITP 115, 215, 220, (with minimum grades of "C") or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.		Formerly ITP 230.									
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ITP 310
Course Dropped (Part II)	*Course Title (30 characters)	Interpreting in Private Practice
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	Sept. 29, 2005	Graduate Council*	n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05
General Education Committee*	n/a	Faculty Senate**	n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a
		Council on Postsecondary Edu.***	n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course name, description, and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ITP 310 Interpreting ~~As In~~ Private Practice. (1) I. Prerequisites: **Admission in the Interpreter Training Program** ~~ITP 215, 220 or departmental permission instructor approval~~. Analysis of the interpreter job market, working conditions, pay scales, business practices, resources, independent contracting, and freelance interpreting. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
ITP	310	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
Co-Requisites and Prerequisites					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.	Admission to the Interpreter Training Program or departmental permission				
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Equivalent Course(s): (credit not allowed with; or formerly:)					
Course Prefix and No.					
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ITP 315
Course Dropped (Part II)	*Course Title (30 characters)	Application of Fingerspelling and Number Systems
New Program (Part III)	*Program Title	
Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	Sept. 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved 12-15-05
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****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.)
 Change in course name, number, description, and prerequisite

A. 2. Effective date: (Example: Fall 2001)
 Fall 2006

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

B. The justification for this action:
 Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.

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

New or Revised* Catalog Text

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

ITP 315 **210** Fingerspelling. **Application of Fingerspelling and Number Systems.** (3) I, II. Formerly **ITP 315** — **SED 420.** Prerequisites: ASL 201 with a minimum grade of "C" or departmental permission. ~~This course is designed to supplement American Sign Language ASL 101 and ASL 102.~~ The course will focus on aspects of receptive and expressive fingerspelling **usage, including lexicalized fingerspelling and various numbering systems within** ~~and numbers in~~ ASL.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
ITP	210	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
Co-Requisites and Prerequisites					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.	ASL 201 (with a minimum grade of "C") or departmental permission.				
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Equivalent Course(s): (credit not allowed with; or formerly:)					
Course Prefix and No.	Formerly ITP 315.				
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Special Education Education ITP 320 Voice-to-Sign Interpreting I
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	Sept. 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapprovec 12-15-05
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****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.) Change in course name, description, and prerequisite A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

ITP 320 Voice-to-Sign: Interpreting I. (3) A. Formerly ~~SED 225~~. Prerequisites: **Admission in the Interpreter Training Program**, and ~~ASL 304~~ ASL 202, ITP 115, 215, 220, with minimum grades of "C" or departmental permission of instructor. Development of voice-to-sign interpreting skills progressing from consecutive to simultaneous interpreting in a variety of settings. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	320	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____	Other _____								
Cip Code (first two digits only)											
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>								
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in the Interpreter Training Program, ASL 202, ITP 115, 215, 220, (with minimum grades of "C") or departmental permission									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Special Education Education ITP 370 Interpreting in Specialized Settings I
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapprovec 12-15-05
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course name, description, and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

New or Revised* Catalog Text

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

ITP 370 ~~Settings and Interpreting in Specialties~~ Specialized Settings I. (3) II. Prerequisite: **Admission in the Interpreter Training Program** ITP 245 or instructor departmental permission. ~~Large audience and team interpreting situations.~~ Study of interpreting/transliterating in specific settings including platform, team, oral, and educational interpreting. Observation and modeling of professional interpreters. ~~interpreting services for oral deaf consumers and educational interpreters.~~ Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	370	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____	Other _____								
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)								
1	3	N	Class Restriction, if any: (undergraduate only)								
			FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____								
		Thesis _____									
		Internship _____									
		Independent Study _____									
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in Interpreter Training Program or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ITP 390
Course Dropped (Part II)	*Course Title (30 characters)	Linguistics and ASL I
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date	Date
Departmental Committee	September 29, 2005	n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	n/a	n/a
Teacher Education Committee*	Nov. 22, 2005	n/a
	Graduate Council*	n/a
	Council on Academic Affairs	
	Faculty Senate**	n/a
	Board of Regents**	n/a
	Council on Postsecondary Edu.***	n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course description and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ITP 390 Linguistics and ASL I. (3) II. Prerequisites: Admission in the Interpreter Training Program, ASL 401, ~~402, 201, 202~~ **301 with a minimum grade of "C"**, or ~~instructor's departmental~~ permission. Overview of linguistics; phonology, morphology and language change in a variety of languages and American Sign Language. Analysis of ASL and spoken languages. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	390	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)								
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____								
		Thesis _____									
		Internship _____									
		Independent Study _____									
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in the Interpreter Training Program, ASL 301 (with a minimum of "C") or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ITP 420
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Voice-to-Sign Interpreting II
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	September 29, 2005	Graduate Council*	n/a
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11-15-05
General Education Committee*	n/a	Faculty Senate**	n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**	n/a
		Council on Postsecondary Edu.***	n/a

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****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.)
Change in course name, description, and prerequisite

A. 2. Effective date: (Example: Fall 2001)
Fall 2006

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

B. The justification for this action:
Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.

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

New or Revised* Catalog Text

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

ITP 420 Voice-to-sign: ~~Transliterating~~ Interpreting II. (3) I. ~~Formerly SED-265~~. Prerequisites: Admission in the Interpreter Training Program, ASL 302, ITP 230 and 320, 230 or 325 with minimum grades of "C" or departmental permission. Development of voice-to-sign transliterating skills and continued development of voice-to-sign interpreting skills used in a variety of educational and community settings. Introduction of English sign systems. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	420	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____	Other _____								
Cip Code (first two digits only)											
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____	JR _____							
			SO _____	SR _____							
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____								
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in the Interpreter Training Program, ASL 302, ITP 320, 325 (with minimum grades of "C") or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ITP 425
Course Dropped (Part II)	*Course Title (30 characters)	Sign-to-Voice Interpreting II
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	September 29, 2005	n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	n/a	n/a
Teacher Education Committee*	Nov. 22, 2005	n/a
	Graduate Council*	n/a
	Council on Academic Affairs	
	Faculty Senate**	n/a
	Board of Regents**	n/a
	Council on Postsecondary Edu.***	n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course name, description, and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ITP 425 Sign-to-voice: Interpreting II. (3) I, II. Prerequisite: **Admission to the Interpreter Training Program**; ASL 302, ITP ~~230 320, 230 or 325, and 304~~ **with minimum grades of "C"**, or departmental permission ~~instructor~~ approval. Training and practice in sign-to-voice interpreting **Continued development of sign-to-voice interpreting/ transliterating skills** in educational and community a variety of settings. Register and text analysis of ASL including sequencing, paraphrasing, and vocal production. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	425	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)								
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____								
		Thesis _____									
		Internship _____									
		Independent Study _____									
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in the ITP; ASL 302, ITP 320, 230 or 325 (with minimum grades of "C") or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name _____ College _____ *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title _____ (Major ____, Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	Special Education Education ITP 430 Interpreting in Specialized Settings II
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapprovec 12-15-05
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****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.) Change in course name, description, and prerequisite A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

ITP 430 ~~Simulation of Interpreting Specializations~~. Interpreting in Specialized Settings II (3) I. Prerequisite:

Admission in the Interpreter Training Program, ASL 302, ITP 320 and 230 or 325370 with minimum grades of "C"

or ~~instructor's departmental~~ permission. Study of interpreting/transliterating in specific settings ~~involving~~ including vocational rehabilitation, theatrical, deaf-blind, legal, medical, and mental health. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	430	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____	Other _____								
Cip Code (first two digits only)											
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____	JR _____							
			SO _____	SR _____							
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY								
		Thesis _____	Date of data entry _____								
		Internship _____									
		Independent Study _____	Data entry person _____								
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in the Interpreter Training Program, ASL 302, ITP 320 and 230 or 325 (with minimum grades of "C") or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option <u>X</u> ; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Special Education Education ITP 470 Practicum in Interpreting I
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved 12-15-05
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course name, description, and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ITP 470 ~~Pre-Practicum in Interpreting~~. Practicum in Interpreting I (3) I. Prerequisite: Admission in the Interpreter Training Program, ASL 302, ITP 320, 230 or 325, 370, with minimum grades of "C", or instructor's departmental permission. Observation and interpreting experience under the supervision of a mentor(s) in a ~~varcity~~ variety of settings. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
ITP	470	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
Co-Requisites and Prerequisites					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.	Admission in the ITP, ASL 302, ITP 320, 230 or 325, 370, (with minimum grades of "C") or departmental permission.				
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
Equivalent Course(s): (credit not allowed with; or formerly:)					
Course Prefix and No.					
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ITP 480
Course Dropped (Part II)	*Course Title (30 characters)	Practicum in Interpreting II
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date	Date
Departmental Committee		n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	Nov. 22, 2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	n/a	Faculty Senate** <input type="checkbox"/> n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** <input type="checkbox"/> n/a
		Council on Postsecondary Edu.*** <input type="checkbox"/> n/a

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course number, name, description, and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ITP ~~480~~ 495 Practicum in Interpreting II,(12) I, II. (**Previously ITP 480**) Prerequisite: **Admission in the Interpreter Training Program**,ITP Faculty Approval, ~~370~~ completion of all other ASL/ITP classes with minimum grades of "C". A structured full time practicum interpreting experience under the direct supervision of a mentor(s) in an educational, public or private setting. Students will interpret, participate in professional growth activities, keep professional journals and adhere to all guidelines and requirements in the ITP ~~480~~ **495** student practicum handbook. Potential practicum sites may be local, state wide, regional or national.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	495	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
12	Lecture _____	Laboratory _____	Other <u>12</u>								
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)								
P	3	S	FR _____ JR _____								
	With student/faculty		SO _____ SR _____								
	Ratio of 1 - 5										
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____								
		Thesis _____									
		Internship _____									
		Independent Study _____									
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in the Interpreter Training Program, ITP Faculty Approval, completion of all other ASL/ITP classes (with minimum grades of "C").									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Special Education Education ITP 490 Linguistics and ASL II
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change in course description and prerequisite</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Align course description between the EKU ITP and EKU/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ITP 490 Linguistics and ASL II. (3) I. Prerequisites: **Admission in the Interpreter Training Program**, ITP 390 **with a minimum of "C"**, or ~~instructor's departmental~~ permission. Overview of syntax, discourse, and sociolinguistics. Analysis of American Sign Language and spoken languages. Clinical hours required.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	490	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____	Other _____								
Cip Code (first two digits only)											
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____ JR _____ SO _____ SR _____								
		<div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>									
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>									
		Thesis _____ Internship _____ Independent Study _____ Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		Admission in the Interpreter Training Program, ITP 390 (with a minimum grade of "C") or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

NOTE: Do not forward validation tables with curriculum form.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Special Education Education ITP 350 Historical Perspectives on the Deaf Community
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	Nov. 22, 2005	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) New course</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>ITP 350 will replace Soc. 310. ITP 350 will better prepare students for national certification. Content previously covered in Soc. 310 will be included in this class and in ITP 490.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ITP 350 Historical Perspectives on the Deaf Community (3) II. Prerequisite: ASL 301 with a minimum grade of "C" or departmental permission. This course examines the Deaf Community and its historical events. The course is organized to focus on the historical, sociopolitical, sociolinguistic and psychosocial forces that influence Deaf People's experience in both the United States and in other countries.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
ITP	350	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____								
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)								
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)								
1	3	N	FR _____ JR _____ SO _____ SR _____								
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____								
		Thesis _____									
		Internship _____									
		Independent Study _____									
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.		ASL 301 (with a minimum grade of “C”) or departmental permission.									
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

NOTE: All course requirements and assignments must be completed for a grade to be given. All written work must be submitted in standard English. English usage and grammar will be considered in evaluation of all course work, in accordance with ECU policy.

H. **Additional Requirements for Graduate Students:** Not Applicable.

I. **Course Evaluation**

1) Homework Assignments (cumulative)	50 points
2) Test 1-5 (50 points each)	250 points
3) Project 1-4 (50 points each)	<u>200 points</u>
TOTAL	500 points

Each assignment and project will be explained in detailed written, verbal, and signed communication so that instructions for each type of assignment and project are understood. During all phases of an assignment, project, or test, students should feel free to ask for clarification on any point.

The following scale reflects how grades will be tallied at semester's end:

- 500-450 = A
- 449-400 = B
- 399-350 = C
- 349-300 = D
- 299- 0 = F

J. **Student Progress:** Students are responsible for monitoring their progress in the course and for computing their own grades continually as each assignment is returned to them by the instructor. Students may double-check their tallies at any time with the instructor.

K. **Attendance Policy:** Absences equating to 20% of class meetings will result in automatic course failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given the opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in approved University activity.

L. **Last Day to Withdraw/Drop from the Course:** (at time of syllabus development, exact date not yet published; see Spring 2006 schedule book for date)

M. **University Writing Requirement (UWR):** Baccalaureate degree students at ECU must take the UWR exam in the first semester of enrollment in which they earn their 60th credit hour. Transfer students who transfer 60 credit hours (or more) must take

the exam in the first semester of enrollment. Students failing to register for, take and pass the UWR in the semester after they complete the 60th credit hour will be subject to the enrollment limitations described in the *Undergraduate Catalog*.

N. Bibliography:

- Baker, Charlotte and Battison, Robin (eds.). (1987). SIGN LANGUAGE AND THE DEAF COMMUNITY: ESSAYS IN HONOR OF WILLIAM STOKOE. National Association of the Deaf.
- Baynton, Douglas C. FORBIDDEN SIGNS. (1996). University of Chicago Press.
- Benderly, B.L. (1980). DANCING WITHOUT MUSIC: DEAFNESS IN AMERICA. Anchor Press/Doubleday.
- Bowe, Frank. (1991). CHANGING THE RULES. T.J. Publishers, Inc.
- Carroll, Cathryn. (1991). CLERC: THE STORY OF HIS EARLY YEARS. Gallaudet University Press.
- Degering, Ella. (1964). GALLAUDET: FRIEND OF THE DEAF. Herald Publishing. (Available through Gallaudet University Press.)
- Fernandes, J., et al. (1999). PERSPECTIVES IN EDUCATION AND DEAFNESS: SPECIAL LITERACY ISSUE. Vol. 17, May/June 1999.
- Fletcher, Lorraine. (1988). BEN'S STORY: A DEAF CHILD'S RIGHT TO SIGN. Gallaudet University Press.
- Greenberg, Joanne. (1979). IN THIS SIGN. Holt, Rhinehart, & Winston.
- Groce, Nora Ellen. (1990). EVERYONE HERE SPOKE SIGN LANGUAGE: HEREDITARY DEAFNESS IN MARTHA'S VINEYARD. Harvard University Press.
- Hairston, Ernest and Smith, Linwood. (1983). BLACK AND DEAF IN AMERICA. T.J. Publishers, Inc.
- Halcomb, Mabs and Wood, Sharon. (1988). DEAF WOMEN: A PARADE THROUGH THE DECADES. Dawn Sign Press.
- Harris, George A. (1983). BROKEN EARS: WOUNDED HEARTS. Gallaudet University Press.
- Lane, Harlan. (1984). WHEN THE MIND HEARS: A HISTORY OF THE DEAF. Random House, Inc.

- Marschark, Marc. (1997). RAISING AND EDUCATING A DEAF CHILD. Oxford Press.
- Neimark, Anne E. (1983). A DEAF CHILD LISTENED: THOMAS GALLAUDET, PIONEER IN AMERICAN EDUCATION. Morrow Junior Books.
- Neisser, Arden. THE OTHER SIDE OF SILENCE: SIGN LANGUAGE AND THE DEAF COMMUNITY. Alfred A. Knopf, Inc.
- Ogden, Paul W. and Lipsett, Suzanne. (1982). THE SILENT GARDEN: UNDERSTANDING THE HEARING IMPAIRED CHILD. St. Martin's Press.
- Padden, Carol and Humphries, Tom. (1988). DEAF IN AMERICA: VOICES FROM A CULTURE. Harvard University Press.
- Parker, F. (1986). LINGUISTICS FOR THE NON-LINGUISTS. College-Hill Press.
- Paul, Peter V. (1998). LITERACY AND DEAFNESS: THE DEVELOPMENT OF READING, WRITING, AND LITERATE THOUGHT. Pro-Ed.
- Rutherford, Susan. (1993). A STUDY OF AMERICAN DEAF FOLKLORE. Gallaudet University Press.
- Sacks, Oliver. (1989). SEEING VOICES: A JOURNEY INTO THE WORLD OF THE DEAF. University of California Press.
- Schein, Jerome. (1981). A ROSE FOR TOMORROW: BIOGRAPHY OF FREDERICK C. SCHREIBER. National Association of the Deaf.
- Sidransky, Ruth. (1990). IN SILENCE: GROWING UP HEARING IN A DEAF WORLD. St. Martin's Press.
- Spradley, T.S. and Spradley, J.P. (1978). DEAF LIKE ME. Random House.
- Van Cleve, John V. and Crouch, Barry A. (1989). A PLACE OF THEIR OWN: CREATING THE DEAF COMMUNITY IN AMERICA. Gallaudet University Press.
- Walker, Lou Ann. (1986). A Loss for Words. Harper & Row.
- Walworth, Margaret and Moores, Donald F. (1991). A FREE HAND: ENFRANCHISING EDUCATION OF THE DEAF. T.J. Publishers.
- Winefield, Richard. (1987). NEVER THE TWAIN SHALL MEET: BELL, GALLAUDET AND THE COMMUNICATION DEBATE. Gallaudet

University Press.

O. Professional Education Strands Development

Field Experiences: Students will watch videotapes and will participate in ASL Lab activities.

Metacognitive Skills: The comprehension of course content and assignments requires metacognitive skills. Students will be expected to reflect on their own experiences and thoughts and compare those with other students' experiences and thoughts.

Communication Skills: Students will sign to each other, to the instructor, to guest presenters, and to the ASL Lab staff, when appropriate. All submitted written work must be in standard English.

Research Skills/Independent Learning: Students are required to read two books (minimum), to write three project papers, and to prepare and deliver one oral or signed presentation. The latter two will require library and Internet research.

Technology: Students will be exposed to assistive technologies pertinent to deafness. They will also use VCRs and DVDs in the ASL Lab.

Professional/Social Skills: Students will develop professional and social skills through classroom interaction and individual presentations.

Teaming/Collaboration: Students will have the opportunity to complete group or paired assignments both in the classroom and in homework and lab activities.

Diversity: Students will be exposed to a variety of issues confronting the Deaf Community.

Inclusion/Exceptionalities: The students will develop an understanding of inclusion and how it applies to the Deaf Community.

P. Adapting Instruction

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact that office on the third floor of the Student Services Building, by e-mail at disabilities@eku.edu, or by telephone at (859)622-2933 v/tty. Upon individual request, this syllabus can be made available in alternative format.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	Special Education Education Interpreter Training Program
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 29, 2005	Graduate Council* n/a
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Nov. 22, 2005	Approved X Disapproved 12-15-05
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*	Nov. 22, 2005	Board of Regents**
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****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.) Revise admission requirements and degree program A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: These program changes align courses between the EKU ITP/U of L ITP and bring the curriculum in-line with current terminology and developments within the field of interpreting.	
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.)

ADMISSION TO INTERPRETING FOR DEAF INDIVIDUALS PROGRAM

Any student who is accepted by the University Admissions Office and declares their major as interpreting will be admitted as a pre-interpreting major. Admission to pre-interpreting does not guarantee admission to the ~~Professional~~ Interpreter Training Program. For consideration of admission into the ~~Professional~~ Interpreter Training Program at the Louisville campus, contact the Louisville ITP coordinator. For consideration of admission at the Richmond campus, the following are required:

Admission Criteria

- ~~An EKV~~ GPA of 2.5 or higher.
- Successfully completed ASL 201, 202, and ITP 215, 220 with a grade of "C" or higher and a ~~an overall~~ GPA of 2.5 or higher for these four classes.
- Successfully completed the Degrees of Reading Power Language Test, and
- Completed an admission interview by the ITP Interview Committee.

The ITP Interview Committee will select and rank applicants using the following criteria: 1) signing skills, (2) GPA, (3) score on the Degree of Reading Power Language Test, (4) interview score, (5) disposition score. The ITP Interview Committee will determine the number of students admitted to the program in order to maintain an appropriate student-faculty ratio and based on available resources.

Application Information

- Enrollment is limited.
- Application to the ITP does not guarantee acceptance.
- The ITP accepts students for the fall semester of all even years (i.e. 2008, 2010). Deadline for application is March 15th every even year.

Progression and Retention in the Program

- A grade of C or higher is required for all ITP/ASL core courses with a 2.5 GPA in the major.
- Upon successful completion of ITP 470, a student will be permitted to take ITP Practicum 495 only with written recommendations from the ITP faculty and the Department.

INTERPRETER TRAINING PROGRAM (B.S.)

CIP Code: 51.0205

Major Requirements.....	70 hours
ASL Core.....	18 hours
ASL 101, 102, 201, 202, 301, 302	
ITP/SED Core.....	52 55 hours
ITP 115, <u>210</u> , 215, 220, 230 , 310, 315 , 320, <u>325, 350</u> , 370, 390, 420, 425, 430, 470, 480, 490, <u>495</u>	
Supporting Course Requirements.....	12 9 hours
ANT 120; SED 104 and 337, SOC 340	
General Education Requirements.....	43 hours
Standard General Education program excluding course categories 03, 04, 09. Refer to Section Four of the <i>Catalog</i> for details on the General Education and University requirements.	
University Requirement.....	1 hour
EDO 100	
Free Electives.....	2 hours
Total Curriculum Requirements.....	128 hours

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

Part I

(Check one)	Department Name	Special Education
New Course (Parts II, IV)	College	Education
X Course Revision (Parts II, IV)	*Course Prefix & Number	SED 791
Course Dropped (Part II)	*Course Title (30 characters)	Teach Secondary LBD
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	9/29/05	Graduate Council*	11/9/05
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	10/4/05	Approved	Disapproved
General Education Committee*	NA	Faculty Senate**	N.A.
Teacher Education Committee*	10/25/05	Board of Regents**	N.A.
		Council on Postsecondary Edu.***	N.A.

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****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.)
 Change course number, title, and description.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2006

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

B. The justification for this action: Because undergraduates do not enroll in this class and the course is taught at a graduate level only, it does not need to be a 500/700 course. The 800 level will benefit students completing a Rank I. The previous course title does not use person-first language, and the description does not accurately reflect the course content.

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

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
851 ~~Instruction of Secondary Students with Learning and Behavioral Disabilities. Disordered Students.~~ (3) A. Formerly. SED 791. Prerequisites: ~~SED 775 or Instructor approval. Problems of students with learning and behavior disorders in secondary school settings. Programming and instructional alternatives for secondary level education. Planning for transition to work and community.~~ Focus on education of students with LBD in secondary settings, including academic instruction and learning strategies, social competence, school-wide management, career education and transition, adolescent sexuality, drug and alcohol abuse, and juvenile delinquency.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*							
SED	851	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	SPED							
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0								
3	Lecture 3 _____	Laboratory _____	Other _____								
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 13								
1	3	N	Class Restriction, if any: (undergraduate only)								
			FR _____	JR _____							
			SO _____	SR _____							
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____								
		Thesis _____									
		Internship _____									
		Independent Study _____									
		Practicum _____									
Co-Requisites and Prerequisites											
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)											
Course Prefix and No.											
Course Prefix and No.											
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)											
Course Prefix and No.											
Test Scores											
Minimum GPA (when a course grouping or student cumulative GPA is required)											
Equivalent Course(s): (credit not allowed with; or formerly:)											
Course Prefix and No.											
Course Prefix and No.											
Course Prefix and No.											
Proposed General Education Category: (Check as many as apply.)											
I.	01 _____	II.	05 _____	III.	09 _____	IV.	13 _____	V.	17 _____	VI.	20 _____
	02 _____		06 _____		10 _____		14 _____		18 _____		21 _____
	03 _____		07 _____		11 _____		15 _____		19 _____		
	04 _____		08 _____		12 _____		16 _____				

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education Masters of Arts in Education in Special Education (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/29/05	Graduate Council* 11/9/05
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	10/4/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	N.A.	Faculty Senate** N.A.
Teacher Education Committee*	10/25/05	Board of Regents** N.A.
		Council on Postsecondary Edu.*** N.A.
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add SED 810 as a required course. To delete EPY 839 and add EMS 830 to the list of course options.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>SED 810 focuses on legislation, regulations, and court cases that directly affect the provision of educational services to students with disabilities. EPY 830 was previously deleted from course options however it still appears in the catalog. EMS 830 has course content pertaining to multicultural populations related to the school curriculum.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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.)

CURRICULUM REQUIREMENTS

Professional Core	9 hours
EPY 816, 869	6 hours
One of the following	
EDF 837, 850, 855 or <u>EMS 830</u> or EPY 8393 hours
ALL OPTIONS	12 <u>15</u> hours
Learning and Behavior Disorders (LBD)	
Prerequisite (LBD Provisional Certification)	
SED 803, 804, 805, <u>810</u> , and 886.....	12 <u>15</u> hours
Deaf and Hard of Hearing (DHH)	
Prerequisite (DHH Provisional Certification)	
SED 803, 809, <u>810</u> , 832, and 886.....	12 <u>15</u> hours
Interdisciplinary Early Childhood Education (IECE)	
SED 801, 802, 805, <u>810</u> , and 886.....	12 <u>15</u> hours

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

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

Prerequisite coursework (completed or equivalent)

SED 104 or 575/775; SED 260, 360, or 820; SED 341 or 590/790; SED 352 or 576/776; SED 518/718; SED 375 or 574/774.

Or documented successful work experience with preschool children with disabilities approved by the academic advisor.

Program Requirements	30 hours
Core	12 <u>15</u> hours
SED 801, 802, 805, <u>810</u> , and 886	
Electives**	9 <u>6</u> hours

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

**SPLASH training will not be counted in M.A. Ed. In Special Education.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of the Dean
Dr. David D. Gale, Dean
Dr. Donald Calitri, Assoc. Dean
Julie K. Brewer, Academic Administrative Specialist

Rowlett 203
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1523
FAX (859) 622-1140

David.Gale@eku.edu • www.eku.edu
Donald.Calitri@eku.edu
Julie.Brewer@eku.edu

TO: Council on Academic Affairs

FROM: **Deborah Whitehouse**
Dr. Deborah Whitehouse, Associate Dean

SUBJECT: Agenda Items

DATE: December 12, 2005

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on December 15, 2005.

	Department of Health Promotion and Administration	
NEW Program		Effective Date
	Medical Coding Certificate	Fall 2006



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Health Promotion and Administration <hr/> College Health Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Medical Coding Certificate (Major __, Option __; Minor __; or Certificate <u>X</u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	8/18/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	10/19/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** 02-06-06
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To reactivate the previously suspended Health Information Coding Certificate and rename it Medical Coding Certificate. The certificate requirements will also be revised decreasing the hours from 22 to 15.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>The U.S. government predicts a growth in demand for medical coders of 49% during the 2000-2010 time period, with all health services ranked as the third largest growth industry in America. http://www.bls.gov/emp/. According to the AAPC 2002 salary survey, 18% of all medical coding positions are vacant with 10,000 new positions created each year. http://www.aacp.com/recognition/salary.htm. The Medical Assisting Practice program teaches medical coding as part of the Medical Assisting Technology A.S. degree program. This certificate has 15 credit hours and can be completed in 2 semesters. All courses in the certificate are currently offered at EKU.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: n/a</p> <p>Operating Expenses Impact: n/a</p> <p>Equipment/Physical Facility Needs: n/a</p> <p>Library Resources: n/a</p>	

HPAD-1

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.)

Medical Coding Certificate

Major Requirements.....9 hours

MAS 200, 201, 355.

Support Course Requirements.....6 hours

BIO 171, 301.

Total Curriculum Requirements.....15 hours



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

College of Justice & Safety
'A Program of Distinction'

Office of the Dean

354 Stratton Building
 521 Lancaster Avenue
 Richmond, KY 40475-3102
 (859) 622-3565 FAX (859) 622-6561
 Allen.Ault@eku.edu • www.justice.eku.edu

TO: Council on Academic Affairs

FROM: *Allen Ault*
 Dr. Allen Ault, Dean
 College of Justice & Safety

DATE: December 12, 2005

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Council on Academic Affairs scheduled for December 15, 2005.

Department of Criminal Justice & Police Studies

New Course	CRJ 355	Rural Crime and Justice
New Course	CRJ 403	Crime Mapping
New Course	CRJ 410	Alcohol and the Law
New Course	CRJ 415	Prostitution and Criminal Justice
New Course	PLS 380	Police in the Popular Media
New Course	PLS 385	Police Related Violence
Editorial Change		Social Justice Minor
Course Drop	PLS 101	Policing and Police Studies
Program Revision		BS in Criminal Justice
Program Revision		BS in Police Studies
Course Revision	CRJ 800	Advances Criminal Justice Studies
Course Revision	CRJ 808	Analysis of Criminal Justice Data
Course Revision	CRJ 814	Police and Society
Course Revision	CRJ 840	Punishment and Society
Course Revision	CRJ 870	Theories of Criminology and Delinquency
Course Revision	CRJ 871	Crime, Criminals and Victims
Course Revision	CRJ 872	The Community Context of Crime
Course Revision	CRJ 873	Social Construction of Crime and Crime Control
Course Revision	CRJ 874	Crime and Popular Culture
Course Revision	CRJ 875	Crime and Public Policy
Course Revision	CRJ 888	Research Methods in Criminal Justice
Course Revision	CRJ 889	Qualitative Research Methods
Course Revision	CRJ 890	Topical Seminar in Criminal Justice
Course Revision	CRJ 897	Independent Study in Criminal Justice
Course Revision	CRJ 898	Thesis I
Course Revision	CRJ 899	Thesis II
Course Drop	CRJ 812	Police and Human Resource Development
Course Drop	CRJ 895	Research Practicum

CRJ 890 revision was withdrawn



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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 355 Rural Crime and Justice
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/2/05	Approved X Disapproved 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add CRJ 355 as an elective course to the Criminal Justice program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>This course has been taught as a special topic several times and is a valid addition to the curriculum and a contextual understanding of criminal justice.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CRJ 355 Rural Crime and Justice (3) A. Survey of rural crime and justice issues, crime trends, policing and control of rural crime.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	355	Fall 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

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

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

Syllabus

Department of Criminal Justice and Police Studies

CRJ 355 Rural Crime and Justice

Credit Hours 3

Course Description:

CRJ 355 Rural Crime and Justice. (3) A. Survey of rural crime and justice issues, crime trends, policing and control of rural crime.

Within and without academia, most attention to crime and justice is primarily urban (or metropolitan) oriented. Although most Americans do not live in metropolitan areas, crime, criminals, victims, and justice issues are commonly presented as largely urban concerns. Ignored in these skewed images are crime and justice within rural areas and small towns scattered all across the country.

This course will give attention to crime, criminals, victims, justice and injustice issues within rural and small town areas. Although rural areas and small towns will receive general coverage, the class will give specific attention to these issues within the southern Appalachian region. The class is designed to familiarize students to crime and justice within rural areas and to highlight the similarities and differences in their rural manifestations to those in urban areas. The course will emphasize learning the trends and current state of crime, victimization, and criminal justice behavior within rural areas and especially southern Appalachia. The class will also focus on the processes by which we can understand these trends, specific research methods as ways of knowing, and theoretical explanations for the current and historical developments of rural crime and justice issues.

It seems only fitting that this class is offered at ECU, a university within a small town, a town only a few miles from the Appalachian region, within a state that is largely rural, and a state with a large percentage of its population residing within the southern Appalachian region. Many of our students were born and raised in rural areas or small towns and largely within the central or southeastern regions of Kentucky. Thus, this class seems apropos to ECU and to its students.

Text:

There is one text for this class:

Weisheit, Ralph, D.N. Falcone, and L.E. Wells. 1999. *Crime and Policing in Rural and Small-Town America* (2nd ed.). Prospect Heights, IL: Waveland.

Beyond this one text book, there are a few articles on reserve in the Stratton Library.

Students should read the material as assigned and come prepared to each class, having read the material and be able to participate in the class discussions.

Learning Objectives

Students should learn to analyze and critically evaluate ideas, arguments, and points of view within this academic area (this excludes opinions).

Students should be able to understand and articulate the core material or subject matter of this class.

Students should be able to critically and theoretically apply the subject matter to specific cases of rural communities and their experiences with crime and justice issues.

Class Format

Each class will consist of discussion about the week's readings and local crime and justice issues. Students are required to read their local newspapers and bring relevant crime and justice news clippings with them to class (beginning Jan. 20). During class, students are expected to describe the issues in their communities and relate them to the academic literature.

Note: For those students who are not from a rural area or small town, please see me. You will be asked to choose such an area from near your home town and to read that area's local paper. You also must bring clippings into class and discuss them in relation to the literature.

Besides the classroom discussions of the literature and newspaper articles, students are expected to take photographs and bring them into the classroom (beginning Jan. 20) and explain their relevance to the general topic of rural crime and justice. Students should photograph, for example, their communities, their law enforcement, their jails and court houses, their churches, their schools, their public defenders' offices, jailers, inmates doing road work or trash pick-up, places that address victims' needs, places of injustice, places of struggle for justice, poverty and wealth, homelessness, various clinics, and images that reflect social change. Students should bring photographic prints to class with them. Students also should be able to show the photographs so that the entire class can view them. As a result, the photos should be either slides or digitally stored photos. This is not important for each week, but it will be for your case study presentation (see below). Students who do not have a camera or do not have access to one, please see me.

Note: I am personally interested in collecting photographs of defunct country stores, seed and feed stores or hardware stores. If you run across any such place and can take a picture, I'd love to see it.

Journals

Students are to keep clippings from their newspapers in a journal and to write an entry each week about them. The entry should be a very brief description of the newspaper article. Then, the entry should analyze the news story by using information from the academic literature. It also should apply a theoretical overlay to the story. This should be done each week.

We will also see a few films during class. Students should write a response paper (about 2 pages) to the each film and include it in the journal.

The journal will be collected twice – about mid-term and at the end of the semester. The journal is worth a total of 50 semester points.

Case Study

Students are expected to conduct a case study of their home town (or for those who are not from a small town or a rural area, the “home town” that you choose). This means that students should exhaustively research everything in their home communities that has to do with crime, criminals, victims, and justice. A variety of data sources will be necessary to make this work well. Students should think about and research those variables that are related to the dynamics and types of crime within a community; variables that are connected to the behavior of the criminal justice system; and the variables that are associated with justice and injustice (or social justice). Government data are especially salient to these issues. As examples, students should collect longitudinal data on: crime rates (and specific types of crime); economic indicators (e.g., poverty, unemployment rates); educational levels; criminal justice system data (e.g., police officers per capita and their educational levels, court loads, jail conditions). Newspaper articles are also good sources of data for some of these issues. Students should interview a few diverse people central to understanding crime and justice in their areas. Historical photographs are also useful. Also, the photographs you are taking across the semester should be a part of your case study. Part of the case study, and especially the historical part, should be to locate a crime or justice story that is exceptional and compare it to those everyday occurrences.

The case study is designed for you to learn as much as possible about current and historical crime and justice issues in your rural community or small town. It should tell a story so that someone who is not from there can read the study and understand the central issues.

Students will write the case study as a major paper that will be due at the end of the semester. I encourage students to turn in to me early drafts of your paper so that you will be certain that you are on the right track. Furthermore, students will present their case study to the class during the last few weeks (depending on enrollment, etc.).

The case study paper is worth a total of 100 semester points.

Participation

This class is a seminar, meaning that everyone equally participates in it. As a result, students are expected to attend each class. To earn the participation grade students should attend each class, demonstrate that they have completed the readings, bring in newspaper clippings and photographs, discuss the events and details of their rural communities in relation to the literature, and present their case study to the class. Participation is worth 50 semester points. Students missing more than 2 classes will receive a grade of zero (0) for participation.

Attendance Policy

Students are expected to attend each class. Tardiness is not allowed. Cell phones and pagers must be kept in an "Off" position and must be kept off the desks. Eating food is not allowed during class. Tobacco use of any kind is not allowed in the classroom.

Questions

Each Tuesday, students are to bring into class a few written (actually, typed) questions about the week's assigned readings or anything relevant to rural communities, crime and justice. Students should bring two copies – one for me and one for them to keep. Students will be called on during class to read their question(s). This will serve to clarify material and to spark some discussion about the readings and relevant issues. Questions are due each Tuesday beginning January 18 and continuing through March 15. Questions are not assigned after March 15. There are a total of eight (8) Tuesdays when questions are due. Questions are due on Tuesday, not Thursday. Late questions will not be accepted. Each week's questions are worth a maximum of 5 points for a semester total of 40 points.

Evaluation

There are a total of 240 possible points for this class (100 for the case study, 50 for the journal, 40 for questions, and 50 for participation). Grades are determined based on the percentage of points earned. Those earning 90 percent or more, earn a grade of A. Those earning 80-89 percent, earn a grade of B; those earning 70-79 percent, a grade of C, etc.

Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at disabilities@eku.edu or by telephone at 859-622-2933. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 403 Crime Mapping
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/2/05	Approved X Disapproved 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add CRJ 403 as an elective course to the Criminal Justice program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>This course has been taught as a special topic several times, and is a valid addition to the curriculum and a contextual understanding of criminal justice.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CRJ 403 (3) A. The purpose of this class is to introduce the student to theoretical and practical aspects of crime mapping and the spatial analysis of crime. In addition the lab portion of the class will provide hands-on training in crime mapping practices. 3Lec/2Lab.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	403	Fall 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory 2	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
L	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

SYLLABUS

Department of Criminal Justice and Police Studies

CRJ 403 CRIME MAPPING

Credit Hours 3

Course Description:

CRJ 403 (3) A. The purpose of this class is to introduce the student to theoretical and practical aspects of crime mapping and the spatial analysis of crime. In addition the lab portion of the class will provide hands-on training in crime mapping practices. 3 Lec/2Lab.

Required Texts

1. Paulsen and Robinson (2004). Spatial Aspects of Crime: Theory and practice. Allyn and Bacon. ISBN: 0205361099.

Course Objectives

The purpose of this class is to introduce the student to theoretical and practical aspects of crime mapping and the spatial analysis of crime. Specifically, the student will be introduced to many different areas concerning the spatial aspects of crime including: social disorganization and ecological theories of crime; crime and place; crime epidemics, displacement and diffusion; journey to crime and spatial aspects of individual crimes. In addition the lab portion of the class will provide hands-on training in crime mapping practices.

Alternative Behavioral Objectives: Primarily in writing assignments throughout the course, students will be able to demonstrate:

1. Knowledge of vocabulary words related to spatial aspects of crime and spatial analysis.
2. Knowledge of the different criminological theories associated with the geography of crime.
3. Methods of critical evaluation and problem solving used in the geography of crime.
4. Knowledge of spatial analysis techniques commonly used in the spatial analysis of crime data.
5. Knowledge of how to apply spatial analysis techniques to crime data in order to assess patterns of crime.

III. Course Grade

A student's course grade will be comprised of five parts.

Exam I:	20%
Exam II:	20%
Exam III	20%
Map Project	20%
Laboratory and In-class Assignments	20%
Total	100%

Make-up exams are given only in the most extreme cases and are given in essay form at the end of the semester.

Academic Dishonesty Statement

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Academic dishonesty includes cheating on tests as well as parallelism and plagiarism.

Any student in violation of this policy will automatically fail this course. **DO YOUR OWN WORK AND DO NOT CHEAT.**

Class Attendance

Class attendance is NOT mandatory. HOWEVER, 20% of your grade is composed of lab and class participation, which is earned through weekly lab assignments, random group projects and in-class assignments. Thus, if you attend every lecture AND lab, participate in all the in-class assignments and turn in all of the lab assignments you will earn 100% on your class participation grade. HOWEVER, if you do not attend all labs and lectures and you miss classes in which there are in-class assignments it **MAY HURT YOUR GRADE SEVERELY**. Bottom line, skipping classes could cost you a letter grade or two on your final grade even if you do very well on the rest of the class.

Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____)	Criminal Justice & Police Studies Justice and Safety CRJ 410 Alcohol and the Law *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/27/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/2/05	Approved X Disapproved 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add CRJ 410 as an elective course to the Criminal Justice program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>This course has been taught as a special topic several times, and is a valid addition to the curriculum and a contextual understanding of criminal justice.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CRJ 410 Alcohol and the Law (3) A. This course is an overview of the history of alcohol and prohibition in the U.S. Subtopics include: the American temperance tradition, moderation vs. prohibition, government enforced morals, and the interconnection among religion, politics and the law.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	410	Fall 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

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

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

Syllabus

Department of Criminal Justice and Police Studies

CRJ 410 *ALCOHOL AND THE LAW*

Credit Hours 3

Course Description:

CRJ 410 Alcohol and the Law (3) A. This course is an overview of the history of alcohol and prohibition in the U.S. Subtopics include: the American temperance tradition, moderation vs. prohibition, government enforced morals, and the interconnection among religion, politics and the law.

Required Textbooks

Rorabaugh, W. J. *The Alcoholic Republic: An American Tradition*. Oxford University Press, 1981.

Pegram, Thomas R. *Battling Demon Rum: The struggle for a dry American, 1800-1933*. Ivan R. Dee, 1998

This course is a critical overview of the history of alcohol and prohibition in the United States. Sub-topics that will be included are: the American temperance tradition, moderation vs. prohibition, government enforced morals, and religion, politics and law.

Every effort will be made to cover all of the material, but the student is responsible for the content of the readings, whether they are discussed in class or not. While the course should follow the syllabus, circumstances may warrant changes.

Course Objectives

Students will demonstrate through course assignments, class discussion and written work that they can analyze and critically evaluate the prevalent ideas, arguments, and points of view about the relationship between liquor, both distilled and brewed, and the American system of jurisprudence.

Special Needs

If you are registered with the Office of Services for Students with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Students with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disabilities@eku.edu or by telephone at (859)

622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Course Requirements

Attendance--Class attendance and participation are required. More than six (6) absences (this is 2 weeks of classes) will result in a full grade reduction. If there is a medical reason for the absences, it needs to be documented, and the material made up. More than six (6) absences will result in an "F" for the course. An "F" will translate to the numerical grade of "0" for this segment of the course. If you miss a class, it is your responsibility to contact another student for any lecture notes, assignments or handouts missed.

Preparation and Participation

Students are expected to come to class having read the required assignment and prepared to demonstrate that preparation by participating in an intelligent, open-minded manner. Participation refers to the quality of the participation. Learning is an interactive, communicative experience, which makes class preparation essential to the quality of the course. Therefore, students who come to class inadequately prepared or who do not participate in quality discussion will be assigned the grade of "F" for the course.

"Being prepared" means:

1. Students will have completed the readings prior to the class for which they were assigned.
2. Students will be prepared to discuss the ideas raised by the texts
3. Students should be able to critically analyze these ideas and contribute their own thoughts and ideas to the discussion
4. All students will respect the opinions and ideas of others and will, in no way, discourage open classroom discussion.

Exams--There will be two essay exams, one at mid-term, and the other two or three weeks before the end of the term. Both exams are required and will constitute 50% of the final grade (25% each). If you are unable to take an exam, I must be notified **by the day of the exam, not afterwards. There will be no acceptable excuses afterwards.** There will be **no make-up exams** except in absolutely exceptional circumstances. Only one exam may be made up. Students who do not pass both exams will be assigned an "F" for the course.

If a student receives an F on one essay, this will translate into a "0" for that essay. Therefore the grade for the entire exam will be "F."

Papers and Presentations—Each student will write and present a 6-7 page paper on a book chosen with the consent of the instructor. A list will be made of the books selected so that presentations will not be duplicated. Almost any topic about alcohol is acceptable, not just historical issues. For example, students should feel free to include books on alcoholism, MADD, or other issues that are not touched upon in the readings.

Each paper is to be independently written and should include four points: 1) the perspective of the author; 2) the major points and ideas of the book; 3) how the book upholds or disagrees with the texts for the class, or brings forward the issues that were important in the past; and 4) a final section, not to exceed 2 pages, on your own thoughts and opinions of the ideas of the author. Because this is a 400 level course, students are expected to know how to write research papers, including the correct forms for footnotes and bibliography. However, if you don't know the correct form for college papers, **ask me for help**. Points will be deducted for bad grammar, and incorrect bibliography and footnote style. You can use Chicago Manual of Style or Turabian as a guide. Do not use extensive quotes.

Presentations should be 15-20 minutes in length. They will be given the last 2-3 weeks of the semester. The presentation will demonstrate that the student can analyze and critically evaluate ideas, arguments, and points of view, how the book relates to the student's critical understanding and analysis of the course.

Not Required but a High Point of the Course

There will be a class trip to the Woodford Reserve distillery, Versailles, KY date to be decided upon by class.

Grades

Grades will be based on the two exams, one paper, class preparation, class attendance and positive participation. Each student is expected to complete the assigned readings before coming to class, and to be able to contribute to an intelligent discussion of the materials. If you are called on, and you shrug your shoulders, or in any other way convey that you did not do the homework or have no interest in the class, you will receive a "0" for that day's class participation. Two "0"s will result in a full grade reduction. Three (3) "0"s will result in an "F" for the course.

Each exam—25%; the paper —25%; attendance, preparation, and participation—25%.

Each student is expected to come to class prepared. If you miss a class, it is your responsibility to find out what the assignment is for the following class. If you come to class unprepared, you will receive a "0" for that class.

Get the names and phone numbers of 2 students in the class

Name _____ **Phone** _____ **email** _____

Name _____ **Phone** _____ **email** _____

Sequence of Topics

Rorabaugh, *The Alcoholic Republic*

Pegram, *Battling Demon Rum*

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 415 Prostitution and Criminal Justice
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/2/05	Approved X Disapproved 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add CRJ 415 as an elective course to the Criminal Justice program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>This course has been taught as a special topic several times, and is a valid addition to the curriculum and a contextual understanding of criminal justice.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CRJ 415 Prostitution and Criminal Justice (3) A .This course is an analytic overview of the history of prostitution in the United States. Subtopics that will be included are: the American reform tradition, deviance, social control, regulation vs. prohibition, feminism, and politics.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	415	Fall 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

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

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

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

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

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

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

Prostitution and Criminal Justice

CRJ 415

Course Description:

CRJ 415 Prostitution and Criminal Justice (3) A .This course is an analytic overview of the history of prostitution in the United States. Subtopics that will be included are: the American reform tradition, deviance, social control, regulation vs. prohibition, feminism, and politics.

Required Textbooks

Best, Joel. *Controlling Vice: Regulating brothel prostitution in St. Paul, 1865-1883*. Ohio State University Press. 1998.

Hobson, Barbara Meil. *Uneasy Virtue: The politics of prostitution and the American reform tradition*. University of Chicago Press. 1990.

Odem, Mary E. *Delinquent Daughters: Protecting and policing adolescent female sexuality in the United States, 1885-1920*. The University of North Carolina Press. 1995.

Additional readings may be assigned during the semester. These readings will be on reserve in the CJ library on the 3rd floor.

Course Description

This course is an analytic overview of the history of prostitution in the United States. Sub-topics that will be included are: the American reform tradition, deviance, social control, regulation vs. prohibition, feminism, and politics.

Every effort will be made to cover all of the material, but the student is responsible for the content of the readings, whether they are discussed in class or not. While the course should follow the syllabus, circumstances may warrant changes.

Course Objectives

Students will demonstrate through course assignments that they can analyze and critically evaluate ideas, arguments, and points of view about different concepts about prostitution. They will also demonstrate a knowledge of the history of prostitution in the U.S.

Special Needs

If you are registered with the Office of Services for Students with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Students with Disabilities, please contact the office on the third floor of the Student Services Building, by

email at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Course Requirements

Attendance--Class attendance and participation are required. More than four (4) absences (this is 2 weeks of classes) will result in a full grade reduction. If there is a medical reason for the absences, it needs to be documented, and the material made up. More than six (6) absences will result in an "F" for the course. An "F" will translate to the numerical grade of "0" for this segment of the course. If you miss a class, it is your responsibility to contact another student for any lecture notes, assignments or handouts missed.

Preparation and Participation

Students are expected to come to class having read the required assignment and prepared to **demonstrate** that preparation by participating in an intelligent, open-minded manner. Participation refers to the **quality** of the participation. Learning is an interactive, communicative experience, which makes class preparation essential to the quality of the course. Therefore, students who come to class inadequately prepared or who do not participate in quality discussion will be assigned the grade of "F" for the course.

"Being prepared" means:

- 1- students will have completed the readings prior to the class for which they were assigned.
- 2- students will be prepared to discuss the ideas raised by the texts
- 3- students should be able to critically analyze these ideas and contribute their own thoughts and ideas to the discussion
- 4- all students will respect the opinions and ideas of others and will, in no way, discourage open classroom discussion.

Exams--There will be two essay exams, one at mid-term, and the other two or three weeks before the end of the term. Both exams are required and will constitute 50% of the final grade. If you are unable to take an exam, I must be notified **by the day of the exam, not afterwards. There will be no acceptable excuses afterwards.** There will be **no make-up exams** except in absolutely exceptional circumstances. Only one exam may be made up. Students who do not pass both exams will be assigned an "F" for the course.

Papers and Presentations--Each student will write and present a 10 page paper on a book to be chosen in class from a list that will be distributed. Each paper is to be independently written and should include four points: 1) the perspective of the author (see Best, preface, to get you started); 2) the major points and ideas of the book; 3) how the book agrees or disagrees with the texts for the class; and 4) a final section, not to exceed 2 pages, on your own thoughts and opinions of the ideas of the author. Because this is a 400 level course, students are expected to know how to write research papers, including the correct forms for footnotes and bibliography.

However, if you don't know the correct form for college papers, ask me for help. Points will be deducted for bad grammar, and incorrect bibliography and footnote style. You can use Chicago Manual of Style or Turabian as a guide. Do not use extensive quotes.

Presentations should be 10 minutes in length. They will be given the last 2-3 weeks of the semester. The presentation will demonstrate that they can analyze and critically evaluate ideas, arguments, and points of view, not just the book under discussion, but how the book relates to the student's critical understanding and analysis of the course.

Grades

Grades will be based on the two exams, one paper, class preparation, class attendance and positive participation. Each student is expected to complete the assigned readings before coming to class, and to be able to contribute to an intelligent discussion of the materials. If you are called on, and you shrug your shoulders, or in any other way convey that you did not do the homework or have no interest in the class, you will receive a "0" for that day's class participation. Two "0"s will result in a full grade reduction. Three (3) "0"s will result in an "F" for the course.

Each exam—25%; the paper —25%; attendance, preparation, and participation—25%.

Each student is expected to come to class prepared. If you miss a class, it is your responsibility to find out what the assignment is for the following class. If you come to class unprepared, you will receive a "0" for that class.

Get the names and phone numbers of 2 students in the class

<u>Name</u>	<u>Phone</u>	<u>email</u>
_____	_____	_____

<u>Name</u>	<u>Phone</u>	<u>email</u>
_____	_____	_____

THERE WILL BE NO CLASS ON BOTH MARCH 3 AND APRIL 14. INSTEAD, YOU ARE REQUIRED TO ATTEND THESE SPECIAL LECTURES

March 3, 3:30 PM. Posey Auditorium. Dr. Monica L Udvardy, UK, "The Global Traffic in African Cultural Property: Legal and Enforcement Loopholes."

April 14, 330 PM. Posey Auditorium. Dr. Robert Agnew, Emory University, "Strain Theory in Criminal Justice". (see chapter 4, pgs. 130-132 in your text to review)

Sequence of Topics

Best *Controlling Vice*

Odem *Delinquent Daughters*

Hobson *Uneasy Virtue*

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

Part I

Department Name	Criminal Justice and Police Studies
College	Justice & Safety
*Course Prefix & Number	_____
*Course Title <small>(30 characters)</small>	_____
*Program Title	Social Justice
	(Major ____, Option ____, Minor <u>X</u> ; or Certificate ____)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Correction of CRJ 405 to CRJ 406, typographical error.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 2006</p>

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.
<p>New or Revised* Catalog Text (*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p> <p>Minor in Social Justice</p>
<p>A student may minor in Social Justice by completing CRJ 101; CRJ 345 or SOC 400; CRJ 325; PLS 390 or CRJ 401; CRJ 405, <u>406</u>; SOC 235 or POL 464; and SOC 313 or 375. (Students majoring in police studies or criminal justice may not minor in social justice.</p>

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Criminal Justice & Police Studies <hr/> College Justice and Safety <hr/> *Course Prefix & Number PLS 101 <hr/> *Course Title (30 characters) Policing and Police Studies <hr/> *Program Title <hr/> (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	November 22, 2005	Graduate Council* NA Council on Academic Affairs
College Curriculum Committee	December 2, 2005	Approved X Disapproved 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop PLS 101 as a PLS Elective course in the Police Studies program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>This course has been taught only twice and was under-enrolled both times. There is no student demand or faculty interest in keeping this course in the curriculum. Its content is basically covered in JSO 100.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

~~PLS 101 (1)A Orientation to the academic discipline of police studies and the occupational field of policing.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety PLS 380 Police in the Popular Media
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/27/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/2/05	Approved X Disapproved 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add PLS 380 as a PLS elective course to the Police studies program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>This course has been taught as a special topic several times, and is a valid addition to the curriculum and a contextual understanding of the police.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

PLS 380 Police in the Popular Media (3)A. A study of the public's perception of police through popular media (music, radio, television, films, short stories and books) and how those media sources might influence policing itself

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PLS	380	Fall 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

SYLLABUS

PLS 380 Police in the Popular Media

Credit Hours 3

Course Description:

PLS 380 Police in the Popular Media (3)A. A study of the public's perception of police through popular media (music, radio, television, films, short stories and books) and how those media sources might influence policing itself

Course Description:

This course will examine the influence of popular media (music, radio, television, films, short stories and books) on the public perception of police and policing and, ultimately, how those media sources influence the process of policing itself. Both historical and contemporary sources will be studied along with academic studies of the media.

Texts: You will read, discuss and be tested on the following readings. Except for the short stories listed first (which are on reserve in the Stratton Library), they are available in the bookstore in paperback for modest prices. If you have access to any other edition or copy of these, feel free to use it.

Short Stories:

The Speckled Band

by Arthur Conan

DoyleCwww.bakerstreet221b..de/canon/spec.htm

Problem in Cell 13

by Jacques

FutrelleCwww.futrelle.com/stories/TheProblemOfCell13.html

Fly Paper

by Dashiel HammettB--J & S Library

I Always Get the Cuties

by John D. MacDonaldCJ & S Library

Novels:

Chiefs

by Stuart Woods

Stone Cold

by Robert B. Parker

Red Dragon

by Thomas Harris

Naked Prey

by John Sandford

Q Is For Quarry

by Sue Grafton

Course Objectives:

Students are to learn the influence of the popular media upon the public's perception regarding police and policing.

Behavioral Learning Objectives. After completing this class, all students should:

- A. Gain factual knowledge, including terminology and trends in the popular media.
- B. Learn fundamental principles, generalizations and theories.
- C. Learn to apply course material to understand how the public perceive the function of police through consuming books, television programs, and films.

Course Requirements:

Attendance Policy--Attendance will be taken daily and will provide a component of the student's grade. Makeup tests will not be allowed for missed reading quizzes and only allowed for regular exams in the case of compelling, documentable reasons.

Class Participation--Students are expected to read the reading assignments in advance of the due date. To enforce this need, reading quizzes will be given for each assignment. You are also expected to participate in class discussions and will receive a component of your grade based upon the amount and quality of your class participation.

Students will write one film analysis of four-five pages, typed. Information regarding this assignment will be handed out.

Tests and Grades

One midterm and one final exam will be given. They will count equally toward the final grade and will be composed of essay and objective questions. The final exam will only cover the material and class discussions covered since the first exam. It is vital to attend the exams. Make-up tests will be given only for documentably excused absences and will be composed entirely of essay questions.

The film analysis will be 4-5 pages, typed, and constitute a study of a police film of your choice. I will supply you with further information regarding this project after midterm.

The point total will be 100 points composed of:

attendance	13
class participation	3
reading quizzes	30
film analysis	18
midterm exam	18
final exam	18

The point total will apply to this scale:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
0 - 59 = F

Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety PLS 385 Police Related Violence
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/2/05	Approved X Disapproved 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add PLS 385 as a PLS elective course to the Police studies program. A. 2. Effective date: (Example: Fall 2001) Fall 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: This course has been taught as a special topic several times, and is a valid addition to the curriculum and a contextual understanding of the police.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

PLS 385 (3)A A descriptive, theoretical and philosophical approach to violence used by the police and violence directed toward them. Psychological and sub-cultural impacts will be examined. Additional analysis associated with lethal and non-lethal violence policy and strategies are included.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PLS	385	Fall 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

Syllabus

Department of Criminal Justice and Police Studies

PLS 385 Police Related Violence

Credit Hours 3

Course Description:

PLS 385. (3) A. A descriptive, theoretical and philosophical approach to violence used by the police and violence directed toward them. Psychological and sub-cultural impacts will be examined. Additional analysis associated with lethal and non-lethal violence policy and strategies are included.

This is a descriptive, conceptual, theoretical, and philosophical approach to violence used by the police and violence directed toward them. Psychological and sub-cultural impacts will be examined. Additional analyses will include lethal and non-lethal violence, policy formulation strategies, intervention, training, and investigative approaches.

Required Text:

Burns, Ronald G. and Charles E. Crawford. 2002. Policing and Violence. Upper Saddle River, New Jersey: Prentice Hall.

Student Learning Objectives:

Upon completion of this course, students will be able to demonstrate knowledge through written tests, classroom discussion, and case studies the following.

1. The descriptive, empirical, theoretical literature associated with violence by the police and violence against the police.
2. The associated body of aggression literature.
3. The subcultural literature associated with violence by the police.
4. The psychological impact of violence against the police.
5. The various intervention approaches to trauma related events.
6. The community impact of violence by the police.
7. The model policies and policy approaches of dealing with the use of force.
8. The training approaches to both lethal and nonlethal use of force.
9. The various dimensions of police violence such as spouse abuse, suicide, sexual crimes, etc.
10. Students will demonstrate the ability to analyze a police related violence case and apply theoretical and conceptual aspects presented through class lectures and course resources.

Reading Schedule

Chapter 2 Violence by and Against the Police.

Chapter 5 Police Use of Deadly Force

Chapter 3 From Report Takers to Report Makers: Understanding the Police and Violence

Chapter 4 Situational Determinants of Police Violence

Chapter 6 Training and Police Violence

Chapter 8 Community Policing and Police Violence

Chapter 9 The International Dimensions of Violence and the Police

Chapter 10 Future Directions of Police Violence: What to Expect

Chapter 11 Policing and Violence in Review: Perspectives from the Practitioner Turned Academic/Practitioner.

Attendance

Regular attendance is highly essential for completing this class. Attendance is an important part of the participation points.

Tobacco Products

The use of tobacco products is absolutely prohibited in this class.

Project

This requirement involves writing a paper concerning an act of police violence. This must be based upon, and include, an actual case that is based in the literature or one that is obtained from local records. The paper must include the following:

- 1. Factual description of events associated with the case.**
- 2. Criminal or civil disposition of the case.**
- 3. Your personal analysis of the case. This should include theoretical aspects included in the book or class discussions.**
- 4. Reference section.**

Evaluation System

1. Test 100 pts.
 2. Paper 100 pts.
 3. In-class scenario 30 pts.
 4. Participation 30 pts.
- . Total 260 pts.

Letter Grade

A = 234

B = 208

C = 183

D = 156

F = 155 or below

Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Student Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building by email at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Department Name</td> <td colspan="2">Criminal Justice and Police Studies</td> </tr> <tr> <td>College</td> <td colspan="2">Justice and Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td colspan="2"></td> </tr> <tr> <td>*Course Title (30 characters)</td> <td colspan="2"></td> </tr> <tr> <td>*Program Title</td> <td colspan="2">Criminal Justice (B.S.)</td> </tr> <tr> <td></td> <td colspan="2">(Major <input checked="" type="checkbox"/>, Option <input type="checkbox"/>; Minor <input type="checkbox"/>; or Certificate <input 3"="" style="padding: 10px;" type="checkbox/>)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p> </td> </tr> <tr> <td colspan="/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%; text-align: center;"><u>Date</u></th> <th style="width: 30%;"></th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Proposal Approved by:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/27/05</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/2/05</td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td></td> <td style="text-align: center; background-color: yellow;">12-15-05</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Board of Regents**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td></td> </tr> </tbody> </table> <p>*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</p> </td> </tr> </table>	Department Name	Criminal Justice and Police Studies		College	Justice and Safety		*Course Prefix & Number			*Course Title (30 characters)			*Program Title	Criminal Justice (B.S.)			(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input 3"="" style="padding: 10px;" type="checkbox/>)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p> </td> </tr> <tr> <td colspan="/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%; text-align: center;"><u>Date</u></th> <th style="width: 30%;"></th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Proposal Approved by:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/27/05</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/2/05</td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td></td> <td style="text-align: center; background-color: yellow;">12-15-05</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Board of Regents**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td></td> </tr> </tbody> </table> <p>*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</p>			<u>Date</u>			<u>Date</u>	Proposal Approved by:					Departmental Committee	10/27/05	Graduate Council*	NA		College Curriculum Committee	12/2/05	Council on Academic Affairs			General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>		12-15-05	Teacher Education Committee*	NA	Faculty Senate**					Board of Regents**					Council on Postsecondary Edu.***		
Department Name	Criminal Justice and Police Studies																																																										
College	Justice and Safety																																																										
*Course Prefix & Number																																																											
*Course Title (30 characters)																																																											
*Program Title	Criminal Justice (B.S.)																																																										
	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input 3"="" style="padding: 10px;" type="checkbox/>)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p> </td> </tr> <tr> <td colspan="/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%; text-align: center;"><u>Date</u></th> <th style="width: 30%;"></th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Proposal Approved by:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/27/05</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/2/05</td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td></td> <td style="text-align: center; background-color: yellow;">12-15-05</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Board of Regents**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td></td> </tr> </tbody> </table> <p>*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</p>			<u>Date</u>			<u>Date</u>	Proposal Approved by:					Departmental Committee	10/27/05	Graduate Council*	NA		College Curriculum Committee	12/2/05	Council on Academic Affairs			General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>		12-15-05	Teacher Education Committee*	NA	Faculty Senate**					Board of Regents**					Council on Postsecondary Edu.***																			
	<u>Date</u>			<u>Date</u>																																																							
Proposal Approved by:																																																											
Departmental Committee	10/27/05	Graduate Council*	NA																																																								
College Curriculum Committee	12/2/05	Council on Academic Affairs																																																									
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>		12-15-05																																																							
Teacher Education Committee*	NA	Faculty Senate**																																																									
		Board of Regents**																																																									
		Council on Postsecondary Edu.***																																																									

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To allow Criminal Justice students to take CRJ and/or PLS courses to fulfill electives</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>This will enhance scheduling flexibility for students and for the department.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

Current Catalog Text

New or Revised* Catalog Text

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

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
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.

Current Program Requirements as Shown in Catalog

New or Revised* Program
 (*Use ~~strikeout~~ for deletions and underlines for additions.)

Major Requirements	33 hours
Core	18 hours
CRJ 101, 313 or PLS 326 , 331, 388, 400 and an upper division CRJ elective.	
CRJ Electives	15 hours
Selected from CRJ <u>and/or PLS</u> in consultation with major advisor	
Supporting Course Requirements	12 hours
Three hours from COR, three hours from PLS , and six 9 hours from APS, FSE, CRJ, COR, or PLS with approval of advisor.	
General Education Requirements	52 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
JSO 100	
Free Electives or Minor	30 hours
Total Curriculum Requirements	128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 800 Advanced Criminal Justice Studies
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CRJ 800 Advanced Criminal Justice Studies. (3) A. An orientation to our field of study as well as an examination of the criminal justice and crime control apparatus. Includes a review of the assumptions, theories, research, and normative orientations that underlie and drive criminal justice thinking and practice.

~~Analysis of individual elements of the criminal justice process, including police, courts, corrections, and juvenile justice. Analysis of interactions among these elements. Includes theoretical perspectives on criminal justice and examination of empirical research. Application of planning and other administrative processes to criminal justice. Formerly CRJ 760.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	800	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

(Check one)	Department Name	Criminal Justice & Police Studies	
New Course (Parts II, IV)	College	Justice and Safety	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CRJ 808	
Course Dropped (Part II)	*Course Title (30 characters)	Analysis of Criminal Justice Data	
New Program (Part III)	*Program Title		
Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/27/05	Graduate Council*	12/14/05
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	12/2/05	Approved X Disapprovec	12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To revise course description.
A. 2. Effective date: (Example: Fall 2001)	Summer 2006
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	
Course description has been revised to better reflect the course content and contemporary concepts.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

CRJ 808 Analysis of Criminal Justice Data. (3) A. An examination of statistics and analysis in criminal justice research. Addresses epistemological presuppositions, statistical assumptions, results, and use of results for decision making.

~~Cross listed as COR 808. Prerequisite: undergraduate research methods and undergraduate statistics. Examination of quantitative and qualitative techniques for analyzing criminal justice data. Computer analysis and interpretation of criminal justice data using various univariate, bivariate, and multivariate techniques. Qualitative techniques of data analysis, hypothesis development, and theory construction.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	808	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 814 Police and Society
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/274/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description and title.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description and title has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CRJ 814 ~~Police Policing~~ and Society. (3) A. Theoretical, historical and comparative perspectives on policing. Critical analysis of the function of police in modern society. ~~Examination of various forms of police behavior, including police deviance.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	814	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 840 Punishment & Society
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CRJ 840 Punishment and Society. (3) I. Beginning with the Enlightenment and Classical Philosophers (~~e.g., Montesquieu, Voltaire, Bentham~~) up through modern contributors to penology (~~e.g., Foucault, Garland~~), students will examine the foundations and philosophies that formed our views of punishment and social control and the impact on modern society. historical and current trends in punishment and social control theory and practice. Addresses social control and punishment in late-modernity.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	840	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 870 Theories of Criminology and Delinquency
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/05	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description and change title of course. A. 2. Effective date: (Example: Fall 2001) Summer 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 870 Theories of ~~Criminology Crime and Delinquency~~ Criminal Justice. (3) A. Examines the major theoretical perspectives in modern criminology and criminal justice, including classical statements and contemporary developments. Provides an exploration of theoretical arguments, underlying assumptions, philosophy of science commitments, and the socio-historical context in which the theories were developed.

~~Review of classical and current theories of criminology and delinquency and the underlying assumptions of each. Particular attention given to the interaction between ecological factors and the criminal justice system.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	870	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 871 Crime, Criminals and Victims
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description and title. A. 2. Effective date: (Example: Fall 2001) Summer 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 871 Crime, ~~Criminals and Victims, and Criminals.~~ (3) Examines the relationship between social inequality, crime, criminals and victims. Addresses the use of power in the construction of crime and the creation of law, as well as differential treatment by gender, race, ethnicity and class.

~~In-depth coverage of fundamentally important topics in contemporary criminal justice and criminology that explain relationships between crime trends and patterns, criminals and their decision-making processes including target selection, victims and their lifestyles/situations.~~

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	871	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name Criminal Justice & Police Studies	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College Justice and Safety	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number CRJ 872	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters) The Community Context of Crime	
<input type="checkbox"/> Program Revision (Part III)	*Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/27/05	Graduate Council*	12/14/05
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	12/2/2005	Approved <input checked="" type="checkbox"/> Disapproved	12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 872 The Community Context of Crime. (3) A. ~~Course~~ Examines crime and synthesizes the ~~growing~~ body of theory and research examining community level effects on crime/crime control. ~~Through synthesis and careful analysis students are encouraged to develop innovative approaches to crime problems.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	872	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 873 Social Construction of Crime and Crime Control
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 873 Social Construction of Crime and Crime Control. (3) A. ~~In-depth examination of~~ Examines the social construction of crime including consideration of the process by which crime problems are generated. ~~The role that the media, public officials, and social activists play is also examined.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	873	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Criminal Justice & Police Studies	
New Course (Parts II, IV)	College	Justice and Safety	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CRJ 874	
Course Dropped (Part II)	*Course Title (30 characters)	Crime and Popular Culture	
New Program (Part III)	*Program Title		
Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/27/05	Graduate Council*	12/14/05
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	12/2/2005	Approved <input checked="" type="checkbox"/> Disapproved	12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description and course title.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 874 Crime, Criminal Justice and Popular Culture. (3) A. ~~Review of Examines~~ the interrelatedness of consumption, production, crime and popular culture. Examination of the social and symbolic construction of crime will be included ~~by~~ through analysis of film, literature, music, and academic literature.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	874	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 875 Crime and Public Policy
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description. A. 2. Effective date: (Example: Fall 2001) Summer 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.	
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 II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 875 Crime and Public Policy. (3) A. Provides an overview of factors shaping crime policy. The concept of crime, the use of law to promote social control policies, policy responses related to crime control and the efficacy of those policies will be examined. Addresses conceptualizations of the modern state and the use of state power.

~~Review of the policy making process in the criminal justice system. Examination of competing crime control policies and trends.~~

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	875	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Criminal Justice & Police Studies	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Justice and Safety	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	CRJ 888	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Research Methods in Criminal Justice	
<input type="checkbox"/> Program Revision (Part III)	*Program Title		
<input type="checkbox"/> Program Suspended (Part III)	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input 4"="" type="checkbox/>)</td> </tr> <tr> <td colspan="/> *Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/27/05	Graduate Council*	12/14/05
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	12/2/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 888 Research Methods in Criminal Justice. (3) A. Prerequisites: undergraduate research methods and undergraduate statistics. Study of the philosophical foundations, design, and processes of criminal justice and criminological research: critical critique of current research issues in criminal justice.

~~Empirical and scientific perspectives in criminal justice. Current research methods as they relate to criminal justice. Application and interpretation of data from research problems. Evaluation of research designs and their implementation in criminal justice.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	888	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 889 Qualitative Research Methods
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description. A. 2. Effective date: (Example: Fall 2001) Summer 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 889 Qualitative Research Methods. (3) A. A survey of qualitative research strategies and their epistemological presuppositions.

~~This is a survey course in research strategies characterized as qualitative in their epistemological presuppositions. The seminar course is designed to familiarize students with the varieties of qualitative research methods central to the social sciences.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	889	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Criminal Justice & Police Studies <hr/> College Justice & Safety <hr/> *Course Prefix & Number CRJ 890 <hr/> *Course Title (30 characters) Topical Seminar in Criminal Justice <hr/> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;"><u>Date</u></th> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/27/05</td> <td>Graduate Council*</td> <td style="text-align: center;">12/14/05</td> </tr> <tr> <td colspan="2"> Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/2/05</td> <td>Approved _____ Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	10/27/05	Graduate Council*	12/14/05	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs	_____	College Curriculum Committee	12/2/05	Approved _____ Disapproved _____		General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	10/27/05	Graduate Council*	12/14/05																											
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs	_____																											
College Curriculum Committee	12/2/05	Approved _____ Disapproved _____																												
General Education Committee*	NA	Faculty Senate**	NA																											
Teacher Education Committee*	NA	Board of Regents**	NA																											
		Council on Postsecondary Edu.***	NA																											
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																														

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the purpose and the current structure of the program.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 890 Topical Seminar in Criminal Justice. (1-3) A. May be retaken to a maximum of ~~nine~~ fifteen hours provided the topics are different.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	890	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJLP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 15	
1-3	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Criminal Justice & Police Studies	
New Course (Parts II, IV)	College	Justice and Safety	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CRJ 897	
Course Dropped (Part II)	*Course Title (30 characters)	Independent Study in Criminal Justice	
New Program (Part III)	*Program Title		
Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/27/05	Graduate Council*	12/14/05
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	12/2/2005	Approved X	Disapprovec 12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 897 Independent Study in Criminal Justice. (1-6) A. Individual investigations in ~~the field of~~ criminal justice. ~~Investigations may be conducted in the field and~~ under the supervision of ~~the research a~~ faculty advisor and ~~other staff member~~. Student must have the independent study proposal form approved by faculty supervisor and the Criminal Justice Graduate Program Coordinator in the College of Justice and Safety prior to enrollment.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	897	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Criminal Justice & Police Studies	
New Course (Parts II, IV)	College	Justice and Safety	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CRJ 898	
Course Dropped (Part II)	*Course Title (30 characters)	Thesis I	
New Program (Part III)	*Program Title		
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/27/05	Graduate Council*	12/14/05
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	12/2/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12-15-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise course descriptions.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2006</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course description has been revised to better reflect the course content and contemporary concepts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 898 Thesis I. (3) A. This course orients students toward the production of a proposal suitable for a thesis.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	898	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 899 Thesis II. (3) A. Entails an oral presentation and defense of thesis.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	899	Summer 2006	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Criminal Justice & Police Studies <hr/> College Justice and Safety <hr/> *Course Prefix & Number CRJ 812 <hr/> *Course Title (30 characters) Police and Human Resource Development <hr/> *Program Title (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/2/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop course CRJ 812 from the criminal justice graduate program. A. 2. Effective date: (Example: Fall 2001) Spring 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Course no longer serves the interests of the program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Operating Expenses Impact: Equipment/Physical Facility Needs: Library Resources:	

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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~CRJ 812 Police Human Resource Development. (3)~~

~~An examination of human resource management in policing. Case law and technical aspects of police recruitment, selection, and promotion are examined. Career development, compensation management, job analysis, performance appraisal and productivity measurement are analyzed.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice and Safety CRJ 895 Research Practicum
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/27/05	Graduate Council* 12/14/05
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/2/2005	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12-15-05
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop CRJ 895 from the graduate criminal justice program. A. 2. Effective date: (Example: Fall 2001) Summer 2006 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Course no longer serves the interests of the program.	
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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~CRJ 895 Research Practicum. (1-6) A. Prerequisite: Candidacy, CRJ 808 and 888. Participation in the research practicum will provide students with a range of opportunities relevant to conducting criminal justice research, either individually or on a group, under the direct supervision of a graduate faculty member. In particular, the practicum will support students in learning to pose significant questions grounded in existing theory and inquiry, select and use methods appropriate to the question and research context, gather appropriate evidence, subject the evidence to analysis, respond to critiques and provide advice and comments for other's research, organize oral and written presentations in response to fair and open critiques.~~

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)