11-17-2005

Council on Academic Affairs Minutes, Nov 17, 2005

Eastern Kentucky University

EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Academic Affairs and Research
Associate Vice President
University Programs

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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: November 11, 2005

RE: Meeting-Council on Academic Affairs

The Council on Academic Affairs will meet on November 17, 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 (Postponed approval to 12-15-05)

OFFICE OF UNIVERSITY PROGRAMS

Cooperative Education		
Course Revision	**XXX 349**	Effective: Spring 2006
Course Revision	**XXX 839**	Effective: Spring 2006
Women's Studies		
New Course	**WMS 300**	Effective: Spring 2006
Program Revision	**Women's Studies Certificate**	Effective: Spring 2006
Program Revision	**Women's Studies Minor**	Effective: Spring 2006

COLLEGE OF ARTS & SCIENCES

Department of Earth Sciences

Course Dropped	**GLY 307**	Effective: Fall 2006
Course Dropped	**NAT 101**	Effective: Fall 2006
Course Dropped	**NAT 171**	Effective: Fall 2006
Course Dropped	**NAT 363**	Effective: Fall 2006
Course Revision	**GLY 109**	Effective: Fall 2006
Course Revision	**GLY 303**	Effective: Fall 2006
Course Revision	**GLY 304**	Effective: Fall 2006
Course Revision	**GLY 802**	Effective: Fall 2006
Course Revision	**GLY 804**	Effective: Fall 2006
New Course	**GLY 107**	Effective: Fall 2006
New Course	**GLY 210**	Effective: Fall 2006
New Course	**GLY 315**	Effective: Fall 2006
Program Suspended	**Geology (B.A)**	Effective: Fall 2006
Program Revision	**Geology (B.S.)**	Effective: Fall 2006
Program Revision	**Geology (M.S.)**	Effective: Fall 2006
Program Revision	**Earth Science Teaching (B.S.)**	Effective: Fall 2006
Program Revision	**Geology (Minor)**	Effective: Fall 2006

Department of English & Theatre

Course Revision	**ENR 112**	Effective: Fall 2006
New Course	**ENG 210**	Effective: Fall 2006
New Course	**ENG 830**	Effective: Fall 2006
New Course	**ENG 863**	Effective: Spring 2006

Department of Government

Course Dropped	**POL 210**	Effective: Fall 2006
Course Dropped	**POL 211**	Effective: Fall 2006
New Course	**POL 212**	Effective: Fall 2006
Program Revision	**Political Science (B.A.)**	Effective: Fall 2006

Department of Mathematics & Statistics

Course Revision	**STA 215**	Effective: Spring 2006
Course Revision	**STA 270**	Effective: Spring 2006
Course Revision	**STA 320**	Effective: Spring 2006
Course Revision	**STA 375**	Effective: Spring 2006
Course Revision	**STA 585**	Effective: Spring 2006
Course Revision	**STA 785**	Effective: Spring 2006

COLLEGE OF ARTS & SCIENCES - continued

Department of Music

New Course	**MUS 271**	Effective: Fall 2006
Program Revision	**Music (B.M.)**	Effective: Spring 2006

COLLEGE OF BUSINESS & TECHNOLOGY

Department of Accounting, Finance, and Information Systems

Graduation Regalia	***Financial Management Association***	Effective: Fall 2005
	National Honor Society Sash	

COLLEGE OF HEALTH SCIENCES

Department of Exercise and Sport Science

New Course	**PHE 180**	Effective: Fall 2006
Course Revision	**PHE 220**	Effective: Fall 2006
Course Revision	**PHE 261**	Effective: Fall 2006
Course Revision	**PHE 433**	Effective: Fall 2006

Department of Family & Consumer Sciences

Editorial Change – Curriculum Form – Informational Item Only

Course Revision	**NFA 201**	Effective: Fall 2006

COLLEGE OF JUSTICE & SAFETY

Department of Loss Prevention & Safety

Program Revision	**Loss Prevention & Safety (M.S.)**	Effective: Spring 2006

PLEASE NOTE: The October 20, 2005 Minutes will NOT be approved until the December 15, 2005 meeting.

COUNCIL ON ACADEMIC AFFAIRS
MINUTES
October 20, 2005

Members Present:	Jill Allgier, Scott Amundsen, Allen Ault, Byron Bond, Verna Freer, Gary Kuhnhenn, 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

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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

COLLEGE OF HEALTH SCIENCES - continued

Course Revision	**ATR 401**	Effective: Fall 2006
Course Revision	**ATR 402**	Effective: Spring 2007
Course Revision	**ATR 412**	Effective: Fall 2006
Course Revision	**ATR 421**	Effective: Spring 2007
Course Revision	**PHE 435**	Effective: Fall 2006
Program Revision	**Athletic Training (B.S.)**	Effective: Fall 2006

Department of Health Promotion & Administration

APPROVED

New Course	**HEA 285**	Effective: Fall 2006

APPROVED AS AMENDED

Course Dropped	**HEA 281**	Effective: Spring 2007

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Cooperative Education
	New Course (Parts II, IV)	College	University Programs
X	Course Revision (Parts II, IV)	*Course Prefix & Number	XXX 349 a-h
	Course Dropped (Part II)	*Course Title (30 characters)	Cooperative Study
	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	Graduate Council*	N/A
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	N/A	Approved X Disapproved	**11-17-05**
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.)

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

To increase the number of sections for 349 a-h to 349 a-n (excluding l) in all Cooperative Study undergraduate courses. In some instances the particular area will be included in the title and the colon is only used in departments where there may be multiple topics.

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:

The catalog currently reflects the a-h (undergraduate) identification in the official title of the Cooperative Study course. Several students have reached the highest level of 349h to identify multiple term co-ops; therefore, additional letters (349a-n, excluding l) are needed. The Banner system requires a Dean's repeat override in order for the student to register for co-op after these extensions have been used. In order to meet the qualifications to receive accreditation, we must reflect the differences in the courses.

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

Personnel Impact: n/a

Operating Expenses Impact: n/a

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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.)

XXX 349a-~~h~~n Cooperative Study

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)*
XXX	349	Spring 2006	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS ____ UP X	UP

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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		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	Cooperative Education
	New Course (Parts II, IV)	College	University Programs
X	Course Revision (Parts II, IV)	*Course Prefix & Number	XXX 839 a-c
	Course Dropped (Part II)	*Course Title (30 characters)	Applied Learning
	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	Graduate Council*	N/A
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	N/A	Approved X Disapproved	11-17-05
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.)

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

To increase the number of sections for 839 a-c to 839 a-f in all Applied Learning graduate courses. In some instances the particular area will be included in the title and the colon is only used in departments where there may be multiple topics.

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:

The catalog currently reflects the a-c (graduate) identification in the official title of the Applied Learning course. Several students have reached the highest level of 839c to identify multiple term co-ops; therefore, additional letters (839a-f) are needed. The Banner system requires a Dean's repeat override in order for the student to register for co-op after these extensions have been used. In order to meet the qualifications to receive accreditation, we must reflect the differences in the courses.

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

Personnel Impact: n/a

Operating Expenses Impact: n/a

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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.)

XXX 839a-~~c~~f Cooperative Study

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)*
XXX	839	Spring 2006	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS ____ UP X	UP

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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		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	Women's Studies
X	New Course (Parts II, IV)	College	University Programs
	Course Revision (Parts II, IV)	*Course Prefix & Number	WMS 300
	Course Dropped (Part II)	*Course Title (30 characters)	Special Topics in Women's Studies
	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	NA	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** X	Council on Academic Affairs	
College Curriculum Committee	NA	Approved X Disapproved	11-17-05
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 create a new Special Topics Course in Women's Studies.

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:

To provide students with a broad knowledge base of contributions women have made to society (the arts, humanities, science, religion, technology, politics, business, etc.) by exploring particular topics outside of available curriculum.

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

Personnel Impact: Course will be covered by faculty teaching current course offerings (i.e. HON 308 in Spring 2006)

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.)

WMS 300 Topics in Women's Studies: _____. (3) A. Intensive study of selected topics related to recognizing and validating the experience of women and their contributions to society. May be retaken for a maximum of six 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 ~~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)*
WMS	300	Spring 2006	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS ____ UP X	UP

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 6
3	Lecture 3 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)
8	3	N	FR ____ JR ____ SO ____ SR ____

		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		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)			

Women in Music
HON 308
3 credit hours

MW 8:40-9:55
Spring 2006

Instructor:

Joyce Hall Wolf, D.M.A.
Foster Room 314
622-1344

Materials:

Women & Music A History Second Edition edited by Karin Pendle
New Historical Anthology of Music by Women compiled by James R. Briscoe
Companion Compact Discs to *New Historical Anthology of Music by Women* compiled by James R. Briscoe

Course Description: The roles of women in music will be explored in this course. These include composers, performers, patrons, and educators. Although women have always made music, they have usually been encouraged only as amateurs – not as professionals. In this course, we will explore the limitations placed on women musicians and note how this is gradually changing in western society. Special note will be taken of particular women who have been able to obtain the necessary ingredients to nurture a professional career. We will begin with a "short course" on aural skills in music in order to create or hone the skills that are needed to hear and appreciate the many compositions that we will study.

Topics to be included:

- Basic aural skills for the music listener
- Introduction to Women, Music, and Culture
- Women's changing role in Society
- Music in Ancient Greece and Rome
- The Medieval and Baroque Periods (composers include Hildegard von Bingen, Francesca Caccini, Barbara Strozzi, and Isabella Leonarda)
- The Classical Period (composers include Anna Amalia and Maria Theresia von Paradis)
- The Romantic Period (composers include Louise Reichardt, Fanny Mendelssohn Hensel, Josephine Lang, Clara Wieck Schumann, and Pauline Viardot-Garcia)
- The Twentieth Century and Present Time (composers include Alma Mahler-Werfel, Cécile Chaminade, Lili Boulanger, Amy Marcy Cheney Beach, Rebecca Clarke, Ruth Crawford Seeger, Undine Smith Moore, Libby Larson, and Judith Lang Zaimont.
- Women in American Popular Music
- Tradition and Exploration – Musical Women in 2006

Student Learning Goals and Educational Outcomes:

Students will:

- Learn basic aural skills for music and apply these skills when listening to required listening recordings
- Learn and use basic music terminology when discussing compositions
- Gain knowledge of women's roles in western society throughout a broad span of history
- Understand in a general sense the large musical style periods and how they fit into history
- Know representative (women) composers from these style periods
- Research and study a particular composer (chosen by student, approved by the instructor)
- Analyze and present (to the class) a composition by this composer
- Explore the wide range of musical careers for women musicians
- Write relevant questions to ask living women musicians, interview (e-mail or otherwise), and understand the musician's perspective and place in early 21st century musical society

See the University Website for information regarding the Last Day to Add/Drop a Course, Midterm Grade Availability, and the Inclement Weather Plan. The Attendance Policy for the Honors Program is the Attendance Policy for this course.

Course Requirements and Grading:

Attendance and Participation	50 points
2 quizzes (25 pts. Each)	50 points
Midterm Exam	50 points
Interview w/Woman Musician	25 points
"short" paper & presentation of the interview	25 points
Research Paper	75 points
Presentation of Research	50 points
Final Exam	75 points

Total points possible are 400. Grades may be calculated by dividing the total earned points by 4. The resulting percentage will be applied to the following grading scale:

90-100% = A
80-89% = B
70-79% =C
60-69% =D
59% and below =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 that 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)		Department Name	Women's Studies
	New Course (Parts II, IV)	College	University Programs
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Women's Studies
X	Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate _X_)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	NA	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** X	Council on Academic Affairs	
College Curriculum Committee	NA	Approved X Disapproved	11-17-05
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.)

To add WMS 300, Special Topics in Women's Studies as an elective option to the Women's Studies Certificate.

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:

The addition of the WMS 300 course to the certificate will provide students with a broad knowledge base of contributions women have made to society (the arts, humanities, science, religion, technology, politics, business, etc.) by exploring particular topics outside of available 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 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.)

Certificate in Women's Studies

A student may complete an Interdisciplinary Women's Studies minor by taking 12 hours as indicated:

Required Courses……6 hours

WMS 201, 400.

Electives……6 hours

Select 6 hours from the list below:

ADM 310, ANT 399, ANT 435 (Topic: India), ANT/SOC 399, CDF 132, CDF 232(or HEA 592), CDF 331, CRJ 305, 345, CSC 490 (Topic: Seminar in Computer Science: Women and Technology), ENG 301 (Topic: Women, Writing, and the Internet), ENG 308, ENG 340, ENG 535, ENG 540 (Topic: Women in Detective Fiction), ENG 550 (Topic: Scribbling Women), ENG 570 (Topic: Jane Austen and Charlotte Bronte), HEA 591, HEA 592 (or CDF 232), HIS 300 (Topics Relating to Women and Gender), HIS 303, HON 312 (Topic: Culture and Child Development), HON 316 (Topic: Biology and Gender), MAS 300, NAT 310 (Topic: Women and Science), PHI 390 (Topics: Platonic Perspectives: Existentialism and Postmodernism), POL 446, PSY 397 (Topic: Cultural Diversity), PSY 420, SOC 399, SPE 400, WMS 300, WMS 349, WMS 495.

Total Requirements.....12 hours

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Women's Studies
	New Course (Parts II, IV)	College	University Programs
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Women's Studies
X	Program Revision (Part III)		(Major ___, Option ___; Minor __X__; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	NA	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** X	Council on Academic Affairs	
College Curriculum Committee	NA	Approved X Disapproved	11-17-05
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.)

To add WMS 300, Special Topics in Women's Studies as an elective option to the Women's Studies Minor.

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:

The addition of the WMS 300 course to the minor will provide students with a broad knowledge base of contributions women have made to society (the arts, humanities, science, religion, technology, politics, business, etc.) by exploring particular topics outside of available 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 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 Women's Studies

A student may complete an Interdisciplinary Women's Studies minor by taking 18 hours as indicated:

Required Courses……6 hours

WMS 201, 400.

Electives……12 hours

Select 12 hours from 2 different departments:

ADM 310, ANT 399, ANT 435 (Topic: India), ANT/SOC 399, CDF 132, CDF 232(or HEA 592), CDF 331, CRJ 305, 345, CSC 490 (Topic: Seminar in Computer Science: Women and Technology), ENG 301 (Topic: Women, Writing, and the Internet), ENG 308, ENG 340, ENG 535, ENG 540 (Topic: Women in Detective Fiction), ENG 550 (Topic: Scribbling Women), ENG 570 (Topic: Jane Austen and Charlotte Bronte), HEA 591, HEA 592 (or CDF 232), HIS 300 (Topics Relating to Women and Gender), HIS 303, HON 312 (Topic: Culture and Child Development), HON 316 (Topic: Biology and Gender), MAS 300, NAT 310 (Topic: Women and Science), PHI 390 (Topics: Platonic Perspectives: Existentialism and Postmodernism), POL 446, PSY 397 (Topic: Cultural Diversity), PSY 420, SOC 399, SPE 400, WMS 349, WMS 300*, WMS 495.

Total Requirements.....18 hours

* May be retaken to a maximum of 6 hours provided topics are different.

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.Kuhnhenn@eku.edu ♦ www.cas.eku.edu

MEMORANDUM

TO: **Council on Academic Affairs**

FROM: _____
Dr. Gary L. Kuhnhenn, Associate Dean
College of Arts and Sciences

DATE: **November 7, 2005**

SUBJECT: **Agenda Items for 11/17/05 Council on Academic Affairs Meeting**

The College of Arts and Sciences submits the following agenda items for consideration at the November 17, 2005 meeting of the Council on Academic Affairs.

AGENDA

Department of Earth Sciences

Dropped Courses
1. GLY 307
2. NAT 101
3. NAT 171
4. NAT 363

Course Revisions
1. GLY 109 – title and description
2. GLY 303 – title and description
3. GLY 304 – title and description
4. GLY 802 – title
5. GLY 804 – title and description

New Courses
1. GLY 107
2. GLY 210
3. GLY 315

Program Suspension
1. Geology (B.A.)

Program Revisions
1. Geology (B.S.) – major & supporting requirements
2. Geology (M.S.) – revision of program & title

3. Earth Science Teaching (B.S.) – major & supporting requirements
4. Geology Minor

Department of English & Theatre

Course Revision

1. ENR 112 – title, prerequisite, & description

New Courses

1. ENG 210
2. ENG 830
3. ENG 863

Department of Government

Dropped Courses

1. POL 210
2. POL 211

New Course

1. POL 212

Program Revision

1. Political Science (B.A.) – major requirements

Department of Mathematics & Statistics

Course Revisions

1. STA 215 – title and description
2. STA 270 – description
3. STA 320 – description
4. STA 375 – title
5. STA 585 – description
6. STA 785 – description

Department of Music

New Course

1. MUS 271

Program Revision

2. Music (B.M.) – music teaching option

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 307
X	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:	Date		Date
Departmental Committee	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes**** ☐ No ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	10/27/05	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.)

Remove the course from the Catalog.

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 can no longer be properly staffed and other courses fit the same category.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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

New or Revised* Catalog Text

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

~~**GLY 307 Exploring the Dynamic Earth. (3) I, II.** Planet Earth: origin, composition, and evidence of activity and energetic recycling of Earth materials via plate tectonics. Gen Ed. 15 or 16.~~

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	NAT 101
X	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:	Date		Date
Departmental Committee	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	10/27/05	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.)

Remove the course from the Catalog.

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 can not longer be properly staffed and other courses fit the same category.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

New or Revised* Catalog Text

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

~~**NAT 101 Biology: The Science of Life. (3) I, II.** This biological science course emphasizes human relationships with the natural world by studying concepts in ecology, inheritance, evolution, and the functioning of living systems. Credit will not be awarded to students who have credit for BIO 100. 2 Lec/2 Lab. Gen Ed. 13.~~

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	NAT 171
X	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:	Date		Date
Departmental Committee	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes**** ☐ No ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	10/27/05	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.)

Remove the course from the Catalog.

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 can not longer be properly staffed and other courses fit the same category.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

New or Revised* Catalog Text

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

~~**NAT 171 The Physical Universe. (3) I, II.** An interdisciplinary science course on natural philosophy, emphasizing science as a creative activity. It traces the evolution of our conceptions of space, the universe, matter, and energy. Credit will not be awarded to students who have credit for PHY 101. 2 Lec/2 Lab. Gen Ed. 14.~~

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	NAT 363
X	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:	Date		Date
Departmental Committee	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes****	No X	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
General Education Committee*	10/27/05	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.)

Remove the course from the Catalog.

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 can not longer be properly staffed and other courses fit the same category.

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.)

~~**NAT 363 Ecology and Human Affairs. (3) I, II.** A biologic science course that develops the basic principles of ecology, and uses them as a basis for consideration of agriculture, land use, endangered species, and other environmental issues. Gen Ed. 15 or 15.~~

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 109
	Course Dropped (Part II)	*Course Title (30 characters)	Earth History
	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	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes****	No X	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
General Education Committee*	10/27/05	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 course title and description of Earth History 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 Historical 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 ~~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.)

GLY 109 Great Moments in Earth History. (3) I, II. Investigation of the origin of the Earth as a planet and its evolutionary development of physical and biological systems through time. Important turning points in the Earth's history will be emphasized. 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)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	109	Fall 2006	AS X JS BT EM ED PC HS	ERTH

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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry
		Internship	
		Independent Study	Data entry person
		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) X**	VB (3)		**VII (3) X**	VIII (3)
IC (3)				VC (3)			

GREAT MOMENTS IN EARTH HISTORY

GLY 109 3 credit hours Fall 2006 Dept. of Earth Sciences

Sections xxxxx & xxxx: MW 1:25 – 2:15 & 2:30 – 3:20, Roark 1
Final Exam: TBA

Dr. Walter S. Borowski **Roark Hall, Room 7** **w.borowski@eku.edu**
Office Hours: By appointment! Please utilize me as resource! Please use email to contact me.

Text: Wicander & Monroe, (any edition), Historical Geology: Evolution of Earth and Life through Time, Brooks/Cole. Used copies and past editions are available.

Attendance & Participation: I expect perfect attendance from everyone because most material on exams and quizzes will be based on class material and discussion. Please feel free to ask questions and discuss topics in class. This makes for a dynamic atmosphere of learning!

Exams: There will be 3 exams during the semester and a final exam (see schedule). All exams will be cumulative to some extent, and all exam are of equal weight in the course grade.

Other work: This course will emphasize laboratory and other types of active learning through exercises and work with earth materials. These activities will be interdispersed with short lecture and class discussions.

Grades: A 100-90% B 89-80% C 79-70% D 69-60% F <60%

Exams: 40% (10% each, 4 exams) Exercises and projects: 60%

Extra Credit: We will take a field trip to Clays Ferry on **Friday, xxxxxx.** More information will follow as the field trip date nears. Ten (10) points will be added to your lowest exam score when you come along on the trip. Don't miss any chance to see rocks in the field! **Geology is GREAT!**

Field Trip: We will take a **MANDATORY** field trip to some places of interest in Kentucky on **Saturday, xxxxxxxxxxx**. Seeing rocks in the field is absolutely essential (!) to geology, so this field trip is ***required***. I am giving you this date far in advance so you can make prior arrangements to attend.

Blackboard: Class syllabus, notes, and figures will be available on BLACKBOARD, assessable at: http://www.learn.eku.edu/. Please print these materials before class.

Midterm Grades are due into the Registrar on **xxxxx**; last day to withdraw from a full-semester class is **xxxxx**.

My Policies: Missed quizzes and exams cannot be made-up without a valid excuse (medical or family emergency) ***certified by the University***. If the excuse is acceptable, make-ups must occur within 1 week of the scheduled event. Make-up exams consist of predominately essays.

University Policies: Refer to the University Handbook for Students defines academic dishonesty (cheating) and its penalties. Use of tobacco products is prohibited by law in the classroom.

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 third floor of the Student Services Building (Room 361) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

COURSE GOALS

1. Students will able to ascertain and differentiate rates of geologic processes in the context of geologic time in order to understand and appreciate their effects on Earth systems and inhabitants of the Earth.
2. Students will be able to explain and infer geologic processes and characteristics of plate tectonic settings in order to infer and predict processes, events, and consequences to the Earth and its life over the course of geologic time.
3. Students will able to explain and infer the behavior of interconnected Earth systems in order to understand and appreciate their effects on the Earth and its life over the course of geologic time.

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.

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 our understanding of earth history and how it informs our ability to address current issues that we face. 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.

Your Expectations

- To experience an organized, rigorous course that *challenges* you and prepares you for future academic endeavors and the working world.
- To be treated fairly with respect to others in the class, especially in grading.
- For the instructor to adhere to the ground rules in the syllabus.
- To reach me during regular working hours for help and feedback.
- To have work graded and handed back within a reasonable time period.
- Course requirements that offer you an opportunity to pass the course, and excel.
- To be treated as an adult in a respectful, courteous manner.

My Expectations

- That you will act as adults:
    - Please courteous and considerate to fellow classmates and me.

- Come to class daily, arriving a few minutes before class starts so you can be settled and ready to start.
- Come to class curious and prepared to be actively engaged.
- Do the work.
- Turn work in on time that is done ***neatly***, despite outside, difficult circumstances.
- Take exams on schedule, despite outside, difficult circumstances.
- Realize that your performance in the course is dependent on ***your*** actions, attitude, effort, etc.
- Realize that ***Effective*** work = results.

- Please accept the rules and guidelines in the syllabus.
- Please accept my experience in the working world and realize that my expectations are similar to those of an employer.
- That ***you*** will fairly and constructively help me improve the course and my teaching methods with adult, thoughtful feedback on course evaluations.

Week	**Topic**	**Activities & Exercises**
1	Geologic (Deep) Time Fundamental geologic principles Relative dating	Timing of geological events
2	Geologic (Deep) Time Absolute (radiometric) dating Assembling the Geologic Time Scale	Radiometric dating exercise Determining the age of geologic events & materials
3	The Earth moves (and grooves) under our feet Plate Tectonics	
4	The Earth moves (and grooves) under our feet Plate Tectonics Mountain Building throughout Earth History Sedimentation and tectonics	Plate Tectonic Jigsaw
5	Reading the rock Record (or a book 4600 million years long) Sedimentary rocks as recorders of geologic events Paleoenvironments	
6	Reading the rock Record (or a book 4600 million years long) The hidden story of Bluegrass limestones revealed	Semester-long project: sampling & interpreting rx
7	Putting Oxygen in the Earth's Atmosphere Where does the atmosphere come from? Why no oxygen?	Cycles
8	Putting Oxygen in the Earth's Atmosphere Poisoning of the Earth Feedbacks and controls	
9	Dinosaurs	

	The mighty arise Paleobiology of the dinosaurs	Dinosaur jigsaw
10	Dinosaurs Dinosaurs with us today Dino demise	Video: *Big Al: Allosaurus*
11	The Great Extinctions The greatest (Permo-Triassic) and sexiest (Cretaceous) extinction events Causal mechanisms	
13	The Earth's Climate The climate drivers Climate of the past 1 million years	
14	The Earth's Climate Great ice ages I have known	
15	The Earth's Climate Whence today?	

Course Abstract

The Earth has evolved as planet in terms of its tectonic, biogeochemical, and surficial processes over its immense history. The young Earth was a very different place and pivotal events in Earth history have produced living space on a world with which we are now familiar. The modern concepts of deep time and plate tectonics are essential to understanding the Earth throughout its history, and thus emerge as themes permeating the study of the Earth's past and this course. Another theme is that the Earth consists of a variety of key reservoirs that share materials (compounds, water, rocks) through a complex, interconnected series of processes that move material between reservoirs.

The course touches on key moments in Earth history that spark the imagination and illustrate the themes discussed above. The Earth was once a planet with very little atmospheric oxygen, but rapidly became oxygenated at about 2.3 billion years ago. Dinosaurs as a group are the Earth's mightiest land animals that capture the musings of humans, young and old. They are fascinating creatures whose excavation and study shows how paleontologists investigate their Mesozoic world and their biology. A most significant question is their rapid extinction, which provides a unique segue to investigate other mass extinctions in Earth history. The climate of the Earth has changed over geologic time, and the Earth is currently in its third or fourth Ice Age. Humans arose in this latest ice age and our existence is interwoven with climate of the past, present, and future.

Catalog Entry

Investigation of the origin of the Earth as a planet and its evolutionary development of physical and biological systems through time. Important turning points in the Earth's history will be emphasized.

Relationships:

- Earth sciences gateway course.
- Possible part of a general education cluster: Origins.
- Suitable for breadth of knowledge in general education curriculum.
- Suitable for depth of knowledge in general education curriculum.

Creating a Time Line of Earth History

A semester-long, thematic exercise that maps salient events in the geologic and biologic history of the Earth in the fours eras that encapsulate geologic time: Cyptozoic (Precambrian), Paleozoic, Mesozoic, and Cenozoic.

General Education Course Approval Form

Department(s): _____Earth Sciences_____

Course Prefix and Number : ___GLY 109_____

Course Title: ____Great Moments in Earth History_____

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, VII, VIII_____

Course Abstract

1. Describe course content.

The Earth has evolved as planet in terms of its tectonic, biogeochemical, and surficial processes over its immense history. The young Earth was a very different place and pivotal events in Earth history have produced living space on a world with which we are now familiar. The modern concepts of deep time and plate tectonics are essential to understanding the Earth throughout its history, and thus emerge as themes permeating the study of the Earth's past and this course. Another theme is that the Earth consists of a variety of key reservoirs that share materials (compounds, water, rocks) through a complex, interconnected series of processes that move material between reservoirs.

The course touches on key moments in Earth history that spark the imagination and illustrate the themes discussed above. The Earth was once a planet with very little atmospheric oxygen, but rapidly became oxygenated at about 2.3 billion years ago. Dinosaurs as a group are the Earth's mightiest land animals that capture the musings of humans, young and old. They are fascinating creatures whose excavation and study shows how paleontologists investigate their Mesozoic world and their biology. A most significant question is their rapid extinction, which provides a unique segue to

investigate other mass extinctions in Earth history. The climate of the Earth has changed over geologic time, and the Earth is currently in its third or fourth Ice Age. Humans arose in this latest ice age and our existence is interwoven with climate of the past, present, and future.

2. Describe the assessment plan for the course.

Our principle assessment for general education will be a short (10-12 questions) multiple choice test given at the end of the course. The same exam will be given to all sections. The test is constructed to judge whether the students have met general education goals for Block IV (Natural Science) as well as the learning objectives in the course. The specifics of the test and the course objective matrix are discussed below.

Further we will continue to evaluate the courses using the IDEA surveys and by soliciting student comments to evaluate the success of the course more generally.

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

The course is three credit hours, which consists of two lecture contact hours and two contact hours in laboratory sessions. The type of lecture format (discussions, group work, demonstrations, etc.) is left to the discretion of the faculty member teaching his/her section of the course.

Instructors teaching the lecture sections of GLY 109 must meet SACS guidelines for instructor credentials. In general, instructors must have at least a Masters degree in Geology or a related field and at least 18 graduate hours in Geology.

Laboratory instructors must meet SACS guidelines. All laboratory instructors have had previous experience teaching geology laboratories and/or will teach under the direct supervision of the lecture section instructor.

Dr. Wally Borowski will be the coordinator of this course for the purposes of general education.

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

n/a

If you would like to see the assessment example for this course, please contact Wally Borowski.

Who will be the course coordinator? ____Dr. Wally Borowski_____

Recommendation:

			Approve?	
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

Great Moments in Earth History (GLY 109) **IVB, VII, VIII** **Walter S. Borowski**

Gen Ed Objective / **Course Objective**	***Demonstrate an understanding of the methods by which humans gather data and make conclusions in physical sciences.***	***Explain the major concepts and fundamental processes of physical sciences.***	***Apply the principles and theories of physical sciences to make reasonable and valid conclusions.***	***Apply scientific knowledge to examine and address issues of personal and public importance.***
Students will be able to ascertain & differentiate rates of geologic processes w/in the context of geologic time to understand & appreciate effects on Earth system & planet inhabitants	MI, QS	KC, CT, IC	KC, CT, IC, ID	KC, CT, ID
Students will be able to explain & infer geologic processes & characteristics of plate tectonic setting to infer & predict consequences to Earth systems and life on the planet	MI, QS	KC, CT, IC	KC, CT, IC, ID	KC, CT, ID
Students will be able to explain & infer behavior of interconnected Earth systems to understand & appreciate on the Earth and its life over geologic time	MI, QS	KC, CT, ID	KC, CT, IC, ID	KC, CT, ID

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

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 303
	Course Dropped (Part II)	*Course Title (30 characters)	Environmental Geology
	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	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
General Education Committee*	10/27/05	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 Environmental 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 Environmental 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 ~~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.)

GLY 303 ~~Environmental Geology~~ Global Environmental Obstacles. (3) A. Formerly 390. ~~Study of interaction of human activity and hazardous geologic processes. Designed for non-science majors.~~ Investigation of the Earth as a complex set of interconnected systems that cycle elements, water, and earth materials over geologic and human time scales. The course emphasizes global environmental changes that occur on the planet because of human actions. ~~Gen. Ed. 15 or 16.~~ 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)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	303	Fall 2006	AS X JS BT EM ED PC HS	ERTH

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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry
		Internship	
		Independent Study	Data entry person
		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) X**	VB (3)		**VII (3) X**	VIII (3)
IC (3)				VC (3)			

GLOBAL ENVIRONMENTAL OBSTACLES

GLY xxx 3 credit hours Xxxxx 200x

XX XXXXX, Roark 6
Final Exam: xxxxxxxx

Dr. Walter S. Borowski
Roark Hall, Room 7 w.borowski@eku.edu

Office Hours: By appointment! Please utilize us as resource! Email is the best way to contact us!

Texts: Fred T. Mackenzie, 2003, *Our Changing Planet*, Upper Saddle River, NJ: Prentice-Hall, 580 p.

Attendance & Participation: We expect perfect attendance from everyone because most material on exams and quizzes will be based on class material and discussion. Participation points cannot be made up, but missing 2 classes will not harm your score. Missing 3 or more classes, even if they are excused absences, will directly affect your grade.

Also, please feel free to ask questions and discuss topics in class. This makes for a dynamic atmosphere of learning!

Exams: There will be 3 exams during the semester and a final exam (see schedule) of equal weight. The exams will consist of multiple choice, short answer and essay questions along with sketches and exercises. We encourage interaction among members of the class, particularly in studying for exams.

Assignments: This course will include weekly reading and/or other assignments.

Grades: A 100-90% B 89-80% C 79-70% D 69-60% F <60%

Exams: 60% (15% each) Homework: 20% Classwork: 40%

Midterm Grades are due into the Registrar on **Xxxxx xx**; last day to withdraw from a full-semester class is **Xxxxx xx**.

Our Policies: Missed quizzes and exams cannot be made-up without a valid excuse (medical or family emergency) ***certified by the University***. If the excuse is acceptable, make-ups must occur within 1 week of the scheduled event. I tend to give essay exams for make-up exams.

University Policies: Refer to the University Handbook for Students defines academic dishonesty (cheating) and its penalties. Use of tobacco products is prohibited by law in the classroom.

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 third floor of the Student Services Building (Room 361) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

COURSE GOALS

1. Students will be able to explain geologic processes to infer and predict geologic events and their consequences to the Earth and its life over the course of geologic time.
2. Students will able to explain and infer the behavior of interconnected Earth systems in order to understand and appreciate their effects on Earth systems and inhabitants of the Earth.
3. Students will able to ascertain and differentiate rates of geologic processes in the context of geologic time in order to understand and appreciate their effects on Earth systems and inhabitants of the Earth.
4. Students will be able to evaluate the impact of the human population on the resources and environment of the Earth in order to explore possible solutions for human-induced problems

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.

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 global environmental challenges that we face as a result of interacting with our geologic environment. 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.

Your Expectations

- To experience an organized, rigorous course that *challenges* you and prepares you for future academic endeavors and the working world.
- To be treated fairly with respect to others in the class, especially in grading.
- For the instructor to adhere to the ground rules in the syllabus.
- To reach us during regular working hours for help and feedback.
- To have work graded and handed back within a reasonable time period.
- Course requirements that offer you an opportunity to pass the course, and excel.
- To be treated as an adult in a respectful, courteous manner.

My Expectations

- That you will act as adults:
  - Please courteous and considerate to fellow classmates and instructors.
  - Come to class daily, arriving a few minutes before class starts so you can be settled and ready to start.

- Come to class curious and prepared to be actively engaged.
- Do the work.
- Turn work in on time that is done ***neatly***, despite outside, difficult circumstances.
- Take exams on schedule, despite outside, difficult circumstances.
- Realize that your performance in the course is dependent on ***your*** actions, attitude, effort, etc.
- Realize that ***Effective*** work = results.

- Please accept the rules and guidelines in the syllabus.
- Please accept our experience in the working world and realize that our expectations are similar to those of an employer.
- That ***you*** will fairly and constructively help us improve the course and our teaching methods with adult, thoughtful feedback on course evaluations.

COURSE OUTLINE (subject to change)

Week	Subject	Reading
1	The vastness of geologic time Relative time Absolute time	Chapter 1
2	The Earth moves (& grooves) under our feet Plate Tectonics	Chapter 2
3	The Earth moves (& grooves) under our feet Plate Tectonics	Chapter 2
4	Atmosphere	Chapter 3
5	Hydrosphere	Chapter 4
6	Biogeochemical cycles	Chapter 6
7	Human population	Chapter 8
8	Human population	Chapter 8
9	Forests	Chapter 9
10	Crops	Chapter 9
11	Acid rain & smog	Chapter 10
12	The ozone hole in the sky	Chapter 13
13	Earth climate	Chapter 12
14	The changing atmosphere	Chapter 13
15	Toward a sustainable society	Chapter 14

Final Exam: xxxx xxxxxxxxx xxxxx

Course Abstract

The Earth has evolved as planet in terms of its tectonic, biogeochemical, and surficial processes over its immense history. Humans are a *very* youthful development on the planet, but have wrought significant changes over the course of human history, especially apparent in today's world typified by an exploding human population. Changes in one portion of the earth typically result in changes elsewhere because the earth system consists of a series of reservoirs and processes that are interconnected in time and space. These major themes are continually characterized and explored throughout the course.

The course investigates geologic processes that happen within the earth, on its surface, and within its atmosphere and oceans, and then demonstrates how human actions modify the end result of those events. Students first investigate the immensity of geologic time as it relates to human time scales and the rates of various geologic processes, like plate tectonics and biogeochemical cycling. The atmosphere and waters of the earth are essential to its life, and are connected to each other and to biological and geological systems that cycle essential elements, gases, and materials between these great Earth reservoirs. Human population growth is perhaps the root cause of human interactions with the planet, and we explore the character and consequences of such growth. We then characterize, explain, and pose potential solutions for deforestation, effects of mass agriculture, harmful changes to the atmosphere, and global warming. A discussion of the notion of sustainability rounds out the course.

Catalog Entry

Investigation of the Earth as a complex set of interconnected systems that cycle elements, water, and earth materials over geologic and human time scales. The course emphasizes global environmental changes that occur on the planet because of human actions.

Relationships:

- Earth sciences gateway course.
- Suitable for breadth of knowledge in general education curriculum.
- Suitable for depth of knowledge in general education curriculum

General Education Course Approval Form

Department(s): Earth Sciences

Course Prefix and Number : GLY 303

Course Title: Global Environmental Obstacles

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

university general education

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

VII, VIII

Course Abstract

1. Describe course content.

The Earth has evolved as planet in terms of its tectonic, biogeochemical, and surficial processes over its immense history. Humans are a *very* youthful development on the planet, but have wrought significant changes over the course of human history, especially apparent in today's world typified by an exploding human population. Changes in one portion of the earth typically result in changes elsewhere because the earth system consists of a series of reservoirs and processes that are interconnected in time and space. These major themes are continually characterized and explored throughout the course.

The course investigates geologic processes that happen within the earth, on its surface, and within its atmosphere and oceans, and then demonstrates how human actions modify the end result of those events. Students first investigate the immensity of geologic time as it relates to human time scales and the rates of various geologic processes, like plate tectonics and biogeochemical cycling. The atmosphere and waters of the earth are essential to its life, and are connected to each other and to biological and geological systems that cycle essential elements, gases, and materials between these great Earth reservoirs. Human population growth is

perhaps the root cause of human interactions with the planet, and we explore the character and consequences of such growth. We then characterize, explain, and pose potential solutions for deforestation, effects of mass agriculture, harmful changes to the atmosphere, and global warming. A discussion of the notion of sustainability rounds out the course.

2. Describe the assessment plan for the course.

Our principle assessment for general education will be a short (10-12 questions) multiple choice test given at the end of the course. The same exam will be given to all sections. The test is constructed to judge whether the students have met general education goals for Block IV (Natural Science) as well as the learning objectives in the course. The specifics of the test and the course objective matrix are discussed below.

Further we will continue to evaluate the courses using the IDEA surveys and by soliciting student comments to evaluate the success of the course more generally.

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

The course is three credit hours, which consists of three lecture contact hours. The type of lecture format (discussions, group work, demonstrations, etc.) is left to the discretion of the faculty member teaching his/her section of the course.

Instructors teaching the lecture sections of GLY 303 must meet SACS guidelines for instructor credentials. In general, instructors must have at least a Masters degree in Geology or a related field and at least 18 graduate hours in Geology.

Dr. Wally Borowski will be the coordinator of this course for the purposes of general education.

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

n/a

If you would like to see the assessment example for this course, please contact Wally Borowski.

Who will be the course coordinator? ____Dr. Wally Borowski_____

Recommendation:

			Approve?	
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

Global Environmental Obstacles (GLY 303) **VII, VIII** **Walter S. Borowski**

Gen Ed Objective / **Course Objective**	***Demonstrate an understanding of the methods by which humans gather data and make conclusions in physical sciences.***	***Explain the major concepts and fundamental processes of physical sciences.***	***Apply the principles and theories of physical sciences to make reasonable and valid conclusions.***	***Apply scientific knowledge to examine and address issues of personal and public importance.***
Students will be able to explain geologic processes to infer & predict geologic events & their consequences to the Earth and its life.	MI, QS	KC, CT	KC, CT, IC	KC, CT, ID
Students will be able to explain and infer behavior of interconnected Earth systems in order to understand & appreciate effects on Earth systems and inhabitants.	MI, QS	KC, CT, IC	KC, CT, IC	KC, CT, ID
Students will be able to ascertain & differentiate rates of geologic processes to understand & appreciate effects on Earth systems and inhabitants.	MI, QS	KC, CT, ID	KC, CT, IC	KC, CT, ID
Students will be able to evaluate impact of human population on resources & environment of the Earth to explore possible solutions for human-induced problems.	MI, QS		KC, CT, IC, MI	KC, CT, ID

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

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 304
	Course Dropped (Part II)	*Course Title (30 characters)	Introduction to Oceanography
	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	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
General Education Committee*	10/27/05	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 course title and description of the Oceanography 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 Oceanography 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 ~~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.)

GLY 304 ~~Introduction to Oceanography~~ The World Ocean. (3) I, II. ~~The ocean basins, water circulation, energy budgets, ocean floor sediments, and marine life environments. Interactions with the atmosphere and lithosphere will be considered.~~ Investigation of the geologic, physical, biogeochemical, and biologic processes that occur within the oceans of the world. The course emphasizes connections between these processes, and how those connections interact with our planet's life. 2 Lec/2 Lab. ~~Gen. Ed. 15 or 16.~~ 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)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	304	Fall 2006	AS X JS BT EM ED PC HS	ERTH

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs.
	Lecture 2 Laboratory 2 Other	Cip Code (first two digits only) 40

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
L	3		FR JR SO SR
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry
		Internship	
		Independent Study	Data entry person
		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) X**	VB (3)		**VII (3) X**	VIII (3)
IC (3)				VC (3)			

THE WORLD OCEAN

GLY 304 3 credit hours Fall 2006 Dept. of Earth Sciences

Sections xxxxx & xxxx: TH 12:30 – 2:15, Roark 6
Final Exam: TBA

Dr. Walter S. Borowski **Roark Hall, Room 7** **w.borowski@eku.edu**
Office Hours: By appointment! Please utilize me as resource! Please use email to contact me.

Text: Duxbury, Duxbury, & Sverdrup, Fundamentals of Oceanography (any edition).

Attendance & Participation: I expect perfect attendance from everyone because most material on exams and quizzes will be based on class material and discussion. We will have daily, **graded** exercises in class as an incentive for attendance. Missed class = zero on exercise – no exceptions! However, missing less than 3 classes and thus 2 in-class assignments will result in no penalty.

Please feel free to ask questions or explore concepts in class. This makes for a dynamic atmosphere of learning!

Exams: There will be 3 exams during the semester and a final exam (see schedule). All exams will be of equal weight and cumulative to some extent. The final exam is definitely cumulative.

Grades: A 100-90% B 89-80% C 79-70% D 69-60% F <60%

Exams: 60% (15% each, 4 exams) Classwork: 20% Exercises & Homework: 20%

Blackboard: Class syllabus, notes, and figures will be available on BLACKBOARD, assessable at: http://www.learn.eku.edu/. To be fully prepared for class you ***must*** print out these materials before coming to class.

Midterm Grades are due into the Registrar on **xxxx xx**; last day to withdraw from a full-semester class is **xxxx xx**.

My Policies: Missed exams cannot be made-up without a valid excuse (medical or family emergency) ***certified by the University***. If the excuse is acceptable, make-ups must occur within 1 week of the scheduled event. Make-up exams are largely composed of ***essay questions***.

University Policies: Refer to the University Handbook for Students defines academic dishonesty (cheating) and its penalties. Use of tobacco products is prohibited by law in the classroom.

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 third floor of the Student Services Building (Room 361) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

COURSE GOALS

1. Students will able to ascertain and differentiate rates of geologic processes in the context of geologic time in order to understand and appreciate their effects on oceanic and Earth systems, and their inhabitants.
2. Students will be able to explain and infer geologic processes and characteristics of plate tectonic settings in order to infer and predict processes, events, and consequences to the Earth and its life.
3. Students will able to explain and infer the behavior of interconnected Earth systems in order to understand and appreciate their effects climate, organisms, and its life on Earth, including humans.

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.

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 influences of a world ocean system on the planet's resources and climate and how our interaction with the ocean can influence the natural processes occurring on Earth. 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.

Your Expectations

- To experience an organized, rigorous course that *challenges* you and prepares you for future academic endeavors and the working world.
- To be treated fairly with respect to others in the class, especially in grading.
- For the instructor to adhere to the ground rules in the syllabus.
- To reach me during regular working hours for help and feedback.
- To have work graded and handed back within a reasonable time period.
- Course requirements that offer you an opportunity to pass the course, and excel.
- To be treated as an adult in a respectful, courteous manner.

My Expectations

- That you will act as adults:
    - Please courteous and considerate to fellow classmates and me.

- Come to class daily, arriving a few minutes before class starts so you can be settled and ready to start.
- Come to class curious and prepared to be actively engaged.
- Do the work.
- Turn work in on time that is done ***neatly***, despite outside, difficult circumstances.
- Take exams on schedule, despite outside, difficult circumstances.
- Realize that your performance in the course is dependent on ***your*** actions, attitude, effort, etc.
- Realize that ***Effective*** work = results.

- Please accept the rules and guidelines in the syllabus.
- Please accept my experience in the working world and realize that my expectations are similar to those of an employer.
- That ***you*** will fairly and constructively help me improve the course and my teaching methods with adult, thoughtful feedback on course evaluations.

Week	Topic	Activities & Exercises
1	Geologic (Deep) Time Seafloor Graffiti - Magnetic field reversals	Magnetostratigraphy
2	Geologic (Deep) Time Absolute (radiometric) dating	Radiometric dating exercise Determining age of ocean basins
3	Seafloor features & bathymetry Plate Tectonics	Bathymetric maps
4	The Earth moves (and grooves) under our feet Plate Tectonics Mountain Building throughout Earth History Sedimentation and tectonics	Plate Tectonic Jigsaw
5	Life and Energy A whale's journey Photosynthesis & Productivity	Spying on cetaceans
6	Life and Energy Photosynthesis & Productivity Life in the Dark	Productive tanning
7	Ocean and Climate General Circulation Hurricanes!	Constructing circulation Hurricane power An underappreciated killer
8	Ocean and Climate Ocean structure	Recognizing water masses
9	Ocean and Climate Ocean circulation	Sweeping turns of northern & southern hemispheres
10	Ocean and Climate El Nino	Breakdown of an ecosystem
11	Waves and tides	Interference and gravity
12	Estuaries Characteristics *Blue Swimmers*	Blue crabs and humans
13	Estuaries Organic loading and pollution *Pfisteria* Hysteria?	A killing red tide
14	Coasts Beach processes	The dynamic seashore

15 Coasts

Building on the seashore

Course Abstract

The Earth is *the* water planet in the sea of the cosmos, and its World Ocean shapes the planet's physical, geologic, biogeochemical, and biological processes. The rates of various oceanic, geologic, and climatic processes viewed through the lens of geologic time provide a thematic thread woven into the fabric of the course. The modern concepts of deep time and plate tectonics are essential to understanding the Earth and its oceans, and thus emerge as themes permeating the study of the oceans and this course. Also, oceanic and earth processes occur over a continuum of rates that are critical to understanding those processes and their consequences to life. Another theme is that the ocean is a key reservoir that shares its materials through a complex, interconnected series of processes that move material between reservoirs.

The course touches on key processes and their drivers that control the variability of the planet, its ocean, and its life. The ocean and ocean basins have developed over the immensity of geologic time, but its waters and dissolved materials cycle quickly through Earth systems and its basins are much younger than the planet. Life in the ocean is dominantly based on energy received from the sun, but there are ecosystems powered solely by chemical energy and heat from the planet's interior. The growth of small floating plants controls events from the pole-to-pole migration of whales to human cultural and economic development, which is turn controlled by movements of the sea, sunlight patterns, and nutrient availability. The ocean is a climate engine that influences short-term and longer-term climate. Hurricanes are spawned by tropical sea-surface temperatures that whip up winds potentially causing coastal flooding and widespread death and destruction within human communities. El Nino is an ocean-controlled phenomenon with consequences for both animal and human communities. The salinity and temperature structure of ocean will determine when the planet grows its icecaps once again to enter a glacial period. Waves and tides sweep the seas, and interact with humans at estuary and coast. Estuaries are productive biological machines that feed the world, but are sensitive to human activities. The seaside draws humans with beauty and bounty, still its dynamic nature flusters and confounds the human need for stability.

Catalog Entry

Investigation of the geologic, physical, biogeochemical, and biologic processes that occur within the oceans of the world. The course emphasizes connections between these processes, and how those connections interact with our planet's life.

Relationships:

- Earth sciences gateway course.
- Suitable for breadth of knowledge in general education curriculum.
- Suitable for depth of knowledge in general education curriculum.

General Education Course Approval Form

Department(s): _____Earth Sciences_____

Course Prefix and Number : ___GLY 304_____

Course Title: ____The World Ocean_____

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, VII, VIII_____

Course Abstract

1. Describe course content.

The Earth is *the* water planet in the sea of the cosmos, and its World Ocean shapes the planet's physical, geologic, biogeochemical, and biological processes. The rates of various oceanic, geologic, and climatic processes viewed through the lens of geologic time provide a thematic thread woven into the fabric of the course. The modern concepts of deep time and plate tectonics are essential to understanding the Earth and its oceans, and thus emerge as themes permeating the study of the oceans and this course. Also, oceanic and earth processes occur over a continuum of rates that are critical to understanding those processes and their consequences to life. Another theme is that the ocean is a key reservoir that shares its materials through a complex, interconnected series of processes that move material between reservoirs.

The course touches on key processes and their drivers that control the variability of the planet, its ocean, and its life. The ocean and ocean basins have developed over the immensity of geologic time, but its waters and dissolved materials cycle quickly through Earth systems and its basins are much younger than the planet. Life in the ocean is dominantly based on energy received from the sun, but there are ecosystems powered solely by

chemical energy and heat from the planet's interior. The growth of small floating plants controls events from the pole-to-pole migration of whales to human cultural and economic development, which is turn controlled by movements of the sea, sunlight patterns, and nutrient availability. The ocean is a climate engine that influences short-term and longer-term climate. Hurricanes are spawned by tropical sea-surface temperatures that whip up winds potentially causing coastal flooding and widespread death and destruction within human communities. El Nino is an ocean-controlled phenomenon with consequences for both animal and human communities. The salinity and temperature structure of ocean will determine when the planet grows its icecaps once again to enter a glacial period. Waves and tides sweep the seas, and interact with humans at estuary and coast. Estuaries are productive biological machines that feed the world, but are sensitive to human activities. The seaside draws humans with beauty and bounty, still its dynamic nature flusters and confounds the human need for stability.

2. Describe the assessment plan for the course.

Our principle assessment for general education will be a short (10-12 questions) multiple choice test given at the end of the course. The same exam will be given to all sections. The test is constructed to judge whether the students have met general education goals for Block IV (Natural Science) as well as the learning objectives in the course. The specifics of the test and the course objective matrix are discussed below.

Further we will continue to evaluate the courses using the IDEA surveys and by soliciting student comments to evaluate the success of the course more generally.

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

The course is three credit hours, which consists of two lecture contact hours and two laboratory contact hours. The type of lecture format (discussions, group work, demonstrations, etc.) is left to the discretion of the faculty member teaching his/her section of the course.

Instructors teaching the lecture sections of GLY 304 must meet SACS guidelines for instructor credentials. In general, instructors must have at least a Masters degree in Geology or a related field and at least 18 graduate hours in Geology.

Dr. Wally Borowski will be the coordinator of this course for the purposes of general education.

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

n/a

If you would like to see the assessment example for this course, please contact Wally Borowski.

Who will be the course coordinator? ____Dr. Wally Borowski_____

Recommendation:

			Approve?	
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

The World Ocean (GLY 304) **IVB, VII, VIII** **Walter S. Borowski**

Gen Ed Objective / **Course Objective**	***Demonstrate an understanding of the methods by which humans gather data and make conclusions in physical sciences.***	***Explain the major concepts and fundamental processes of physical sciences.***	***Apply the principles and theories of physical sciences to make reasonable and valid conclusions.***	***Apply scientific knowledge to examine and address issues of personal and public importance.***
Students able to explain and predict behavior of interconnected Earth systems to understand and appreciate complexity and relevance to the Earth, and possible effects on humans.	MI, QS	KC, CT, IC	KC, CT, ID	KC, CT, ID
Students able to explain and infer geologic processes and characteristics of plate tectonic settings to predict processes, events, and possible effects on humans.	MI, QS	KC, CT, IC	KC, CT, ID	KC, CT, ID
Students able to ascertain and differentiate rates of geologic and oceanographic processes to understand and appreciate effects on Earth's systems and its inhabitants.	MI, QS	KC, CT, IC, QS	KC, CT, ID, QS	KC, CT, ID

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

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 802
	Course Dropped (Part II)	*Course Title (30 characters)	Scientific Communication in Geology
	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	09/12/05	Graduate Council*	11/9/05
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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 rename the course title.

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 reflect the expanded role of geography in addition to geology in our revised Geosciences (M.S.) 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 ~~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.)

GLY 802 Scientific Communication in ~~Geology~~ Geosciences. (2) I. Corequisite: GLY 803. Introduction to design of research, preparation of papers for scientific publication, and the preparation of presentation of displays and papers at scientific meetings.

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	802	Fall 2006	AS X JS BT EM ED PC HS	ERTH

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: Check all applicable

Thesis
Internship
Independent Study
Practicum

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.	
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	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 804
	Course Dropped (Part II)	*Course Title (30 characters)	Research Methods in Geology
	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	09/12/05	Graduate Council*	11/9/05
Is this a SACS Substantive Change?	Yes****	No X	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
A			
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 rename the course title and revise the course 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 reflect the expanded role of geography in addition to geology in our revised Geosciences (M.S.) 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 ~~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.)

GLY 804 Research Methods in ~~Geology~~ Geosciences. (3) I. Practical methodology of ~~geological research~~ research in the geosciences, a ~~modular applications course taught by various faculty with student exercises~~ site-based project that uses geoscientific techniques and instrumentation to answer research questions. Includes, but is not limited to, petrography ~~(required for GLY 822 and 823)~~; orientation to available laboratory facilities~~, equipment, and analytical instruments~~; ~~well log~~ geospatial analysis, and field investigations. 2 Lec/2 Lab.

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	804	Fall 2006	AS X JS BT EM ED PC HS	ERTH

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: Check all applicable

Thesis
Internship
Independent Study
Practicum

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.	
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	Earth Sciences
X	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 107
	Course Dropped (Part II)	*Course Title (30 characters)	Gold and Diamonds
	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	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ( ) **No** (X)	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
General Education Committee*	10/27/05	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 create a new introductory-level lab science class in geology with a greater emphasis on economic mineral deposits and their impact on society.

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:

This provides a lab science course in geology with greater relevancy to students in the social sciences and humanities.

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.)

GLY 107 Gold and Diamonds. (3) I, II. The geology of gold and diamonds, including mineralogy, natural occurrence, exploration, and mining. The impact of gold, diamonds, and other important earth materials on the environment, history, and society will also be discussed. 2 Lec/2 Lab. 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)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	107	Fall 2006	AS X JS BT EM ED PC HS	ERTH

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture 2 Laboratory 2 Other	Cip Code (first two digits only) 40

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
1	2	N	FR JR
2	2	N	SO SR

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

Thesis
Internship
Independent Study
Practicum

FOR BANNER USE ONLY

Date of data entry

Data entry person

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) X**	VB (3)		**VII (3) X**	VIII (3)
IC (3)				VC (3)			

Geology 107: GOLD AND DIAMONDS
Department of Earth Sciences

Fall 2006

Instructor: Dr. John C. White
Office: Roark 101
Webpage: http://people.eku.edu/whitej
Phone: 622-1276
E-mail: john.white@eku.edu

Office Hours: TBD

Lecture: TBD
Lab: TBD
Credit: 3 hours (2 Lecture + 1 Lab)

Textbooks:

The Power of Gold: A History of Obsession (P.L. Bernstein) Wiley & Sons
The Nature of Diamonds (G.E. Harlow) Cambridge UP

Course Description:

GLY 107 Gold and Diamonds. (3) I, II. The geology of gold and diamonds, including mineralogy, natural occurrence, exploration, and mining. The impact of gold, diamonds, and other important earth materials on the environment, history, and society will also be discussed. 2 Lec/2 Lab. Gen Ed. VII.

Course Goals:
Students will be able to:
1. Analyze known geologic occurrences of gold, diamonds, and other natural resources in order to design an exploration model for these resources. (Gen Ed goals #2, #5, #7)

2. Evaluate the environmental and economic impact of the extraction of gold, diamonds, and other natural resources. (Gen Ed goals #2, #5, #7, #8)

3. Evaluate the influence of gold and diamonds (especially with respect to their geologic occurrences) in history and current events (including foreign and domestic policies), and be able to hypothesize similar roles for other natural resources in the future. (Gen Ed goals #2, #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 method of exploring for mineral resources and the impacts of resource mining and use on the environment and societal issues. 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…….	300
Reading/Writing Assignments……..……	300
Attendance ……..	100
Lab Activities……..	200

Final Grade

A: 810-900 points
B: 720-809 points
C: 630-719 points
D: 540-629 points
F: <539 points

Extra Credit: A weekend field trip will be offered to either the Reed Gold Mine State Historic Site near Charlotte, North Carolina, or Crater of Diamonds State Park near Murfreesboro, Arkansas.

Report on Student Progress: Students will receive a written assessment of their progress in class following the first and second exams. This assessment will consist of a "projected final grade" based on exam scores (1/3), progress on assigned reading as evaluated by writing assignments (1/3), attendance (1/9), and progress in lab (2/9).

Attendance Policy:

"Half of life is just showing up"

There are four components to this course: lecture, readings, lab, and discussion. Attention to each of these components is necessary to meet the goals of this course—each of these components augments the other and no single component alone can adequately help you meet these goals. Although readings and some discussion can be experienced outside of the classroom setting, lecture and most discussion can only be experienced within it; therefore, attendance is strongly coupled with final grade eligibility. However, a student will not be penalized for an excused absence, which can include, but is not limited to: medical or family emergencies, illness, and participation in school-sponsored events and field trips. It is very strongly recommended that any student seeking an excuse for an absence contact me (preferably by e-mail at John.White@eku.edu) as soon as they know they are going to be absent, and present me with a copy of any appropriate documentation as soon as possible (preferably as an attachment to an e-mail message).

Topics Include (but are not limited to):

The geology of gold
- Properties of gold and related rocks and minerals
- Global geologic distribution of gold and related materials

Gold mining and the environment
- Placer gold deposits
- Vein gold deposits
- Disseminated gold deposits

The role of gold and its distribution through history.
The geology of diamonds
- Properties of diamonds and related rocks and minerals
- Global geologic distribution of gold and related materials

Diamond mining and the environment
- Kimberlite pipes
- Placer diamonds

Diamonds, industry, and society
The geology and use of other metals and gems
The geology and use of rare elements and their future impact

Lab Activities Include (but are not limited to):
Identification of ore and gangue minerals in common gold deposits.
Mapping known gold deposits by rock type and age to develop exploration models.
Identification of mineral vectors for diamonds.
Mapping known diamond deposits to develop exploration models.
Using maps and aerial photographs to explore for diamonds.
Applying skills to other minerals of present and future strategic and economic importance to develop an exploration models.

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.

Other Expectations:

In addition to regular attendance, you are expected to arrive to class promptly and stay until class is dismissed. Arriving late and/or leaving early creates a major class distraction; if you *must* (for a good and preferably documented reason), please do so in as quiet a manner as possible. Refrain also from other activities that may distract either the class or me, including, but not limited to: leaving your cellular phone on (if it rings, I'll answer it), talking (you are encouraged to initiate and engage in relevant class discussion, but do not talk otherwise), and eating food or chewing gum in a loud and/or smelly manner (Corn Nuts, for example, are expressly forbidden!) You are also expected to keep up with assigned readings, turn assignments in on time, and complete all assignments and tests neatly (if I can't read it, I won't grade it). You are also expected and encouraged to provide me with feedback during the semester in order to help me make this experience as effective and as positive as possible. Please feel free to contact me in my office, by phone, or by e-mail anytime.

General Education Course Approval Form

Department(s): Earth Sciences

Course Prefix and Number : GLY 107

Course Title: Gold and Diamonds

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, VII, VIII

Course Abstract

1. Describe course content.

GLY 107 is an introductory geology course that is designed to present the fundamental principles and theories of Geology topically, rather than as a traditional survey course. The overall topical framework for this course is based on economic geology, and specifically the geology of gold and diamonds, two popular, and historically significant earth materials. Focus will be on the role of plate tectonics in the origin of these materials, and as an exploration tool; on the rock cycle and the diverse occurrences of gold and diamonds in the earth's crust; and on the environmental and social impacts of mineral exploration and exploitation. Lab activities will complement these topics and include ore- and gangue-mineral identification, mapping economic mineral deposits, and designing exploration and mining models. Problem-solving applications will be used continuously throughout the course.

2. Describe the assessment plan for the course.

Our principle assessment for general education will be a short (10-12 questions) multiple choice test given at the end of the course. The same exam will be given to all sections. The test is constructed to judge whether the students have met general education goals for Block IV (Natural Science) as well as the learning objectives in the course. The specifics of the test and the course objective matrix are discussed below.

Further we will continue to evaluate the courses using the IDEA surveys and by soliciting student comments to evaluate the success of the course more generally.

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

The course is three credit hours, which consists of two lecture contact hours and two contact hours in laboratory sessions. The type of lecture format (discussions, group work, demonstrations, etc.) is left to the discretion of the faculty member teaching his/her section of the course.

Instructors teaching the lecture sections of GLY 107 must meet SACS guidelines for instructor credentials. In general, instructors must have at least a Masters degree in Geology or a related field and at least 18 graduate hours in Geology.

Laboratory instructors must meet SACS guidelines. All laboratory instructors have had previous experience teaching geology laboratories and/or will teach under the direct supervision of the lecture section instructor.

Dr. John C. White will be the coordinator of this course for the purposes of general education.

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

n/a

Who will be the course coordinator? ____Dr. John C. White_____

Recommendation:

			Approve?	
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

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
X	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 210
	Course Dropped (Part II)	*Course Title (30 characters)	Introduction to Geochemistry
	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	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes**** ☐ No ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	NA	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 create a new introductory-level geochemistry 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:

To provide a support course for geology majors with chemistry relevant to geologic problems and 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 ~~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.)

GLY 210 Introduction to Geochemistry. (3) I. Prerequisite or Corequisite: ACT math score of 22, or MAT 107, or departmental approval. An introduction to the application of fundamental concepts and skills in chemistry (nomenclature, stoichiometry, bonding, chemical change) to geology, including the distribution of the elements, mineral chemistry, and radiometric dating. Credit will not be awarded to students who have credit for CHE 100, CHE 101, or CHE 111.

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	210	Fall 2006	AS X JS BT EM ED PC HS	ERTH

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture 3 Laboratory Other	Cip Code (first two digits only) 40

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: Check all applicable

Thesis
Internship
Independent Study
Practicum

FOR BANNER USE ONLY

Date of data entry

Data entry person

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 Corequisite: ACT math score of 22, or MAT 107, 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.	Credit will not be awarded to students who have credit for CHE 100, CHE 101, or CHE 111.
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)			

Geology 210: INTRODUCTION TO GEOCHEMISTRY
Department of Earth Sciences

Fall 2006

Instructor: Dr. John C. White
Office: Roark 101
Webpage: http://people.eku.edu/whitej
Phone: 622-1276
E-mail: john.white@eku.edu

Office Hours: TBD

Lecture: TBD
Credit: 3 hours (3 Lecture)

Textbook:

Principles and applications of Geochemistry (G. Faure) Prentice Hall.

Course Description:

GLY 210 Introduction to Geochemistry. (3) I. An introduction to the application of fundamental concepts and skills in chemistry (nomenclature, stoichiometry, bonding, chemical change) to geology, including the distribution of the elements, mineral chemistry, and radiometric dating. Credit will not be awarded to students who have credit for CHE 100, 101, 105, or 111.

Course Goals:

1. Evaluate the role of geochemistry in determining the environmental evolution of our planet.

2. Interpret the behavior of naturally complex geochemical systems.

3. Predict the outcome of geochemical processes

Methods of Assessment/Evaluation:

3 Exams @ 100 points each…….	300
Problem Sets……..……..……	400
Attendance ……..	100
Final Paper ……..	100

Final Grade

A: 810-900 points
B: 720-809 points
C: 630-719 points
D: 540-629 points
F: <539 points

Report on Student Progress: Students will receive a written assessment of their progress in class following the first and second exams. This assessment will consist of a "projected final grade" based on exam scores (1/3), problem sets (1/3), and attendance (1/3),.

Attendance Policy:

"Half of life is just showing up"

There are three components to this course: lecture, problem-solving, and class discussion. Attention to each of these components is necessary to meet the goals of this course—each of these components augments the other and no single component alone can adequately help you meet the course goals. Although readings and some problem-solving can be experienced outside of the classroom setting, lecture and most discussion can only be experienced within it; therefore, attendance is strongly coupled with final grade eligibility. However, a student will not be penalized for an excused absence, which can include, but is not limited to: medical or family emergencies, illness, and participation in school-sponsored events and field trips. It is very strongly recommended that any student seeking an excuse for an absence contact me (preferably by e-mail at John.White@eku.edu) as soon as they know they are going to be absent, and present me with a copy of any appropriate documentation as soon as possible (preferably as an attachment to an e-mail message).

Topics Include (but are not limited to):

What is geochemistry?
Electronic structure of atoms
Periodic table and atomic weights
Chemical bonds, ionic radii, and crystals
Ionic substitution in crystals
Acids and Bases
Salts and their ions
Thermodynamics
Mineral Stability Diagrams
Oxidation-Reduction Reactions
Rates of Geochemical Processes
Isotope Geochemistry
Geochemical Cycles
Applications of Geochemistry to the solution of global problems

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)		Department Name	Earth Sciences
X	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 315
	Course Dropped (Part II)	*Course Title (30 characters)	Hydrology
	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	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes**** ☐ No ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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 create a new core class in hydrology for geology majors.

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 create an additional required hydrology course to improve our program and better meet industry demands.

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.)

GLY 315 Hydrology (3). I, II. Interrelationships between Earth's systems and the occurrence and character of water in streams, lakes, and groundwater. Focuses on fundamental understanding of hydrologic processes and reservoirs, interaction between surface waters and groundwater and relationships between human activity and these reservoirs.

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	315	Fall 2006	AS X JS BT EM ED PC HS	ERTH

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture 3 Laboratory Other	Cip Code (first two digits only) 40

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: Check all applicable

Thesis
Internship
Independent Study
Practicum

FOR BANNER USE ONLY

Date of data entry

Data entry person

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)			

GLY 315: HYDROLOGY
Department of Earth Sciences

Fall 2006

Instructor: xxxxxxx
Office: xxxxxxxx
Webpage: xxxxxxxxx
Phone: 622-xxxx
E-mail: xxx.xxx@eku.edu

Office Hours: TBD

Lecture: TBD
Credit: 3 hours (3 Lecture)

Textbook:

Introduction to Hydrology, 5th edition (W. Viessman and G.L. Lewis) Prentice Hall.

Course Description:

GLY 315 Hydrology. (3) I. The study of interrelationships between Earth's systems and the occurrence and character of water in streams, lakes, and groundwater. This course will focus on a fundamental understanding of hydrologic processes and reservoirs, the interaction between surface waters and groundwater and the relationship between human activity and these reservoirs.

Course Goals:

1. Understand how the basic physical principles of the water cycle affect the occurrence and character of water in various reservoirs.

2. Apply hydrologic principles to address contemporary global issues related to water resources.

Course Outline
Water Resources
- Basic issues
- Supply and demand
- Trends in water supply and demand

Global Hydrologic Cycle
- The global system
- Fluxes, reservoirs and residence times
- Evaporation, condensation, precipitation

- Regional water balances and resources
- Hydrological effects of climate change

Land-atmosphere interactions

- Precipitation
- Interception
- Evapotranspiration
- Subsurface flow

Structure and properties of water

Surface Flow

- Basic principles of fluid flow
- Open channel hydraulics
- Nature and cause of floods
- Patterns and cycles in flooding

Groundwater Flow

- Darcy's law
- Groundwater transport mechanisms

Water Quantity

- Changes in vegetation and infiltration
- Exploitation of groundwater resources
- Land drainage and channel modification
- Global warming

Water Quality

- Major sources of pollution to surface and groundwater
- Controlling water quality

Managing Water Resources

Methods of Assessment/Evaluation:

3 Exams @ 100 points each…….	300
Problem Sets……..……..……	400
Attendance ……..	100
Final Paper ……..	100

Final Grade

A: 810-900 points
B: 720-809 points
C: 630-719 points
D: 540-629 points
F: <539 points

Report on Student Progress: Students will receive a written assessment of their progress in class following the first and second exams. This assessment will consist of a

"projected final grade" based on exam scores (1/3), problem sets (1/3), and attendance (1/3).

Attendance Policy:

"Half of life is just showing up"

There are three components to this course: lecture, problem-solving, and class discussion. Attention to each of these components is necessary to meet the goals of this course—each of these components augments the other and no single component alone can adequately help you meet the course goals. Although readings and some problem-solving can be experienced outside of the classroom setting, lecture and most discussion can only be experienced within it; therefore, attendance is strongly coupled with final grade eligibility. However, a student will not be penalized for an excused absence, which can include, but is not limited to: medical or family emergencies, illness, and participation in school-sponsored events and field trips. It is very strongly recommended that any student seeking an excuse for an absence contact me (preferably by e-mail at John.White@eku.edu) as soon as they know they are going to be absent, and present me with a copy of any appropriate documentation as soon as possible (preferably as an attachment to an e-mail message).

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)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Geology (B.A.)
	Program Revision (Part III)		(Major _X_, Option ___; Minor ___; or Certificate ___)
X	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes****	No X	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	NA	Faculty Senate	12-05-05
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.)

To suspend the Geology (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)

Spring 2008

B. The justification for this action:

Revisions proposed to the Geology (B.S.) program are close enough to the (B.A.) to make having two separate programs redundant.

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.)

~~Geology (B.A.)~~

~~Major Requirements…… 32 hours~~

~~GLY 108, 109, 309, 409, 410, 415, 420, 535, and a minimum of three additional hours from GLY 351, 408, 409, 499, 512, 540, 580.~~

~~Supporting Course Requirements…… 21-24 hours~~

~~BIO 100 or NAT 101 or BIO 121; CHE 101 or 111; MAT 109 or 124; NAT 171 or PHY 101 or 131; two semesters of foreign language required by department.~~

~~General Education Requirements…… 31 hours~~

~~Standard General Education program, excluding course categories 03, 04, 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 hour~~

~~ASO 100~~

~~Free Electives……38-43 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	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Geology (B.S.)
X	Program Revision (Part III)		(Major _X_, Option ___; Minor ___; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	**11-17-05**
General Education Committee*	10/27/05	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.)

To revise both the major- and supporting-course requirements for the Geology (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:

The program is being revised to better-reflect the needs of the geoscience industry.

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.)

Geology (B.S.)

Major Requirements…… ~~41~~ 44 hours
GLY ~~108, 109, 309, 409, 410, 415, 420, 535, 550,~~ 107 or 108 or 109 or 172 or 302 or 303 or 304 or NAT 305; GLY 309, 315, 409, 410, 415, 420, 550; ~~and,~~ a minimum of ~~9~~ 15 additional hours from GLY 351, 408, 490, 499, 512, 535, 540, 580, GEO 355, GEO 553, GEO 556, and STA 215 or 270. The student may elect to substitute GLY 451 or an approved six semester hour summer field camp in geology for GLY 351 and one other course.

Supporting Course Requirements……..... ~~28-29~~ 15 hours
BIO 100 ~~or NAT 101~~ or BIO 121; GLY 210 or CHE 111~~, 112~~; GEO 353 or 355; MAT ~~124*~~ 108 or higher, PHY ~~131, 132~~ 101 or higher. ~~STA 270 and some computer science are strongly recommended.~~

General Education Requirements……..... ~~34~~ 48 hours
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 hour
ASO 100

Free Electives…….... ~~21-24~~ 20 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	Earth Sciences
	New Course (Parts II, IV)	College	Arts & Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Geology (M.S.)
X	Program Revision (Part III)		(Major __X__, Option ___; Minor ___; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	09/12/05	Graduate Council*	11/9/05
Is this a SACS Substantive Change?	**Yes**** ☐ **No** X	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	NA	Faculty Senate**	12-05-05
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.)

To rename the Geology (M.S.) program the Geosciences (M.S.) program to more accurately reflect the interdisciplinary scope of the revised program, and to revise the curriculum to allow a greater (and equal) role for faculty from the Department of Geography to participate.

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 M.S. program is being revised to become more interdisciplinary, involving faculty from both the Departments of Earth Sciences and Geography. The core is being revised to include advanced geotechniques. Graduate-level geography classes will be offered as electives. It is anticipated that this will allow and encourage more students to enroll in our program, and will provide all students with a strong background in geotechnical skills.

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

The Department of Earth Sciences and the Department of Geography jointly offer the Master of Science degree in ~~Geology~~ Geosciences. The M.S. degree program is designed to provide students with a broad background in geology and geography (geotechniques), plus more in-depth knowledge of at least one sub-discipline of ~~geology~~ geoscience through concentrated thesis research or literature review. Students may be advised by graduate faculty from either the Department of Earth Sciences or the Department of Geography**.** ~~Sub-disciplines of geology recommended for thesis research or literature review include geochemistry, surficial geology, geomorphology, hydrogeology, paleontology, petrology, sedimentology, stratigraphy, structural geology, and tectonics.~~ The program emphasizes solution of ~~geologic~~ geoscience problems through combined library research, field studies and laboratory applications. The Department of Earth Sciences cooperates with the other natural science departments and the College of Education in offering the Master of Arts in Education with an option in Earth Science. Regulations for this degree can be found in the College of Education section of this *Catalog.*

MASTER OF SCIENCE

~~Geology~~ Geosciences

Admission – The Department of Earth Sciences and Department of Geography adheres to the requirements for general admission to graduate degree study as described in the General Academic Information Section of this *Catalog*. Minimum GRE score: for test taken before October 1, 2002: combined verbal ~~and~~, quantitative, and analytical test score of 1000: for test taken after October 1, 2002: combined verbal and quantitative total score of 670. Prospective graduate assistants should forward three letters of recommendation directly to the Department of Earth Sciences.

Prerequisites – Applicants who ~~have completed an undergraduate major in geology equivalent to the Bachelor of Science degree in Geology at Eastern Kentucky University~~ have an adequate undergraduate background in geosciences (earth materials, earth processes, and geotechnqiues) and supporting sciences qualify for clear admission into the M.S. degree program. ~~Applicants who have completed an undergraduate major in another science or mathematics can qualify for admission but they may be required to complete GLY 703 and/or GLY 704 in addition to program requirements, and GLY 750 as part of their program.~~ Applicants are considered to have an adequate background in earth materials if they have successfully completed an upper-division undergraduate class in petrology; otherwise, the student will be required to enroll in GLY 703 in addition to program requirements. Applicants are considered to have an adequate background in earth processes if they have successfully completed an upper-division undergraduate class in one of several earth processes (e.g., stratigraphy and sedimentation, structural geology and tectonics, geomorphology, hydrology, biogeography, or meteorology and climatology); otherwise, the student will be required to enroll in GLY 704 or an appropriate upper-division undergraduate class in addition to program requirements. Applicants are considered to have an adequate background in geotechniques if they have successfully completed an upper-division undergraduate class in Geographic Information Systems (GIS); otherwise, the student will be required to enroll in GEO 353 in addition to program requirements. They may also be required to remediate designated deficiencies in undergraduate support areas: at least one semester of introductory bioscience, one semester of introductory chemistry or geochemistry, one semester of trigonometry or higher, and one semester of "conceptual physics"or higher. ~~All students must successfully complete an approved geology field camp, either with their undergraduate program or before completing the M.S. degree in Geology. Other field experience may qualify as a substitute for the geology field camp requirement.~~ It is expected that the applicant will have had at least some intensive field experience, which can be demonstrated by either successful completion of 6 credit hours of undergraduate field experience (e.g., Field Methods, Geology Field Camp) or appropriate work experience. Students that lack this background will be required to enroll in at least one 3 credit-hour graduate-level field course approved by the Graduate Program Committee as part of their program, *plus* one 3 credit-hour undergraduate-level field methods course in addition to program requirements. If the student lacks 6 credit hours of intensive field class, but has had 3 credit hours of a field experience course equivalent to GLY 351, then they will be expected to enroll in at least one 3 credit-hour graduate-level field course as part of their program.

Candidacy – In order to qualify for admission to candidacy for the M.S. degree program, the student must have: (1) achieved clear admission; (2) completed all deficiencies as designated; (3) achieved a 3.0 grade point average for all graduate course work.

Thesis and Non-Thesis-Options – Students in the M.S. degree program must either complete a research thesis or a comprehensive literature review of a current problem in geology. The student chooses the topic of the thesis or of the literature

~~Geology~~ Geosciences Program

Required Core…….…… **~~6~~ 9 hours**
GLY 802, 803, 804, and GEO 753 or 756 or equivalent.

~~**Distribution Electives**……..…….. **9 hours**~~
~~Must take three hours from three of the following four broad subject areas.~~
~~1. Earth Materials: GLY 712, 822, 823; and GLY 780 & 880, if so designated.*~~
~~2. Earth Processes: GLY 805, 821, 860; and GLY 780 and 880, if so designated.*~~
~~3. Historical and Regional Geology: GLY 750; and GLY 780 and 880, if so designated.*~~
~~4. Applied Geology: GLY 735, 740, 836, 837, 838; and GLY 780 & 880, if so designated.*~~
~~***GLY 780 & 880 are variable topic courses, dependent on student interest and available resources; designation to one of the above subject areas is at the discretion of the Department Graduate Committee.**~~

~~**Other** **Electives**……. **9** **15** **hours**~~
Graduate-level GLY and GEO courses selected with prior approval of student's advisor; may include relevant offerings of other departments.

Thesis……..…. **6 hours**
GLY 899 (credit will not be given for GLY 890 in this option.)

Non Thesis……. **12 hours**
GLY 890 (credit will not be given for GLY 899 in this option)…… 3 hours
Nine additional elective hours of graduate course work…… 9 hours

Total Curriculum Requirements…… **30-36 hours**

~~***Students with a baccalaureate degree other than in geology may be required to complete GLY 703 and/or GLY 704 in addition to the above prior to candidacy and GLY 750**~~.

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Earth Science/Teaching (B.S.)
X	Program Revision (Part III)		(Major _X_, Option ___; Minor ___; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
General Education Committee*	10/27/05	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.)

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

To revise both the major- and supporting-course requirements for the Earth Science/Teaching (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:

These revisions will make the program consistent with new course offerings, revised courses, and suspended courses.

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.)

Earth Science/Teaching (B.S.)

Major Requirements…….. 30-32 hours
AGR 215; AST 135; GEO 215; GLY 107 or 108, 109, 303, 304, 351~~,~~; ~~and~~ two from the following: GLY ~~307,~~ 309, 408, 410, 415, 420, 512, and 550.
Minor Requirement……. 14-21 hours
A minor must be taken in an approved base teaching certificate area.
Supporting Course Requirements…… ~~17-21~~ 15 hours
BIO 100 ~~or NAT 101~~ or BIO 121; GLY 210, CHE 100, 101, or 111; MAT ~~109~~ 108 or higher; ~~NAT 171 or~~ PHY 101, 102, or 131; CSC 104 or CIS 212.
Teacher Education Requirements……. 31 hours
EDF 103, 203, 319, 413; SED 401; ESE 490, 499, and 551.
General Education Requirements……..... ~~34~~ 48 hours
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 hour
ASO 100
Total Curriculum Requirement…….. ~~128-140~~ 139-148 hours

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Earth Sciences
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Minor in Geology
X	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	08/31/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** X	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
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.)

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

To revise the requirements for the Minor in Geology.

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 minor is being revised to become more similar to the revised Geology (B.S.).

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 Geology

A student may minor in geology by completing a minimum of 18 semester hours as follows: GLY ~~108, 109; and 309 or 410 or 415~~ 107 or 108 or 109 or 172 or 302 or 303 or 304 or NAT 305; ~~and~~ a minimum of ~~8~~ 15 additional hours of upper-division geology courses ~~excluding GLY 302, 307, and 349. Students may elect to take GLY 303 or GLY 304, but not both~~.

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	English and Theatre
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	ENR 112
	Course Dropped (Part II)	*Course Title (30 characters)	College Reading/Study Skills
	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	09/28/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	11/03/05	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.)

Title, prerequisite, class restriction, and course description changes.

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:

Revision of ENR 112 to align more closely with new General Education guidelines.

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.)

ENR 112 ~~College Reading/Study Skills~~ Academic Literacy and Learning. (3) I, II. Prerequisite: completion of all ENR developmental requirements and 59 hours or fewer. ~~ENR 095; passing the reading screening examination or ACT composite of 18+; 59 hours or fewer~~. ~~Emphasizes development of higher level reading skills and study strategies. Instruction and practice in textbook reading, summary writing, listening, notetaking, vocabulary, test-taking, and learning techniques. Only two credits will be awarded to students with credit for ENR 115.~~ Provides practice in critical reading of arts and humanities texts. Students examine ways that writers express culturally relevant themes and concepts in various genres. Emphasis on strategic reading, writing, and learning practices. ~~Gen Ed 03.~~ Gen. Ed 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)*
ENR	112	Fall 2006	AS X JS BT EM ED PC HS	ENTH

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 X JR SO X SR
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry
		Internship	
		Independent Study	Data entry person
		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 ENR developmental requirements and 59 hours or fewer. ~~ENR 095; passing the reading screening examination or ACT composite of 18+; 59 hours or fewer~~.
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:) more than 59 credit hours

Course Prefix and No.	~~Only two credits will be awarded to students with credit for ENR 115.~~
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)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

General Education Course Approval Form

Department(s): English and Theatre

Course Prefix and Number : ENR 112

Course Title: Academic Literacy and Learning

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

Identify the general education blocks (Roman numeral and letter) that the course addresses? Block VII A or B

Course Abstract

1. Describe course content.

ENR 112 emphasizes academic literacy and learning strategies in the arts and humanities. The course is built around a common theme, such as culture, diversity, language, or learning, which is considered through the lens of literary, academic and popular texts. Students will analyze the ways that artists and humanists express and structure culturally relevant themes and concepts from a variety of disciplines. The course concentrates on instruction and practice in critical reading of texts, emphasizing reading and writing to learn strategies, as well as oral communication. Students will critically examine texts through the practice of annotation, the use of graphic organizers, questioning strategies, summary writing, written essay response, personal response, discussion, and vocabulary development. The course includes an inquiry component that involves students in using library resources to access and synthesize written materials on a self-chosen topic that illuminates course texts. The course is recommended for students with less than fifty-nine credit hours who want to develop strategic literacy and learning practices in various arts and humanities disciplines. (3 credit hours).

Course Objectives: Students will demonstrate an ability to:

- identify key concepts and themes in artistic or humanistic texts
- differentiate between key concepts and themes and subsidiary information in artistic or humanistic texts
- summarize the key concepts and themes in artistic or humanistic texts
- use writing as a means of constructing meaning from texts
- analyze text structure
- defend interpretation of a text as being effective or ineffective
- articulate the cultural values and ethical issues expressed in creative works from different cultures

- use appropriate methods of inquiry and learning to understand a variety of artistic or humanistic texts

2. Describe the assessment plan for the course.

Students will be assessed on the basis of a comprehensive final exam that includes the ability to:

Demonstrate understanding of the key concepts, themes, structure and context of a text (such as a literary essay) by applying their knowledge of the following strategies:

- Effectively annotating the text
- Writing a summary of the text
- Creating a graphic representation of the organizing structure and key concepts of the text
- Writing an effective essay response to a prompt that considers thematic, conceptual, aesthetic, structural or contextual elements of the text
- Writing a personal response to the text that defends an interpretation based on textual evidence

The assessment instrument will address student achievement of all four General Education Goals for the Arts and Humanities. The assessment also addresses:

- General Education Goal 1 through its emphasis on application of all literacy skills
- General Education Goal 2 through the practice of critical thinking to examine issues and concepts in texts
- General Education Goal 6 through analysis of the values, cultural context and aesthetic qualities of texts
- General Education Goal 7 through examining and applying methods of inquiry and learning appropriate to understanding particular texts
- General Education Goal 8 through constructing meaning through reflection and personal response to a variety of artistic or humanistic texts

Student work will be evaluated according to the Scoring Guides for Arts and Humanities and for Critical Thinking as appropriate.

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

Instructional methods include lecture, demonstration, discussion and small group activities. The course is constructed around a common theme that is explored through a variety of representative texts from the arts and humanities. Reading and writing as active construction of meaning will be emphasized.

The course will be taught by instructors in the English Department who have an expertise in reading or literacy (a minimum of 18 graduate hours in reading or literacy)

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

none

Who will be the course coordinator? Jessica Bryant

Recommendation:

			Approve?	
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

Sample Syllabus:
ENR 112: Academic Literacy and Learning Fall 2006

Course Number: ENR 112

Course Title: Academic Literacy and Learning

Course Description: Practice in critical reading of arts and humanities texts. Students will examine ways that writers express culturally relevant themes and concepts in a variety of genres. Emphasis on strategic reading, writing and learning practices.

Required text: A reader that includes a variety of genres in the arts and humanities, similar to *Ways of Reading* by David Bartholomae and Anthony Petrosky or *Making Sense: Essays on Art, Science and Culture* by Colemann, Brittenham, Campbell and Girard*;* supplemental readings

General Education Goals:
This course is a general education course that is designed to help students:
1. Communicate effectively by applying skills in reading, writing, speaking and listening (General Education Goal 1)
2. Use appropriate methods of critical thinking to examine issues and identify solutions (General Education Goal 2)
3. Analyze the values, cultural context and aesthetic qualities of arts and humanities works (General Education Goal 6)
4. Distinguish the methods that underlie the search for knowledge in the arts and humanities (General Education Goal 7)
5. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8)

Specific Course Objectives: Students will demonstrate an ability to:

- identify key concepts and themes in artistic or humanistic texts
- differentiate between key concepts and themes and subsidiary information in artistic or humanistic texts
- summarize the key concepts and themes in artistic or humanistic texts
- use writing as a means of constructing meaning from texts
- analyze text structure
- defend their interpretation of a text as being effective or ineffective
- articulate the cultural values and ethical issues expressed in creative works from different cultures
- use appropriate methods of inquiry and learning to understand a variety of artistic or humanistic texts

Grading and Evaluation Policies:
The final course grade will be determined by performance on:

- announced and unannounced quizzes on course texts
- application of literacy strategies
- short answer and essay tests over course texts (minimum of two)
- an inquiry project
- a comprehensive final exam that demonstrates understanding of the key concepts, themes, structure and context of a text

Attendance Policy: Students are expected to attend every class meeting**. Failure is mandatory for students who are absent from more than 10% of the scheduled classes (3 classes). Please use allowed absences for emergency circumstances only.** See English Department Attendance Policy on course *Blackboard* site sheet for a full explanation of attendance policy.

Accommodations for Students with Disabilities: 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 has need of academic accommodations, please contact the Office directly either in person at SSB 361 or by telephone at 622-1500.

Course Outline: a tentative schedule of broad topics is offered below. Specific reading assignments will be made in class each day.

Week One	Critical reading and the reading process.
Weeks Two and Three the arts and	Constructing meaning from texts: developing vocabulary in humanities; annotation
Weeks Four and Five	Constructing meaning from texts: identifying main issues/concepts/themes; summary writing
Weeks Six and Seven genres;	Analyzing structure; patterns of organization; elements of graphic organizers
Weeks Eight and Nine personal response;	Constructing meaning from texts: interpretation through response; developing effective essay
Weeks Ten and Eleven techniques through and essay response	Analyzing language: exploring stylistic features and practice of annotation; personal response
Weeks Twelve and Thirteen particular works appropriateness of texts for	Analyzing context: work on inquiry projects that locate in relevant contexts; access and evaluate project; library instruction
Weeks Fourteen, Fifteen texts; oral and Sixteen	Synthesizing texts: work on inquiry projects; integration of presentation; review for final exam

Course Objective Matrix

ENR 112 Academic Literacy and Learning

Which block(s) of general education does the course serve? VII A or B

KC= knowledge and comprehension of course material
IC = requires integration of knowledge across the course
MI = methods of inquiry in the discipline
CT = requires critical thinking
ID = requires integration of knowledge across disciplines
QS =requires application of quantitative skills

	Demonstrating an understanding of the critical thinking skills used by artists and humanists to study, evaluate and express the human condition	Thinking critically about the individual ideas and values expressed in academic texts	Think critically about the cultural values and ethical issues expressed in texts from different cultures	Analyzing the aesthetic qualities of creative works
Course Objective				
identify key concepts and themes in artistic or humanistic texts	KC CT, IC	KC, CT, IC	KC, CT, IC	KC, CT, IT, ID
differentiate between key concepts and themes and subsidiary information in artistic or humanistic texts	KC CT, IC	KC CT, IC	KC CT, IC	KC CT, IC
summarize the key concepts and themes in artistic or humanistic texts	KC CT, IC	Kc, CT	KC, CT	
use writing as a means of constructing meaning from texts	KC, CT, MI	KC, CT, MI	KC, CT, MI	KC, CT, MI
analyze text structure	KC, CT, MI	KC, CT, MI,	KC, CT, MI	KC, CT, MI
defend interpretation of a text as being effective or ineffective	KC, CT, ID	KC, CT, ID	KC, CT, ID	KC, CT
articulate the cultural values and ethical issues expressed in creative works from different cultures	KC, CT, IC	KC, CT, IC	KC, CT, IC	KC, CT, IC
use appropriate methods of inquiry and learning to understand a variety of artistic or humanistic texts	KC, CT, MI	KC, CT, MI	KC, CT, MI	KC, CT, MI

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	English and Theatre
X	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 210
	Course Dropped (Part II)	*Course Title (30 characters)	Enjoying Literature
	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	09/28/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
General Education Committee*	10/27/05	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.)

Approval of a new course to fulfill General Education Area IIIB (Humanities) requirements and Area VII (Breadth and Depth of Knowledge).

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:

This course is designed to provide an additional option for students and instructors in Area IIIB (Humanities) of the new General Education 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 ~~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.)

ENG 210 Enjoying Literature. (3) I, II. Prerequisites: ENG 102 or 105 or HON 102. Understanding and enjoying the distinctive aesthetic qualities, forms and meanings of literary works within ethical and cultural contexts. Gen. Ed. IIIB 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)*
ENG	210	Fall 2006	AS X JS BT EM ED PC HS	ENTH

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture 3 Laboratory Other	Cip Code (first two digits only) 23

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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry
		Internship	
		Independent Study	Data entry person
		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: ENG 102 or 105 or HON 102.
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) X**	VIII (3)
IB (3)		**IIIB (3) X**	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

General Education Course Approval Form

Department(s): English and Theatre

Course Prefix and Number: ENG 210

Course Title: Enjoying Literature

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

Identify the general education blocks (Roman numeral and letter) that the course addresses? III-B and VII –A or B

Course Abstract

1. Describe course content.

   ENG 210 is designed specifically for General Education students so that they will better understand, appreciate, and enjoy literary works. Texts will be drawn from selected genres and cultural backgrounds, and students will critically examine the aesthetic and ethical qualities of these creative works. Instructors may approach this course from a chronological, thematic, or genre-related focus. In terms of content, the course provides basic literary and cultural knowledge. It is also a skills course, in which students further develop their abilities to comprehend literary techniques as well as their literary reading, writing, thinking, and oral communication abilities.

   As a Humanities course, ENG 210 addresses General Education Goals two, six, seven, and eight and their corresponding objectives. Students will achieve these by:

1. Demonstrating an understanding of the critical thinking skills used by artists and humanists to study, to evaluate, and to express the human condition.
2. Reflecting critically upon the individual ideas and values expressed in creative works.
3. Analyzing the cultural values and ethical issues expressed in creative works from different cultures.
4. Analyzing the aesthetic qualities of creative works.

2. Describe the assessment plan for the course.

Along with the four Arts and Humanities Block General Education Objectives listed above, the department has also determined that the following Student Learning Objectives will be used in each of its General Education literature courses:

1. Students will develop their literary reading skills.

2. Students will develop their analytical writing skills.

3. Students will critically discuss the literary ideas and/or cultural values of a representative body of creative works.

In order to assess both General Education Program and departmental objectives, all students in all sections of ENG 210 will write a 500-word final exam essay on a prompt that is worded closely to one of the two following models. The first option is aimed at eliciting a discussion of works within a theme; the second option is aimed at eliciting a discussion of works across genres. Both will measure writing and literary reading skills using the Arts and Humanities rubric developed by the General Education Program.

a. Select two or three works from different authors and critically discuss how they explore a particular literary theme **or** how they participate in a particular genre.

b. Select two works from different genres (poem, short story, essay, play). Make certain that both works share a common idea (e.g., marriage). Critically discuss the stylistic elements that the two works have in common as well as the differences and challenges that are posed by genre.

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

Though each individual instructor is free to choose his or her own principal teaching methods, faculty tend to combine the following instructional strategies: lecture, full class discussion, small group discussion, student presentations, and the viewing of taped and/or live performances.

Faculty must have a Master's Degree with a minimum of 18 graduate credit hours in English Language and Literature.

The department's Sophomore Literature Committee will coordinate the course.

4. Describe any new resources needs to implement or assess the course. None.

5. Who will be the course coordinator? The chair of the Sophomore Literature Committee, currently Gaby Bedetti.

Recommendation:

			Approve?	
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

Course Objective Matrix

Course Prefix, Number and Title: ENG 210 Enjoying Literature

Which block(s) of general education does the course serve? III-B, and VII-A and B

	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 develop their literary reading skills.		CT	IC	CT, IC	CT, IC
Students will develop their analytical writing skills.		CT	IC	CT, IC, MI	CT, IC, MI
Students will critically discuss the literary ideas and/or cultural values of a representative body of creative works, comprised of poetry, fiction, nonfiction, and drama.		KC, IC, MI	KC, CT, IC	KC, CT, IC	KC,CT, IC

Eastern Kentucky University
ENG 210 – Enjoying Literature (3 hours)
Fall 2006

Time: ---
Place: ---
Professor: ---
Office: ---
Office hours: ---
Phone: ---
Email: ---

Required text: The Compact Bedford Introduction to Literature: Reading, Thinking, Writing. 6th edition.
Recommended text: The New Century Handbook, 3rd edition.

Catalog course description: ENG 210 Enjoying Literature (3). Prerequisites: ENG 102 or 105 or HON 102. Understanding and enjoying the distinctive aesthetic qualities, forms and meanings of literary works within ethical and cultural contexts.

Course objectives: ENG 210 is specifically for General Education students. Texts will be drawn from selected genres and cultural backgrounds, and students will critically examine aesthetic and ethical qualities of these creative works. Instructors may approach this course chronologically or thematically. In terms of content, the course provides basic literary, cultural, and historical knowledge. It is also a skills course, in which students further develop their reading, writing, thinking, and oral communication abilities.

ENG 210 also addresses the following General Education Goals:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal 2)
2. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (Goal 6)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal 8)

As an Arts and Humanities Block course, English 210 students will also meet the following General Education Objectives by:

1 Demonstrating an understanding of the critical thinking skills used by artists and humanists to study, to evaluate, and to express the human condition.
2 Reflecting critically upon the individual ideas and values expressed in creative works.
3 Analyzing the cultural values and ethical issues expressed in creative works from different cultures.

4 Analyzing the aesthetic qualities of creative works.

Course work

* Reading: Throughout the semester, you will be reading many of the selections in the Compact Bedford anthology. Some of these texts may be difficult to understand without a healthy commitment of time and attention, so you should plan on reading and re-reading often.

* Writing: I will require two essays during the term—one before mid-term and one after mid-term. You will choose the reading assignments on which to write your papers. These papers will allow me to see your development as a reader through your analysis of the literature; plot summaries are unacceptable. In these papers, you will analyze how two writers deal with a common theme, subject, perspective, or other element of literature. Further directions will be provided on a separate handout (see Blackboard: Assignments). Follow the MLA format guidelines for essays in this class (see Blackboard: Course Documents). You will submit a hard copy of the paper at the beginning of class time and an electronic version onto the Safe Assignments feature of Blackboard. Please note: Safe Assignments will not read documents written in Word Perfect. If you use this program, either copy the paper onto a campus computer that contains Microsoft Word (safest option) or save and send the work in "rtf" (rich text format). I'll read and respond to this work with comments and a letter grading system.

* Collaboration: During the semester you and another classmate will collaborate on a topic to research (e.g., dramatic irony, feminism, environmentalism). You will compile your research, condensing the most important information onto a handout for each class member. You will also present your findings in a creative manner meant to instill a lasting impression of the topic in your classmates' memory. In the presentation, you will not simply read from your handout. We can discuss options for your presentation during office hours.

* Quizzes: I reserve the right to give unannounced quizzes over the reading assignments. These quizzes will consist of factual elements from the readings. Quizzes cannot be made up.

* Exams: There will be three exams. These exams will consist of an identification portion of quotations and an essay portion. For preparation, take careful notes during class discussion and mark any mention of passages from the text.

* Class participation: Plan to attend class every day—prepared to do the work and ready for discussion with textbook, pen, and most importantly, a willing, cooperative attitude. Please note: participation and attendance are not synonyms; participation means making a positive, regular contribution to the class. Since I won't be lecturing endlessly about the meaning that you should perceive in what you read, I expect each member of the class to become an active reader, eager to express a logical opinion of a literary work and to share responses with the class. When you come to class, you should have something to say or

ask about everything we read. Sometimes I might ask you to share your ideas from your written response with the class.

Course grade

Collaborative presentation	10%
Paper #1	15%
Paper #2	15%
Exam #1	15%
Exam #2	15%
Final exam	20%
Participation	10%

Grade breakdown

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Attendance Policy

See the New Century Handbook for a full description of the attendance policy established by the Department of English & Theatre. Because a great part of the value of a literature course lies in discussing the various texts, attendance is expected and required. I will be following the EKU English Department's policies concerning attendance in addition to the following stipulations:

* Students are expected to attend every meeting of the 0, 100, and 200-level courses. Failure is mandatory for students who are absent from more than 10% of the regularly scheduled class meetings (three absences for a TR class; four for a MWF class).
* The 10% allowance of absences is provided in case of doctor's appointments, emergencies, or university-sponsored activities. Emergencies are defined as circumstances beyond the student's control, such as personal illness or critical illness or death in the immediate family. The 10% absences are NOT free "skips," and there is no such thing as an "excused absence." Students who use the absences for skips and then do not have any further absences available to cover emergencies should not expect to be allowed to go over the 10% limit.
* Students who must be absent should notify the instructor in advance whenever possible.
* Students who arrive late for class will be counted as ½ absent; students who leave class before it is dismissed will be counted as absent for the entire period.
* If you are absent or tardy, you may not give another student your paper to turn in; you may not turn in your paper and leave class; and you may not turn in the paper to my mailbox or slip it under my door and expect credit. In any of these situations, your assignment will be docked one letter grade per calendar day—and a new day begins as soon as a class period is over.
* Research shows that the more students miss class, the greater their chances of failing. Students who cut simply because the class is "too late," "too early," "too boring," and/or "too inconvenient" rarely pass. In extraordinary circumstances, this policy may be

waived for individuals at the discretion of the instructor. I will be sympathetic to the various crises that may occur, and I would rather know about a problem you might be having than to assume that you are trying to avoid doing the work. Please talk to me if at any time you feel you are falling behind, you don't understand the direction of the course, you have trouble understanding the material, or you want help with your writing. You may drop in during office hours, or call me at my office or e-mail me to schedule a time that is mutually convenient.

Academic Honesty

I will adhere to the EKU policy on academic honesty: "Eastern Kentucky University faculty and students are bonded by the principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that faculty and students will honor 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."

Plagiarism: Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgment of the original source. Since the university instructors assume material presented by students is their own unless otherwise indicated, all quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by endnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism includes presenting material which was composed or revised by any person other than the student who submits it, as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

Cheating: Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic performance. During examinations or in-class work, it includes receiving oral information from others and referring to unauthorized notes or other written information. In addition, copying from others, either during examinations or in the preparation of homework, is a form of cheating.

Responsibility: Anyone who knowingly assists in any form of academic dishonesty shall be considered equally guilty as the student who accepts such assistance. Students should not allow their work to be copied or otherwise used by fellow students, nor should they sell or give unauthorized copies of examinations to other students.

Procedures: In instances of academic dishonesty, the instructor shall confront the student immediately. The instructor may take one of four sanctions, depending on the seriousness of the infraction: a failing grade for an assignment; a failing grade in the course, in which case the instructor shall notify the chair of the department, the dean of the college in which the course is offered, and the dean of the college of the student's major, the Dean of Graduate Studies and Research if appropriate, and the Registrar; or a referral of the matter to the department committee on academic practices for its

consideration and possible referral to the Student Disciplinary Board. If a student has been assigned a grade of "F" and the instructor thinks the situation is serious enough, the instructor may submit the case to the department committee on academic practices with the recommendation that the student, if otherwise eligible, not be permitted to graduate with honors. This recommendation shall be made no later than the date on which the faculty member submits to the Registrar the grade report on which the "F" for plagiarism is assigned. At the time that the recommendation is submitted to the Academic Practices Committee, the Registrar shall be informed that the recommendation has been submitted. Students who are assigned a grade of "F" in a course due to academic dishonesty will not be permitted to drop the course.

Expectations: Instructors in English and in other courses expect students to understand how to use and document sources. All instructors view plagiarism as a serious offense. Students are encouraged to learn, especially in English composition courses, how to quote, paraphrase, and document sources. Instructors of composition courses will ask students to read the ACADEMIC HONESTY POLICY published by the English Department.

Please note: While in rare circumstances I have considered exceptions to the attendance policy, I do not grant leniency in any instance of plagiarism or cheating.

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.

ENG 210: Enjoying Literature
Daily Schedule

The reading assignments are to be completed in time for discussion on the dates listed below. All texts are printed in the Compact Bedford Introduction to Literature, 7th edition. This schedule of our readings and other activities is subject to change.

Week One:

August

M	22	Class introduction: Course and Syllabus
W	24	Format for out-of-class essays Collins, "Introduction to Poetry" Close reading discussion: Roethke, "My Papa's Waltz"
F	26	Text-Oriented Approach Munro, "An Ounce of Cure"

Week Two:

M 29 Author-Oriented Approach
Chopin, "The Story of an Hour"

W 31 Reader-Oriented Approach
Kincaid, "Girl"

Family Value Package

September

F 2 O'Connor, "A Good Man is Hard to Find"

Week Three:

M 5 University Holiday

W 7 Faulkner, "Barn Burning"

F 9 Ortiz Cofer, "Latin Women Pray"
Frost, "Home Burial"

Week Four:

M 12 Hughes, "Mother to Son"
Bradstreet, "Before the Birth of One of Her Children"

W 14 Sophocles, Oedipus the King

F 16 Sophocles, Oedipus the King (continued)

Week Five:

M 19 Sophocles, Oedipus the King (continued)

W 21 **Exam One**

Gender Routes

F 23 Christopher Marlowe, "The Passionate Shepherd to His Love"
Marvell, "To His Coy Mistress"

Week Six:

M 26 Browning, "How Do I Love Thee? Let Me Count the Ways"
Bradstreet, "To My Dear and Loving Husband"
Li, "Eating Together"

W 28 Shakespeare, "My Mistress' Eyes are Nothing Like the Sun"
Atwood, "you fit into me"

October

F 30 Glaspell, Trifles

Week Seven:
M 3 Kushner, Reverse Transcription

W 5 Kushner, Reverse Transcription (continued)

F 7 cummings, "since feeling is first," "l("
Paper #1 due

Week Eight:
M 10 University Holiday

The Other
W 12 Whitman, "I Sing the Body Electric"
Hughes, "I, Too"
Laviera, "AmeRican"

F 14 Lazarus, "The New Colossus"
Wheatley, "On Being Brought from Africa to America"
Last day to withdraw from a full-semester course

Week Nine:
M 17 Byatt, "Baglady"

W 19 Updike, "A & P"

F 21 Smith, "On Southern Change and Permanence"

Week Ten:
M 24 Divakaruni, "Clothes"

W 26 Shakespeare, Othello

F 28 Shakespeare, Othello (continued)

Week Eleven:
M 31 Shakespeare, Othello (continued)

November
W 2 **Exam Two**

Rage Against the Machine
F 4 Hawthorne, "Young Goodman Brown"

Week Twelve:
M 7 Jarrell, "The Death of the Ball Turret Gunner"

Thomas, “Do Not Go Gentle into that Good Night”

W 9 Espada, “Latin Night at the Pawn Shop”
Brooks, “We Real Cool”

F 11 Erdrich, “Dear John Wayne”
Sharp, “It’s the Law”

Week Thirteen:
M 14 Dickinson, “Some Keep the Sabbath Going to Church”
Dunbar, “Theology”
Jarman, “Unholy Sonnet”

W 16 Ibsen, A Doll House

F 18 Ibsen, A Doll House (continued)

Week Fourteen:
M 21 Walker, “Roselily”
Paper #2 due

W 23 University Holiday

F 26 University Holiday

Week Fifteen:
M 28 O’Brien, “How to Tell a True War Story”

W 30 Hemingway, “Soldier’s Home”

December
F 2 Melville, “Bartleby the Scrivener”

Week Sixteen:
M 5 Melville, “Bartleby the Scrivener” (continued)

W 7 Wordsworth, “The World is Too Much With Us”
Harjo, “Perhaps the World Ends Here”

F 9 Frost, “The Road Not Taken”
Hughes, “Harlem”

Finals Week
F 16 **Final exam TBA**

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	English and Theatre
X	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 830
	Course Dropped (Part II)	*Course Title (30 characters)	Seminar in Literature
	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	09/29/05	Graduate Council*	11/9/05
Is this a SACS Substantive Change?	Yes**** [ ] No [X]	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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 improve our graduate course offerings by providing students the opportunity to take an 800 (seminar) level course on various topics in literature.

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:

The English graduate program currently offers special topics in literature as 500/700 split courses. These 500/700 courses do not always serve the interests of our graduate students, especially as the instructor has to negotiate the material for undergraduate and graduate students in those courses. Therefore, there is a need to create special topics (800 level) courses available only to graduate students. The courses will enable us to continue to meet the needs of our growing student population.

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.)

ENG 830 Seminar in Literature. (3) A. An intensive study of an author (s) or a particular aspect of literature such as theme, a movement, or contemporary directions/experiments. May be retaken with different topics to a maximum of six hours.

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)*
ENG	830	Fall 2006	AS X JS BT EM ED PC HS	ENTH

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 6
3	Lecture 3 Laboratory Other	Cip Code (first two digits only) 23

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
1	3	N	FR JR
B	3		SO SR
W	3		

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

Thesis
Internship
Independent Study
Practicum

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.	
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				

ENG 830: Seminar in Literature (Austen, Woolf, Lessing)
3 Credit hours

Dr. Salome C. Nnoromele
Office: 385 Case Annex
Office Phone: (859)622-3083
e-mail; salome.nnoromele@eku.edu

Texts:
Mansfield Park (Jane Austen)
Sense and Sensibility (Jane Austen)
To the Light House (Woolf)
Mrs. Dalloway (Woolf)
Memoirs of a Survivor (Lessing)
Martha Quest (Lessing)
"The Hour" (The Movie). The novel is optional
Critical Essays—Available online as pdf. files on Blackboard.
Other articles, including online articles as requested.

Course Description
A concentrated study of the works of three British women writers—Austen, Woolf, and Lessing.

Student Learning Objectives—Graduate Program
Upon graduation, students will have knowledge of a variety of theoretical approaches and demonstrate application of rhetorical and critical theory to a literary text or practical problems of the classroom.

Upon graduation, students will demonstrate knowledge of genres, trends and core concepts in their area of emphasis.

Students will demonstrate ability to write for a variety of purposes, including textual analysis, research in the field, and argumentative texts.

Course Objectives
Engage critically and in-depth the issues explored by the individual authors studied.

Expand our understanding of critical and theoretical approaches to literature through our application of various critical stances to the texts.

Interrogate authorial attitudes of the individual writers, particularly in terms of their positions as representatives of their historical and political cultures and eras.

Re-examine our positions as representatives of our own cultures, both as participants and critics of dominant attitudes.

Use the discussion board effectively, conduct research on various topics of interests, and improve our writing and thinking skills.

Course Policies and Requirements:

Discussion Board: (Participation in Class Discussions): An essential aspect of any on-line class is the contact students have with each other and with the instructor through the several strands that will develop via the discussion board. I expect students to be fully involved in the use of the discussion board as a tool for questioning, evaluating, and reflecting on the various subject matters that will be raised by our readings. Therefore, students are required to post meaningful questions on each week's readings, and read and respond to the questions and responses posted by classmates and the instructor.

The questions, writings, and responses through the blackboard will be in effect the equivalent of class in an on-campus course. Specific instructions on how to post and respond to questions on the Discussion Board will be posted weekly under "Assignments." Your questions and responses to readings and discussion questions/comments will count as 15% of your course grade.

Response Papers

Responses essays: Response essays form an integral part of class goals as we reflect upon and apply varying theoretical perspectives to individual texts. You will be required to write several short response essays on topics coming out of our readings and class discussions. Prompts for each response paper will be posted at least two weeks prior to its due date. Responses to the writing assignments are to be placed under Safe Assignments. WORD PERFECT DOCUMENTS WILL NOT BE ACCEPTED SINCE I AM UNABLE TO OPEN THEM ON MY COMPUTER.

Paper Format

For each paper you submit, you must indicate the following on the upper right hand corner of your paper--your name, course number, type of assignment, your regular-mail address, your e-mail address, and date.

Make sure your papers have titles and use paragraphing effectively. You must write your essays in compliance to the assignment specified requirements. If using outside sources, you must follow the MLA format for documenting sources. Plagiarized essays will not be accepted.

Late Papers

Late papers will be penalized five points per day late (M-F).

Longer Essays and the Final Paper

You will be required to write two critical papers and a final course paper. The first critical essay should give a critical analysis of any topic of interest emanating from our discussions and outside research on Mansfield Park and Sense and Sensibility. The second critical essay will engage any issue of interest coming from your research and our class discussions of To the Lighthouse and Mrs. Dalloway. Both critical papers should be

about 5+ pages. The final (course) paper takes an in-depth look at one of the primary topics raised by our readings, research, and discussions. It could be a longer, better researched, and articulated version of any of the critical papers. All essays are expected to include research. You are expected to use secondary sources (literary criticism and scholarship) as you explore and develop your subjects and to use the MLA format for the documentation of sources. Both the critical and course papers are expected to reflect a clear theoretical approach. Your first class assignments will introduce you to some useful critical approaches. You may also pick up any book on critical theory to familiarize yourself with the different theoretical approaches we use in analyzing literature and find out which approach appeals to you. (Check under "Assignments" for full descriptions of the assignments).

Grading and Evaluation

Response papers 30%
Comments/questions/Responses on Discussion Board and Participation in Virtual sessions 15%
Critical essays 30%
Final essay 25%

All work, including postings on the discussion board, will be graded on the basis of clarity, thoughtfulness, and mechanical correctness. Please check your sentences and spellings before posting comments. All papers will be graded on a100 points basis. By mid-term you will have received grades on some of your response papers and participation on the Discussion Board. As a precautionary measure, please save all documents you send to me. Keep them for your records. Computers are wonderful when they work the way they should; but often, they develop a mind of their own. Excuses as to why an assignment or paper was not submitted on time will not be honored.

Following are numerical equivalents for letter grades on your essays: A+ (98); A (95); A-(90); A-/B+ (88); B+(85); B(80); B-/C+(78); C+(75); C(70); C- (68); D+(65); D(60).

Your Course Average will be assessed using the following scale: 100-90 (A); 89-80 (B); 79-70 (C); 69-60 (D); 59 and Below (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.

Course Calendar

Important stuff:

Check under the appropriate ICON on the course site for additional information and writing assignments to all readings.

Check External Links for supporting web documents to all readings and read all supporting introductions and biographical information included for all authors in our text.

You will note that all reading assignments are due the Monday of the assigned week and that all weekly writing assignments are due during the assigned week. Consequently, the expectation is that, with the exception of the week one assignment, you would familiarize yourself with the assignment requirement for all subsequent weeks at least a week in advance and do them accordingly.

Week 1: (Aug. 20): Introduction to class. Check under "Introduction to Class" for this week's readings and assignments.

Week 2: (Aug. 25): Critical and theoretical approaches to literary interpretation (Postcolonialism, Feminism, Marxism, Psychoanalysis, etc). Check under "Critical theories" for this week's readings and assignments.

Note: If you are joining the class this week for the first time, please catch up on last week's assignments. (This is the only time you will be given permission to make-up late work this semester).

Week 3: (Sept. 1): Reading Assignment: Mansfield Park (1st half). Also read the introduction to Jane Austen provided through the course site and all supporting information provided through "External Links." Complete the writing assignment as posted under "Assignments."

Week 4 (Sept. 8): Reading Assignment: Mansfield Park (the entire book should be finished). Complete the writing assignment as posted under "Assignments."

Week 5: (Sept. 15): Reading Assignment: Access the critical essays provided online through the library circulation desk. Complete the writing assignment as posted under "Assignments."

Week 6: (Sept. 22): Reading Assignment: Sense and Sensibility (Chapters 1-25). Complete the writing assignment as posted under "Assignments."

Week 7: (Sept. 29): Reading Assignment: Sense and Sensibility (Entire book). Read all supporting information provided through "External Links." Complete the writing assignment as posted under "Assignments."

Week 8: (Oct. 6): **First Longer Paper due—For details, check under "Assignments."**

Week 9: (Oct. 13): Reading Assignment: To the Lighthouse (Entire book).

Also read the introduction to Virginia Woolf provided through the course site and all supporting information provided through "External Links." Complete the writing assignment as posted under "Assignments."

Week 10 (Oct. 20): Reading Assignment: Access the critical essays provided online through the library circulation desk. Complete the writing assignment as posted under "Assignments."

Week 11 (Oct. 27): Reading Assignment: Mrs. Dalloway (Entire book). Complete the writing assignment as posted under "Assignments."

Week 12 (Nov. 3): Michael Cunningham's "The Hours." Complete the writing assignment as posted under "Assignments."

Second Longer Paper due—For details, check under "Assignments."

Week 13 (Nov. 10): Reading Assignment: Memoirs of a Survivor (Entire Text. Also read the introduction to Doris Lessing provided through the course site and all supporting information provided through "External Links." Complete the writing assignment as posted under "Assignments."

Week 14 (Nov. 17): Reading Assignment: Access the critical essays provided online through the library circulation desk. Complete the writing assignment as posted under "Assignments."

Week 15 (Nov. 24): Reading Assignment: Martha Quest (1st Half); Complete the writing assignment as posted under "Assignments."

Week 16 (Dec. 1): Martha Quest (Entire text)

Week 17 (Dec. 8): **Course Paper due ON or BEFORE Tuesday, 12/9/06**

Happy Holidays

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	English and Theater
X	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 863
	Course Dropped (Part II)	*Course Title (30 characters)	Writing and Teaching Writing
	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	09/29/05	Graduate Council*	11/9/05
Is this a SACS Substantive Change?	Yes**** ☐ No ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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.)

Approval of a new course primarily for graduate students in programs in education that require English classes.

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

Spring 2006

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

NA

B. The justification for this action:

This course is designed to address the specific concerns of K-12 classroom teachers who need more options in English course offerings that focus on pedagogical aspects of English and don't require the prerequisite knowledge that we expect from MA students in the English graduate 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 ~~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.)

ENG 863 Writing and Teaching Writing. (3) II. Prerequisite: ENG 301 or equivalent. Writing experiences with varied purposes in different genres; approaches for teaching writing in K-12 schools. Writing is analyzed for evidence of instructional "next steps." Does not fulfill requirements for MA in English. Credit will not be awarded to students who have credit for ENG 805.

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)*
ENG	863	Spring 2006	AS X JS BT EM ED PC HS	ENTH

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture Laboratory Other 3	Cip Code (first two digits only) 23

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
W	3	N	FR JR SO SR

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

Thesis
Internship
Independent Study
Practicum

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.	Prerequisite: ENG 301 or equivalent.
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 ENG 805.
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				

ENG 863 Writing and Teaching Writing

Dr. Sally Martin 287 Case Annex 622-2992 Sally.Martin@eku.edu

Course Description: Prerequisite: ENG 301 or equivalent. Writing experiences with varied purposes in different genres explore approaches for teaching writing in K-12 schools. Writing is analyzed for evidence of instructional "next steps." Does not fulfill requirements for MA in English. Credit not allowed with ENG 805.

Required Texts: Burke, J. (2004) *Writing Reminders*. Portsmouth, NH: Heinemann

Department of English and Theatre Graduate Program Student Learning Objectives

1. Upon graduation, students will have knowledge of a variety of theoretical approaches and demonstrate application of rhetorical and critical theory to a literary text or practical problems of the classroom.
2. Upon graduation, students will demonstrate knowledge of core genres and concepts in their area of emphasis.
3. Upon graduation, students will demonstrate ability to write for a variety of purposes, including textual analysis, research in the field, and argumentative texts.

Course Goals & Objectives:

Students will

1. develop as writers and apply this development to teaching students to write
    a. write for a variety of purposes in various genre
    b. reflect upon the writing experiences to plan instruction for students
2. understand, analyze and apply best practices for teaching writing/literacy
    a. evaluate and critique practices offered by peers
    b. make teaching decisions based upon student work
3. critically read professional literature and respond to reading with insight and practical applications for teaching
    a. respond to readings critically as literature and for evidence of writing practices.
    b. evaluate the recommendation of pedagogical readings for your teaching practice
    c. plan instruction based on readings
4. analyze and evaluate a variety of types of writing
    a. respond to pieces written by peers
    b. respond to pieces written by students

Requirements:

1. *Writing:* (30%) Each student will complete a variety of writing assignments in different genre and for different purposes. Selecting from a menu of choices, you will produce a portfolio of 3 pieces—
    a. a literary piece: poem, short story, or skit;
    b. a professional inquiry piece including research and
    c. a reflection on your writing development

    that illustrate your best work and ability in a variety of writing tasks. The completed pieces will be submitted for publication in an online anthology.
2. *Reading:* (20%) Each student will read assigned materials and make recommendations of readings to the class as models and resources for class topics. You will read and respond

via the class discussion board to these readings, using my prompts **and** other students' responses.

3. *Responding:* (30%) Each student will respond to other class members' writing, to their own responses and to models recommended to the class. In addition, you will submit a set of student papers from one writing assignment on which annotations have been written noting writing attributes exhibited and next step lessons.
4. *Teaching:* (20%) Each student will create mini lessons for purpose, audience, voice, idea development, organization: whole-piece or sentence, language, and usage. These lessons will be appropriate for any writing workshop and implemented with the class members.

Attendance: Most of this course will be completed online via Blackboard. We will have 3 on-campus classroom meetings: January 23, February 27, and May 5: Monday nights 6-8:30 in Case Annex 17?. More than two unexcused absences (failure to complete weekly work) will result in point deductions from your final grade.

Grading

A = 90—100%
B = 80—89%
C = 70—79%
D = 65—69%

Students will be notified of their midterm grades in writing prior to the midterm drop date, March 10.

Sample Schedule

For each week you will

1. read assigned materials
2. post a response and/or question(s)
3. post a resource recommendation
4. respond to other posts
5. post a piece of writing appropriate to the lesson
6. respond to other class members' writing

Jan.	10	Meet on campus	
	17-23	Literary writing	
	24-30	Literary writing	
	31-2/6	Literary writing	
Feb.	7-13	Professional info./tech.	
	14-20	Professional info./tech.	
	21-27	Professional info./tech.	
	28	Meet on campus	Bring student papers
Mar.	5-11	Spring Break	
	14-20	Purpose/Audience	Mini lessons
	21-27	Idea Development	Mini lessons
	28-4/3	Voice/Language	Mini lessons
Apr.	4-10	Organization: sentence/whole	Mini lessons
	11-24	Usage	Mini lessons
	25	Meet on campus	Reflecting
May	5	Portfolios due:	

ENG 863 Resources List

Augsburger, D. J. (1998). Teacher as writer: Remembering the agony, sharing the ecstasy. *Journal of Adolescent & Adult Literacy*, 41, 548-552.

Barbieri, M. & Rief, L.(1994). *Workshop 6: The teacher as writer.* Portsmouth, NH: Heinemann.

Blasingame, J.B., Jr. (2002). Seven poets answer seven questions for the classroom teacher, *English Journal*, 91, 109-113.

Calkins, L.M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Dean, D.M. (2001). The day the writing died: A play in one act. *English Journal*, 91, 68-72.

Douillard, K. (2002). Going past done: Creating time for reflection in the classroom. *Language Arts*, 80, 92-99.

Duthie, C. (1994). Nonfiction: A genre study for the primary classroom. *Language Arts*, 71, 588-95.

Elbow, P. (1973). *Writing without teachers*. New York: Oxford.

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook.* Portsmouth, NH: Heinemann.

Freeman, M. (1995). *Building a writing community: A practical guide (2nd ed.).* Gainesville, FL: Maupin.

Gleeson, A. & Prain, V. (1996). Should teachers of writing write themselves?: An Australian contribution to the debate, *English Journal*, 80, 42-50.

Herrington, A. J. (1997). Developing and responding to major writing projects (pp. 67-75). In Sorcinelli, M. D., and Elbow, P. (Eds.), *Writing to learn: Strategies for assigning and responding to writing across the disciplines, New Directions for Teaching and Learning,* No. 69.

Hillocks, G. Jr. (1995). *Teaching writing as reflective practice*. New York: Teachers College.

Hurwitz, N. & Sol, H. (2004). Words on paper, *American School Board Journal*, http://www.asbj.com/current/coverstory.html 3/5/2004.

Lunsford, S. (1998). *Literature-based mini-lessons to teach writing: 15 engaging lessons that help your students write happily ever after.* Scholastic.

McMackin, M & Siegel, B. (Feb, 2001). Integrating research projects with focused Instruction, *Reading Online,* http://www.readingonline.org/articles/art_index.asp?HREF=/articles/mcmackin/index.html

Ramey, J. (1997). Thinking and inquiry: Fostering the inquiring writer. *Write Away!*, 2, http://www.louisville.edu/provost/wroffice/new2-3ramey.html 1/12/2005.

Reeves, L.L. (1997). Minimizing writing apprehension in the learner-centered classroom. *English Journal*, 81, 38-45.

Rose, E. (2005). Writing dialogue, http://www.scribesworld.com/writersniche/articles/WritingDialogue1ER.htm 1/25/2005.

Wray, D. & Lewis, M. (May, 1998). An approach to factual writing, *Reading Online*, http://www.readingonline.org/articles/art_index.asp?HREF=/articles/writing/index.html

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Government
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	POL 210
X	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:	Date		Date
Departmental Committee	09/26/2005	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	10/27/05	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 drop POL 210 from the catalog.

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: POL 210 is being replaced with POL 212.

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.)

~~**POL 210 Political Development: Developing Societies. (3) I, II.** Examination of the historical, cultural, social and economic influences on the political development of developing nations and regions. Gen. Ed. 10.~~

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Government
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	POL 211
X	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:	Date		Date
Departmental Committee	09/26/2005	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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 POL 211 from the catalog.

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: POL 211 is being replaced with POL 212.

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.)

~~**POL 211 Political Development: Industrialized and Post-Industrial Societies. (3) I, II.** Examination of the historical, cultural, social and economic influences on the political development of industrialized and post-industrialized societies.~~

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Government
X	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	POL 212
	Course Dropped (Part II)	*Course Title (30 characters)	Introduction to Comparative Politics
	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	09/26/2005	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved	11-17-05
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 approve POL 212 as a new 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: The Department currently offers two introductory level comparative politics courses – POL 210 (Political Development: Developing Societies) and POL 211 (Political Development: Industrial and Post-Industrial Societies). The differentiation between the two courses is outdated and inconsistent with the way introductory courses in the subfield of comparative politics are typically structured. Students will be better served by a course that is conceptually organized. The change will also help to accommodate the needs of transfer students, who are more likely to have taken courses equivalent to the new offering but could not receive credit for 210 or 211.

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.)

POL 212 Introduction to Comparative Politics. (3) I, II. A study of the purpose, concepts and methods used in the cross-national study of politics and government.

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)*
POL	212	Fall 2006	AS X JS BT EM ED PC HS	GOVN

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture 3 Laboratory Other	Cip Code (first two digits only) 45

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: Check all applicable

Thesis
Internship
Independent Study
Practicum

FOR BANNER USE ONLY

Date of data entry

Data entry person

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)			

POL 212-Introduction to Comparative Politics.

Course abstract: POL 212 is designed for general education and provides students with basic knowledge of the purpose, concepts, and methods used in the cross-national study of politics and government. Students will apply this knowledge to examine the political institutions, processes, and culture of several selected countries, analyzing change both over time within one country and cross nationally. Students will better understand their own system of government by comparing it to those of other countries; they will better understand the analytical concepts used in political science by applying them to countries other than their own; and they will better understand the importance of understanding the political systems of other countries for citizens living and working in a globally integrated world.

Assessment plan:
Student achievement will be based on essay questions assigned in the course. The essay topics will address POL 212 learning objectives but also each of the three general education al learning objectives for social and behavioral sciences (SBS). Some examples of assessment questions are attached. The course objective matrix for POL 212 illustrates the link between POL 212 objectives and the three general education objectives for SBS.

Instructional Methods:

POL 212 will be taught with a combination of lecture, discussions, and small team activities.

Faculty must have at least a Master's degree in Political Science to teach POL 212.

Potential POL 212 faculty: Steve Barracca, Jane Rainey, Gregg Gunderson, and Kathy Breeden

No new resources needed.

Course coordinator:

Assessment Examples: Student achievement of the social and behavioral sciences goals in POL 212 will be measured on selected essay questions.

A. *An Englishman and an American meet in a bar and after a few drinks they decide that it isn't really the different accents that divide the British and the Americans but their different forms of government, and after a few drinks they are really having trouble explaining to each other the essence of presidential and parliamentary politics. You (who are sober!) overheard this argument and decide to explain to them the basics of how these two types of government work, how they are different and how they are similar, and what the trade-offs (strengths and weaknesses) are of each.*

B. *Write an essay on industrialized democracies. First, describe the essentials of democracy, and at least two optional variations Explain how democracy relates to capitalism, Conclude your essay by assessing the merits of the following quotation: "Democracy is the worst form of government except for all the others"?*

COURSE SYLLABUS

POL 212-Introduction to Comparative Politics
Instructor:
Office:
Phone

POL 212 will meet the following four goals established for the social and behavioral sciences portion of EKU's general education program:

1. "Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions." You will have the chance to develop these skills in this course on exams and papers, listening to lectures, team presentations, and discussions, and participating in asking and answering questions. Assessment: Exams will all include an essay question as well as some multiple-choice questions written so as to test critical thinking.

2. "Use political events, institutions, and issues to analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities" In this course, a "community" could be something as large as a country or even as the world. Since social and behavioral influences are shaped by geography, history, and economics, these will also be addressed. Assessment: Your exams will include questions testing your knowledge of political events, institutions, and issues as well as social and behavioral influences and the forces that shape them. Your paper will concern political events and institutions.

3. "Understand the methods that underlie the search for knowledge in the social and behavioral sciences." You will learn about some methodologies used in political science and more specifically in the subfield of political science that studies politics comparatively. Assessment: Exams and a research paper to you to demonstrate your knowledge.

4. "Integrate political knowledge that will deepen their understanding of, and will inform their choices about. Issues of personal and public importance." You will integrate your knowledge about how politics works in some other countries and your knowledge of politics and government in the U.S. to help you make decisions ranging from voting choices to job-related decisions to travel plans. Assessment: Exams will include material relating other countries to the U.S.

POL 212 will meet the following three objectives established for the Department of Government's political science program:

1. "Methodology, and Communication: Students will become more discerning consumers of political events, messages, and processes by applying theories and methodologies of political science and through effective oral and written

communication." Assessment: You will write essay questions and a research paper. As part of a team, you will present information and lead discussions with the class.

2. "Substantive knowledge of political science: Students will understand the institutions, processes, and values that underpin political behavior and events." You will learn in particular some of the terminology, institutions, and processes, presidential and parliamentary democracies, and varying electoral systems. Assessment: Each exam will require you to demonstrate your political literacy and your knowledge of political institutions and processes.

3. "Diversity: Students will become more aware of the political impact that social cleavages and cultural contexts can produce in American democracy as well as in other political systems." By studying five countries plus the U.S., including problems within these countries stemming from diversity issues, you will become more aware of diversity concerns. Assessment: Exams will include questions about the political impact of diversity and social cleavages.

Specific course objectives: In this course students will

· Compare the basic institutions of presidential and parliamentary forms of government.
· Compare how political institutions function in different ways in different countries and assess what implications this has for politics.
· Describe the basic institutions that are critical in a democratic regime, and determine major obstacles to establishing them.
· Describe the cultural, economic, and international environment in which governments operate

Readings: There is one **required** textbook for this course that you should purchase from the bookstore:

Hauss, Charles, *Comparative Politics: Domestic Responses to Global Challenges, 5th ed.* (Thomson/Wadsworth, 2006). This is a very basic introductory comparative politics textbook. *Chapters contain introductory country information and maps, Key terms, and critical thinking questions. There is also an interactive web site*

Other readings: You will also be expected to follow some relevant articles in the Christian Science Monitor, a highly respected national newspaper, on line at www.christiansciencemonitor.com. (NOTE: This is NOT a religious newspaper!) I will inform you as to which articles you need to read, but in general you should follow articles about the countries we will be exploring.)

There is also a reading assignment on electronic reserve to serve as an overview of U.S. government from a comparative perspective.

Some other short articles may also be assigned for class reading and discussion. If so, these will be distributed in class or placed on reserve or on electronic reserve. The purpose of these readings will mainly be to keep the course current and to promote class involvement and discussion.

Cultural component: The course will include a cultural component because governments and political systems exist within specific cultures and don't always make a lot of sense if studied in isolation from their cultures. You will have the opportunity to work in teams to explore and present to the class some folk traditions, art, languages, literature, music, religion, pop culture, or even food from one of the countries being studied.

Written Work: There will be a short research paper due near the end of the semester. Detailed instructions will be provided shortly.

Exams: There will be two exams, and a final. The exams will be a combination of multiple choice (and possibly true-false, short answer, or identification) and essay.

QUIZ: Early in the semester, there will be a short quiz to make sure you are reading at the correct level of complexity, and understanding the material, and to give you some indication of what my test questions are like. Material covered on the quiz will also be covered on the first exam. The quiz can help but not hurt you in the figuring of your final grade (see below). **NO MAKE UP QUIZZES WILL BE GIVEN.**

Team Project and Activities: You will be assigned to a team representing a particular country that we are focusing on in this course. During the time when we cover that country in class, your team will present a 20-35 minute "culture festival" to help introduce the class to the culture, environment and traditions of that country. Further details will be provided. In addition, for the countries on which your team is not giving a cultural presentation, your team will have some rotating responsibilities for presenting some reading material from the book and/or newspaper articles from the Christian Science Monitor. Teams will choose from a list of possible dates for the cultural presentation.

Each team will receive an overall grade. You will also receive an individual grade that may be somewhat higher or lower than the team grade depending on your participation level. The individual grade is what counts in your final average. As time permits, I will also try to give you a written evaluation of your team performance. Because your team involvement will last throughout the semester, you will get your team grade and evaluation at the end of the course.

Grading System: The final grade will be determined roughly as follows:

2 exams	40%
Written component	20%
Final	30% (part over last part of course, plus a comprehensive section)
Team presentation and Other team activities	10%
	100%

For papers and exams: Exams are normally given a numerical score on a scale of 100. Papers, and some take-home exams are given letter grades. In assessing the final grades, I translate letter grades to number grades as follows: A+=100; A=95; A-=91; B+=89;

B=85; B-=81; C+=79; C=75; C-=71; D+=69; D=65; D-=61; F=55 unless otherwise designated.

Quiz: Points will be added to your **final course grade** as follows: A=2 B=1.5, C=1, D=.5. An F on the quiz or failure to take it will not hurt your grade. That is why I do not give make-up quizzes.

Midterm Grade: The numerical score of your quiz grade will serve as your midterm grade. However, in the case of failing or borderline quiz grades, I shall also factor in your team activity thus far.

Disability policy: 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 mail 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.

ATTENDANCE POLICY: There is an attendance policy in this class Roll will be taken on a regular basis. IT IS YOUR RESPONSIBILITY TO SIGN THE ROLL SHEET. **Any person missing more than SEVEN CLASSES, excused or unexcused, will receive an automatic F.** (Exceptions will be made only in very unusual cases and at my discretion.) IT IS YOUR RESPONSIBILITY TO KEEP A RECORD OF YOUR ABSENCES. In the case of borderline grades, I will consider your attendance record in determining your final grade.

COURSE OUTLINE:

TOPIC:	READING ASSIGNMENT
Introduction	Chapter 1
Methods of Comparative Politics	Chapter 1
Key Concepts and Terminology	chapter 1
Industrialized Democracies	chapter 2
QUIZ	
The United States	Chapter 3
Great Britain	Chapter 4
QUIZ	
France	Chapter 5

Germany	Chapter 6
European Union	Chapter 7
EXAM	
Current and Former Communist Regimes	Chapter 8
Russia	Chapter 9
Third World	Chapter 11
Iraq	Chapter 14
FINAL EXAM	

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Government
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Political Science (BA)
X	Program Revision (Part III)		(Major __X__, Option ___; Minor ___; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	09/26/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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.)

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

Change program requirements so that POL 212 replaces the requirement of POL 210 or 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: POL 210 and 211 have been dropped and replaced with POL 212.

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.)

Political Science (B.A.)

CIP Code: 45.1001

Major Requirements……33 hours

POL 101; ~~210 or 211~~; 212; 220; 280; 370 or 374; 551, 552 or 553. An additional 12 hours of POL courses, all of which must be numbered 300 or above. No more than six hours of POL courses numbered 300 or above may be taken prior to completing POL 280. Diversity Requirement: 3 hours from POL 345, 347, 373, 446, 464, or an appropriate POL course approved by the Chair.

(To identify courses in international relations, comparative government, American government, public administration and methodology see the note preceding POL course descriptions).

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

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)		Department Name	Mathematics and Statistics
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	STA 215
	Course Dropped (Part II)	*Course Title (30 characters)	Elementary Probability and Statistics
	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	10/03/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	11/10/05	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.)

Change title and course description for STA 215.

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:

Provides "truth in advertising" for students considering taking the course and guidance in topics for the instructor.

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.)

STA 215 ~~Elementary Probability and Statistics~~ Introduction to Statistical Reasoning. (3) I, II. Prerequisite: completion of all University developmental requirements. Introduction to ~~elementary concepts of probability, one and two sample estimation and hypothesis testing, linear correlation and regression, chi-square tests, introduction to~~ descriptive statistics, normal distributions, linear correlation and regression, sampling, experiments, chance phenomena, one- and two-sample estimation and hypothesis testing, chi-square tests, analysis of variance, software analysis packages. Credit will not be awarded to students who have credit for CRJ 400 or ECO 220 or EPY 842 or HEA 450 or PSY 291 or QMB 200 or STA 270. ~~Gen. Ed. 03 or 04.~~ Gen Ed. 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)*
STA	215	Spring 2006	AS X 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: Check all applicable

Thesis
Internship
Independent Study
Practicum

FOR BANNER USE ONLY

Date of data entry

Data entry person

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) X**	VIII (3)
IC (3)				VC (3)			

General Education Course Approval Form

Department(s): _Mathematics and Statistics_____

Course Prefix and Number: _STA 215_____

Course Title: _Introduction to Statistical Reasoning_____

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

_University general education_____

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

_VII_____

Course Abstract

1. Describe course content.

STA 215 provides students with an introduction to statistical concepts. The course begins with a discussion of how to explore data using graphs and numerical summaries. Students learn how to draw appropriate graphs for categorical and quantitative data; they learn how to compute appropriate measures of center and variability. Students are introduced to mathematical models, including the normal distributions. The next segment of the course focuses on the relationship between two quantitative variables. Students learn how to draw scatterplots, interpret the correlation coefficient, make predictions using a regression equation, and assess the usefulness of a linear model. Then students are introduced to data collection methods: sampling and experimentation. Students learn about the importance of randomization. An introduction to probability and sampling distributions provides a bridge to statistical inference. Students learn about the importance of the Central Limit Theorem. The remainder of the course focuses on confidence intervals and hypothesis testing for proportions and means. One- and two-sample problems are addressed. Students learn about chi-square tests and analysis of variance as time allows.

2. Describe the assessment plan for the course.

Student achievement will be assessed on selected questions on the comprehensive final examination. Each final examination will contain questions that are direct measures of not only specific STA 215 learning objectives, but also each of the three general education learning objectives for mathematics. Some examples of assessment questions are attached. The course objective matrix for STA 215 illustrates the link between STA 215 objectives and the three general education objectives for mathematics. The results from these questions will measure student achievement for each of the following three goals that STA 215 must address as part of Blocks II and VII:

- Use appropriate methods of critical thinking and quantitative analysis (General Education Goal 2).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education Goal 7).
- Integrate statistical knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

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

STA 215 is worth three credit hours, which consist primarily of lecture. Additional classroom formats (discussions, group work, demonstrations, use of technology, etc.) are left to the discretion of the faculty members teaching individual sections of the course. There are no laboratory sessions for this course.

Instructors teaching STA 215 must meet SACS guidelines for instructor credentials

Dr. Lisa Kay will be the coordinator of this course for the purposes of general education.

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

No new resources are needed at this time.

Who will be the course coordinator? _Dr. Lisa Kay_____

Recommendation:

			Approve?	
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

Assessment Example for STA 215

We will evaluate student achievement of general education mathematics objectives using several open-ended questions on each instructor's final. The Key Performance Indicator (KPI) will be that at least 70% of the students earn at least 75% of the possible points for each question.

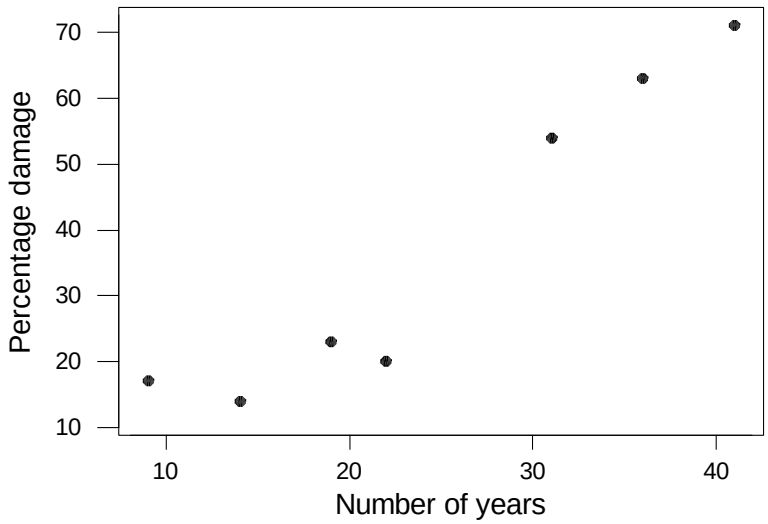
1. Use the information below and the appropriate Minitab printout that follows to answer the questions.
The following data were obtained from a survey of the number of years people smoked, x, and the percentage of lung damage, y.

x	22	14	31	36	9	41	19
y	20	14	54	63	17	71	23

One observation in the sample was (19, 23). Compute the percentage of lung damage you would predict for a person who has smoked for 19 years. What is the corresponding **residual**?

What percent of the variation in y = percentage of lung damage is explained by the straight-line relationship with x = number of years smoked?

Plot Percentage damage * Number of years



Regression Analysis: Percentage damage versus Number of years

```
The regression equation is
Percentage damage = - 10.9 + 1.97 Number of years


Predictor           Coef  SE Coef      T      P
Constant         -10.944    7.244  -1.51  0.191
Number of years   1.9686   0.2694   7.31  0.001


S = 7.77957   R-Sq = 91.4%   R-Sq(adj) = 89.7%


Analysis of Variance

Source          DF      SS      MS      F      P
Regression       1  3231.1  3231.1  53.39  0.001
Residual Error   5   302.6    60.5
Total            6  3533.7
```

This question addresses the first, third, fourth, and tenth STA 215 objectives and is designed to measure the first and third general education learning objectives.

2. Blood triglyceride concentration is one of a number of variables used in assessing risk of coronary heart disease. Suppose that the distribution of this variable is approximately normal with mean $\mu = 165$ and standard deviation $\sigma = 55$. What is the probability that a randomly selected person has a blood triglyceride concentration above 250?

This question addresses the second and sixth STA 215 objectives and is designed to measure the first and third general education learning objectives.

3. Television news programs like to conduct call-in polls of public opinion. The program announces a question and asks viewers to call one telephone number to respond AYes@ and another for ANo.@ Telephone companies charge for these calls. The ABC network program *Nightline* once asked whether the United Nations should continue to have its headquarters in the United States. More than 186,000 callers responded, and 67% said ANo.@
What is the specific name for the kind of sample that results from a call-in poll like this one?

Why is such a sample usually not a good idea?

This question addresses the fifth STA 215 objective and is designed to measure the third general education learning objective.

4. Unoccupied seats on flights cause airlines to lose revenue. Suppose a large airline wants to estimate its average number of unoccupied seats per flight over the past year. To accomplish this, the records of 225 flights are randomly selected, and the number of unoccupied seats is noted for each of the sampled flights. The average number of unoccupied seats is $\bar{x} = 11.596$ and the standard deviation is $s = 4.103$.

Find a 90% confidence interval for the true mean number of unoccupied seats. Show your work.

Interpret the confidence interval in the context of the problem.

This question addresses the first, seventh, and eighth STA 215 objectives and is designed to measure the first, second, and third general education learning objectives.

5. The following data were obtained in an experiment designed to check whether there is a systematic difference in the weights (in grams) obtained with two scales:

Rock Specimen	Scale I	Scale II
1	12.18	12.17
2	17.61	17.61
3	9.38	9.35
4	11.45	11.42
5	28.65	28.61
6	10.30	10.27
7	23.41	23.42
8	16.32	16.26
9	12.43	12.45
10	24.78	24.75

Assume approximate normality. Conduct the test of hypothesis to determine whether there is a systematic difference in the weights obtained with the two scales. Use $\alpha = 0.05$. Utilize the Minitab printout below to complete the test. Two different methods of analysis are given, so you will need to select the correct one. State the null and alternative hypotheses, using proper notation. Give the appropriate test statistic and *p*-value. State the conclusion in complete sentences. Include your justification, and write your conclusion in the context of the problem.

Two-Sample T-Test and CI: Scale I, Scale II

```
Two-sample T for Scale I vs Scale II

           N   Mean  StDev  SE Mean
Scale I   10  16.65   6.79      2.1
Scale II  10  16.63   6.79      2.1


Difference = mu (Scale I) - mu (Scale II)
Estimate for difference:  0.020000
95% CI for difference:  (-6.384957, 6.424957)
T-Test of difference = 0 (vs not =): T-Value = 0.01  P-Value = 0.995  DF = 17
```

Paired T-Test and CI: Scale I, Scale II

```
Paired T for Scale I - Scale II

             N      Mean     StDev   SE Mean
Scale I     10   16.6510    6.7891    2.1469
Scale II    10   16.6310    6.7873    2.1463
Difference  10  0.020000  0.024495  0.007746


95% CI for mean difference: (0.002477, 0.037523)
T-Test of mean difference = 0 (vs not = 0): T-Value = 2.58  P-Value = 0.030
```

This question addresses the ninth and tenth STA 215 course objectives and is designed to measure the first, second, and third general education learning objectives.

Syllabi and the Course Objective Matrix for STA 215

The Department of Mathematics and Statistics runs approximately six sections of STA 215 each semester, one of which is typically an ITV course. There is not a common syllabus required for this course. The instructor for each section of the course will distribute the following information, in addition to her/his own syllabus that will include all of the elements required by the university. These minimum course objectives are consistent with university general education guidelines and allow the course to fulfill general education requirements. Individual faculty members are permitted to supplement these minimum course objectives with additional objectives and goals to suit their particular approaches to the course.

General Education Goals and the Course:
STA 215 is a general education course that is designed to help students meet the following General Education Goals:

- Use appropriate methods of critical thinking and quantitative analysis (General Education Goal 2).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education Goal 7).
- Integrate statistical knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

In particular, the General Education Objectives for achieving Goal 2 include the following:

1. Using mathematical methods to state and solve quantitative problems, including those stated in verbal form.
2. Using numerical and graphical data to make reasonable and valid conclusions.
3. Applying mathematical methods to real-life problems.

Specific Course Objectives:
Students in STA 215 will demonstrate the ability to . . .

1. Describe data sets using graphs and numerical summaries.
2. Use normal distributions to model real-life situations.
3. Interpret regression and correlation results.
4. Use a regression equation to make predictions.
5. Describe appropriate ways of collecting data.
6. Apply basic rules of probability.
7. Solve problems that require the use of the Central Limit Theorem.
8. Compute and interpret confidence intervals.
9. Conduct tests of hypotheses and draw relevant conclusions.
10. Interpret output from a software analysis package.

While instructors are not limited to these objectives, they will, at a minimum, include these objectives. Thus, all instructors will use the same general education course objective matrix. A sample syllabus follows and includes the above text. The general objective matrix to be used for assessing all sections of this course follows the sample syllabus.

SAMPLE SYLLABUS

DEPARTMENT OF MATHEMATICS & STATISTICS

STA 215 INTRODUCTION TO STATISTICAL REASONING 3 credit hours

Spring 20XX MWF 1:25-2:15 p.m. Wallace 447 Section XXXXX

Instructor: Lisa Kay **Office:** Wallace 308 **Mailbox:** Wallace 313
Phone: 622-1621 **E-mail address:** Lisa.Kay@eku.edu
Office hours: Mon., Wed., & Fri. 11:05 a.m.-12:20 p.m.
Tues. & Thurs. 1:15-3:25 p.m.
Other hours by appointment

Prerequisite: Completion of all University developmental requirements

Course Description: Introduction to descriptive statistics, normal distributions, linear correlation and regression, sampling, experiments, chance phenomena, one- and two-sample estimation and hypothesis testing, chi-square tests, analysis of variance, software analysis packages.

Note: Credit will not be awarded to students who have credit for CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 291 or QMB 200 or STA 270.

General Education Goals and the Course:
STA 215 is a general education course that is designed to help students meet the following General Education Goals:

- Use appropriate methods of critical thinking and quantitative analysis (General Education Goal 2).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education Goal 7).
- Integrate statistical knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

In particular, the General Education Objectives for achieving Goal 2 include the following:

1. Using mathematical methods to state and solve quantitative problems, including those stated in verbal form.
2. Using numerical and graphical data to make reasonable and valid conclusions.
3. Applying mathematical methods to real-life problems.

Specific Course Objectives:
Students in STA 215 will demonstrate the ability to . . .

1. Describe data sets using graphs and numerical summaries.
2. Use normal distributions to model real-life situations.
3. Interpret regression and correlation results.
4. Use a regression equation to make predictions.
5. Describe appropriate ways of collecting data.
6. Apply basic rules of probability.
7. Solve problems that require the use of the Central Limit Theorem.
8. Compute and interpret confidence intervals.
9. Conduct tests of hypotheses and draw relevant conclusions.
10. Interpret output from a software analysis package.

Course Supplies: **(1) Text:** *The Basic Practice of Statistics,* 3rd Edition, by David S. Moore, 2004.
(2) Calculator: A scientific calculator with statistical functions.

Tentative Course Outline and Schedule:
Library Instruction: Class will meet in the ITDS Library Lab on Friday, January 14th—1 day
Chapter 1: Picturing Distributions with Graphs—2 days
Chapter 2: Describing Distributions with Numbers—4 days
Chapter 3: The Normal Distributions—3 days
Chapter 4: Scatterplots and Correlation—2 2 days
Chapter 5: Regression—4 days
Chapter 7: Producing Data: Sampling—1 day
Chapter 8: Producing Data: Experiments—1 2 days
Chapter 9: Introducing Probability—2 days
Chapter 10: Sampling Distributions—2 days
Chapter 13: Confidence Intervals: The Basics—2 days
Chapter 14: Tests of Significance: The Basics—2 days
Chapter 15: Inference in Practice—1 2 days
Chapter 16: Inference about a Population Mean—1 day
Chapter 17: Two-Sample Problems—2 days
Chapter 18: Inference about a Population Proportion—1 day
Chapter 19: Comparing Two Proportions—2 days
Chapter 20: Two Categorical Variables: The Chi-Square Test—2 days
Chapter 22: One-Way Analysis of Variance: Comparing Several Means—2 days

Inclement Weather Plan: On inclement weather days, this class will meet 2:10-2:50 p.m.

Course Requirements and Grading Procedure:

(1) Tentative Number of Quizzes and Exams: 4 Quizzes
4 Exams
1 Comprehensive Final Exam

(2) Projects/Assignments: Various projects or assignments may be collected during the semester. These assignments may include homework problems, computer assignments, or other projects, as time allows and as the instructor deems appropriate. Selected homework problems may be collected without prior notice (homework should always be brought to class). Some may require more work or writing than others, and some may be weighted more heavily than others.

(3) Daily Activities: In some or all classes, assignments or activities will be required and collected. There may be quizzes over the reading assignments. Problems may be assigned and collected. Some group work may also be assigned.

(4) Grades: The following weight scheme will be used to compute the course grade:

Quizzes	15%
Exams	50%
Final Exam	20%
Projects/Assignments	10%
Daily Activities	5%

(5) Grading Scale

A:	90%-100%
B:	80%-89%
C:	70%-79%
D:	60%-69%
F:	0%-59%

(6) Tentative Exam Dates:

Exam 1	Wednesday, February 2 (Ch. 1, 2)
Exam 2	Monday, February 28 (Ch. 3, 4, 5)
Exam 3	Friday, March 25 (Ch. 7, 8, 9, 10)
Exam 4	Monday, April 18 (Ch. 13, 14, 15, 16, 17)
Comprehensive Final Exam	Wednesday, May 4, 1:00-3:00 p.m.

Note: Tentative quiz dates are January 26, February 16, March 18, and April 11. Official dates will be announced in class. Quiz questions may be taken from the homework.

Make-up Policy: Make-up quizzes and exams will be given only for university excused absences or absences deemed reasonable by the instructor; documentation should be provided. Any exam or quiz missed without a valid excuse will be assigned a grade of zero; points may be deducted for late projects at the discretion of the instructor. Arrangements to make up a missed quiz or exam should be made within one week of the quiz or exam if possible. Late assignments will be accepted only for university excused absences or reasons deemed acceptable by the instructor; documentation should be provided. Make-ups will not be given for daily activities except in circumstances deemed appropriate by the instructor, but at least 10% of these will be dropped to allow for a reasonable number of absences.

Last Day to Withdraw from a Course: March 4th

Student Progress: Mid-term grades should be available online on February 28th.

Homework: After the instructor covers a section in class, the problems for that section selected by the instructor are automatically assigned (these problems are on an assignment sheet). Exercises may be collected at the discretion of the instructor. Exercises will be discussed in class as needed.
Note: It is expected that each student will spend on the average a minimum of two hours outside study for each hour of class time.

Attendance Policy: Regular class attendance is essential. Unexcused absences for more than 10% of the regularly scheduled class meetings may result in a lower course grade. The instructor may excuse an absence only when the student presents an adequate and/or documented reason within a reasonable amount of time. Such reasons usually include circumstances beyond the student's control, such as personal illness, critical illness or death in the immediate family, or participation in university-sponsored activities. In extraordinary circumstances, this policy may be waived for individuals at the discretion of the instructor. Students will be held responsible for announcements made in class.

Departmental & University Policies:
1. Students caught cheating in this course may receive a grade of "F". Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of "F".

2. Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may be barred from attending class and may receive a course grade of "F".

3. Grades are neither posted nor given out over the phone.

4. During class, all cell phones and pagers must be turned off or set in a silent mode.

5. No student may enroll in a course taught by the Department of Mathematics and Statistics more than twice during the Fall and Spring Semesters. Subsequent enrollments must be during Summer School. Exceptions are by written petition to the Department Chair only.

6. Any student enrolling in a multiple section course for which s/he has already received a grade of "D", "F" or "W" from the instructor who is teaching the section may change to a section taught by a different instructor at no charge by seeing the Chair of the Department of Mathematics and Statistics. This change must be completed by the end of the drop/add period.

7. **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 of Services for Individuals with Disabilities, please contact the office on directly on the third floor of the Student Services Building, by e-mail 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 Objective Matrix

Course Prefix, Number and Title: STA 215, Introduction to Statistical Reasoning

Which block(s) of general education does the course serve? Blocks II and 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		
Course Objective	Using mathematical methods to state and solve quantitative problems, including those stated in verbal form.	Using numerical and graphical data to make reasonable and valid conclusions.	Applying mathematical methods to real-life problems.
Describe data sets using graphs and numerical summaries.		KC, CT, QS	
Use normal distributions to model real-life situations.	KC, CT, MI, QS		CT, MI
Interpret regression and correlation results.		KC, MI	CT, MI
Use a regression equation to make predictions.	KC, CT, MI, QS	KC, MI	CT, MI
Describe appropriate ways of collecting data.			KC
Apply basic rules of probability.	KC, CT, MI, QS		CT, MI
Solve problems that require the use of the Central Limit Theorem.	KC, CT, MI, QS		CT, MI
Compute and interpret confidence intervals.	KC, CT, MI, QS	IC, MI	CT, ID, MI
Conduct tests of hypotheses and draw relevant conclusions.	KC, CT, MI, QS	IC, MI	CT, ID, MI
Interpret output from a software analysis package.		KC, CT, IC, MI	

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Mathematics and Statistics
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	STA 270
	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:	Date		Date
Departmental Committee	10/03/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	11/10/05	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.)

Change the course description of STA 270.

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: change in catalog entry provides "truth in advertising" for students considering taking the course and guidance in topics for the instructor

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.)

STA 270 Applied Statistics I. (3) I, II. Prerequisite: MAT 107 or a minimum score of 23 on the mathematics portion of the ACT or SAT math score of 550. Measures of central tendency and dispersion, frequency distributions, linear regression, probability, sampling distributions, point and interval estimates, hypothesis testing, software analysis packages. Credit will not be awarded to students who have credit for CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 291 or QMB 200 or STA 215. ~~Gen. Ed. 03 or 04.~~ Gen Ed 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)*
STA	270	Spring 2006	AS X 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: Check all applicable

Thesis ____
Internship ____
Independent Study ____
Practicum ____

FOR BANNER USE ONLY

Date of data entry ____

Data entry person ____

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: MAT 107 or a minimum score of 23 on the mathematics portion of the ACT or SAT math score of 550.
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) X**	VIII (3)
IC (3)				VC (3)			

General Education Course Approval Form

Department(s): _Mathematics and Statistics_____

Course Prefix and Number: _STA 270_____

Course Title: _Applied Statistics I_____

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

_University General Education_____

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

_VII_____

Course Abstract

1. Describe course content.

STA 270 provides students with an introduction to statistical concepts. The course begins with a discussion of how to explore data using graphs and numerical summaries. Students learn how to draw appropriate graphs for categorical and quantitative data; they learn how to compute appropriate measures of center and variability. Students continue by finding appropriate numeric descriptions of the relationship between two quantitative variables. Students learn how to draw scatterplots, interpret the correlation coefficient, make predictions using a regression equation, and assess the usefulness of a linear model. An introduction to probability including discrete and continuous distributions provides the mathematical foundation for statistical inference. Students learn about the importance of the Central Limit Theorem. The remainder of the course focuses on confidence intervals and hypothesis testing for means. The corresponding concepts for inferences about population proportions are covered as time allows.

2. Describe the assessment plan for the course.

Student achievement will be assessed on selected questions on the comprehensive final examination. Each final examination will contain questions that are direct measures of not only specific STA 270 learning objectives, but also each of the three general education learning objectives for mathematics. Some examples of assessment questions are attached. The course objective matrix for STA 270 illustrates the link between STA 270 objectives and the three general education objectives for mathematics. The results from these questions will measure student achievement for each of the following three goals that STA 270 must address as part of Blocks II and VII:

- Use appropriate methods of critical thinking and quantitative analysis (General Education Goal 2).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education Goal 7).
- Integrate statistical knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

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

STA 270 is worth three credit hours, which consist primarily of lecture. Additional classroom formats (discussions, group work, demonstrations, use of technology, etc.) are left to the discretion of the faculty members teaching individual sections of the course. There are no laboratory sessions for this course.

Instructors teaching STA 270 must meet SACS guidelines for instructor credentials.

Dr. Mark A. Gebert will be the coordinator of this course for the purposes of general education.

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

No new resources are needed at this time.

Who will be the course coordinator? _Dr. Mark A. Gebert_____

Recommendation:

		Approve?	
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

Assessment Example for STA 270

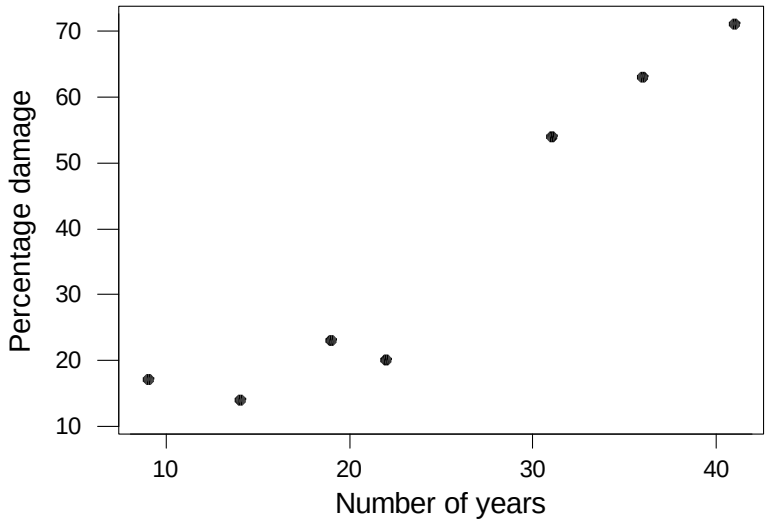
We will evaluate student achievement of general education mathematics objectives using several open-ended questions on each instructor's final. The Key Performance Indicator (KPI) will be that at least 70% of the students earn at least 75% of the possible points for each question.

#1. **Use the information below and the appropriate Minitab printout that follows to answer the question.**
The following data were obtained from a survey of the number of years people smoked, *x*, and the percentage of lung damage, *y*.

x	22	14	31	36	9	41	19
y	20	14	54	63	17	71	23

Compute the percentage of lung damage you would predict for a person who has smoked for 25 years.

Plot Percentage damage * Number of years



Regression Analysis: Percentage damage versus Number of years

```
The regression equation is
Percentage damage = - 10.9 + 1.97 Number of years


Predictor           Coef  SE Coef      T      P
Constant         -10.944    7.244  -1.51  0.191
Number of years   1.9686   0.2694   7.31  0.001


S = 7.77957   R-Sq = 91.4%   R-Sq(adj) = 89.7%


Analysis of Variance

Source          DF      SS      MS      F      P
Regression       1  3231.1  3231.1  53.39  0.001
Residual Error   5   302.6    60.5
Total            6  3533.7
```

This question addresses the first, third, and eighth STA 270 objectives and is designed to measure the first, second, and third general education learning objectives.

#2. Only 5% of the nation's cigarette smokers ever enter into a treatment program to help them quit smoking. In a random sample of 20 smokers, let x be the number who enter into a treatment program. You may use the Minitab printout below to answer these questions. What is $P(x \geq 5)$?

Cumulative Distribution Function

```
Binomial with n = 20 and p = 0.05

x  P( X <= x )
4     0.997426
```

Cumulative Distribution Function

```
Binomial with n = 20 and p = 0.05

x  P( X <= x )
5     0.999671
```

This question addresses the second, fourth, and eighth STA 270 objectives and is designed to measure the first and third general education learning objectives.

#3. The data for the homework problem involving pigeons and the weight of dry seed in each of their crops is given here:

.457	3.751	.238	2.967	2.509	1.384	1.454	.818
.335	1.436	1.603	1.309	.201	.530	2.144	.834

Construct a 99% confidence interval for the average weight of dry seeds in the crops of these pigeons and interpret your result in the context of the problem. What does 99% confidence mean? Is the true average weight of dry seeds in the crops of these pigeons within your interval?

This question addresses the first and sixth STA 270 objectives and is designed to measure the first, second, and third general education learning objectives.

#4. Full-time Ph.D. students receive an average salary of $12,837 according to the U.S. Department of Education. The dean of graduate studies at a large state university feels that Ph.D. students in his state earn more than this. He surveys 44 randomly selected students and finds their average salary is $14,445 with a standard deviation of $1500. With $\alpha = 0.05$, is the dean correct? Be sure to include all of the important elements for a test of hypothesis.

This question addresses the first, second, fifth, and seventh STA 270 objectives and is designed to measure the first, second, and third general education learning objectives.

Syllabi and the Course Objective Matrix for STA 270

The Department of Mathematics and Statistics runs approximately five sections of STA 270 each semester. There is not a common syllabus required for this course. The instructor for each section of the course will distribute the following information, in addition to her/his own syllabus that will include all of the elements required by the university. These minimum course objectives are consistent with university general education guidelines and allow the course to fulfill general education requirements. Individual faculty members are permitted to supplement these minimum course objectives with additional objectives and goals to suit their particular approaches to the course.

General Education Goals and the Course:
STA 270 is a general education course that is designed to help students meet the following General Education Goals:

- Use appropriate methods of critical thinking and quantitative analysis (General Education Goal 2).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education Goal 7).
- Integrate statistical knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

In particular, the General Education Objectives for achieving Goal 2 include the following:

1. Using mathematical methods to state and solve quantitative problems, including those stated in verbal form.
2. Using numerical and graphical data to make reasonable and valid conclusions.
3. Applying mathematical methods to real-life problems.

Specific Course Objectives:
Students in STA 270 will demonstrate the ability to . . .

1. Describe data sets using graphs and numerical summaries.
2. Discern and use binomial and normal distributions to model real-life situations.
3. Carry out rudimentary regression analysis, including using a regression equation to make predictions.
4. Apply rules of probability.
5. Recognize and solve problems that require the use of the Central Limit Theorem.
6. Compute and interpret confidence intervals.
7. Conduct tests of hypotheses and draw relevant conclusions.
8. Interpret output from a software analysis package.

While instructors are not limited to these objectives, they will, at a minimum, include these objectives. Thus, all instructors will use the same general education course objective matrix. A sample syllabus follows and includes the above text. The general objective matrix to be used for assessing all sections of this course follows the sample syllabus.

SAMPLE SYLLABUS

DEPARTMENT OF MATHEMATICS & STATISTICS

STA 270 APPLIED STATISTICS I 3 credit hours

Spring 20XX MWF 1:25-2:15 p.m. Wallace 447 Section XXXXX

Instructor: Mark A. Gebert **Office:** Wallace 130 **Mailbox:** Wallace 313
Phone: 622-1926 **E-mail address:** Mark.Gebert@eku.edu
Office hours: Mon., Wed., & Fri. 11:05 a.m.-12:20 p.m.
Tues. & Thurs. 1:15-3:25 p.m.
Other hours by appointment

Prerequisite: MAT 107 or a minimum score of 23 on the mathematics portion of the ACT or a minimum score of 550 on the mathematics portion of the SAT.

Course Description: Students will learn measures of central tendency and dispersion, frequency distributions, linear regression, probability, sampling distributions, point and interval estimates, hypothesis testing, software analysis packages.

Note: Credit will not be awarded to students who have credit for CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 291 or QMB 200 or STA 215.

General Education Goals and the Course:
STA 270 is a general education course that is designed to help students meet the following General Education Goals:

- Use appropriate methods of critical thinking and quantitative analysis (General Education Goal 2).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education Goal 7).
- Integrate statistical knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

In particular, the General Education Objectives for achieving Goal 2 include the following:

1. Using mathematical methods to state and solve quantitative problems, including those stated in verbal form.
2. Using numerical and graphical data to make reasonable and valid conclusions.
3. Applying mathematical methods to real-life problems.

Specific Course Objectives:
Students in STA 270 will demonstrate the ability to . . .

1. Describe data sets using graphs and numerical summaries.
2. Discern and use binomial and normal distributions to model real-life situations.
3. Carry out rudimentary regression analysis, including using a regression equation to make predictions.
4. Apply rules of probability.
5. Recognize and solve problems that require the use of the Central Limit Theorem.
6. Compute and interpret confidence intervals.
7. Conduct tests of hypotheses and draw relevant conclusions.
8. Interpret output from a software analysis package.

Course Supplies: **(1) Text:** *Probability and Statistics,* 12th Edition, by William Mendenhall, Robert J. Beaver and Barbara M. Beaver.
(2) Calculator: A scientific calculator with two-variable statistical functions.

Tentative Course Outline and Schedule:
Chapter 1: Describing Data with GraphsB3 days
Chapter 2: Describing Data with Numerical MeasuresB4 days
Chapter 3: Describing Bivariate DataB2 days
Chapter 4: Probability and Probability DistributionsB5 days
Chapter 5: Several Useful Discrete DistributionsB3 days
Chapter 6: The Normal Probability DistributionB3 days
Chapter 7: Sampling DistributionsB4 days
Chapter 8: Large-Sample EstimationB4 days
Chapter 9: Large-Sample Tests of HypothesesB4 days
Chapter 10: Inference from Small SamplesB2 days

Inclement Weather Plan: On inclement weather days, this class will meet 2:10-2:50 p.m.

Course Requirements and Grading Procedure:

(1) Tentative Number of Quizzes and Exams: 5 Quizzes
3 Exams
1 Comprehensive Final Exam

(2) Projects/Assignments: Various projects or assignments may be collected during the semester. These assignments may include homework problems, computer assignments, or other projects, as time allows and as the instructor deems appropriate. Selected homework problems may be collected without prior notice (homework should always be brought to class). Some may require more work or writing than others, and some may be weighted more heavily than others.

(3) Grades: The following weight scheme will be used to compute the course grade:

Quizzes	15%
Exams	45%
Final Exam	25%
Projects/Assignments	10%
Daily Activities	5%

(4) Grading Scale

A:	90%-100%
B:	80%-89%
C:	70%-79%
D:	60%-69%
F:	0%-59%

(6) Tentative Exam Dates:

Exam 1	Wednesday, February 2 (Ch. 1, 2, 3)
Exam 2	Friday, March 25 (Ch. 4, 5, 6)
Exam 3	Monday, April 18 (Ch. 7 and 8)
Comprehensive Final Exam	Wednesday, May 4, 1:00-3:00 p.m.

Note: Tentative quiz dates are January 26, February 9, February 23, March 18, and April 11. Official dates will be announced in class. Quiz questions may be taken from the homework.

Make-up Policy: Make-up quizzes and exams will be given only for university excused absences or absences deemed reasonable by the instructor; documentation should be provided. Any exam or quiz missed without a valid excuse will be assigned a grade of zero; points may be deducted for late projects at the discretion of the instructor. Arrangements to make up a missed quiz or exam should be made within one week of the quiz or exam if possible. Late assignments will be accepted only for university excused absences or reasons deemed acceptable by the instructor; documentation should be provided. Make-ups will not be given for daily activities except in circumstances deemed appropriate by the instructor, but at least 10% of these will be dropped to allow for a reasonable number of absences.

Last Day to Withdraw from a Course: March 4th

Student Progress: Mid-term grades should be available online on February 28th.

Homework: After the instructor covers a section in class, the problems for that section selected by the instructor are automatically assigned (these problems are on an assignment sheet). Exercises may be collected at the discretion of the instructor. Exercises will be discussed in class as needed.
Note: It is expected that each student will spend on the average a minimum of two hours outside study for each hour of class time.

Attendance Policy: Regular class attendance is essential. Unexcused absences for more than 10% of the regularly scheduled class meetings may result in a lower course grade. The instructor may excuse an absence only when the student presents an adequate and/or documented reason within a reasonable amount of time. Such reasons usually include circumstances beyond the student's control, such as personal illness, critical illness or death in the immediate family, or participation in university-sponsored activities. In extraordinary circumstances, this policy may be waived for individuals at the discretion of the instructor. Students will be held responsible for announcements made in class.

Departmental & University Policies:
1. Students caught cheating in this course may receive a grade of "F". Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of "F".

2. During class, all cell phones and pagers must be turned off or set in a silent mode.

3. No student may enroll in a course taught by the Department of Mathematics and Statistics more than twice during the Fall and Spring Semesters. Subsequent enrollments must be during Summer School. Exceptions are by written petition to the Department Chair only.

4. Any student enrolling in a multiple section course for which s/he has already received a grade of "D", "F" or "W" from the instructor who is teaching the section may change to a section taught by a different instructor at no charge by seeing the Chair of the Department of Mathematics and Statistics. This change must be completed by the end of the drop/add period.

5. **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 of Services for Individuals with Disabilities, please contact the office on directly on the third floor of the Student Services Building, by e-mail 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 Objective Matrix

Course Prefix, Number and Title: STA 270, Applied Statistics I

Which block(s) of general education does the course serve? Blocks II and 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		
Course Objective	Using mathematical methods to state and solve quantitative problems, including those stated in verbal form.	Using numerical and graphical data to make reasonable and valid conclusions.	Applying mathematical methods to real-life problems.
Describe data sets using graphs and numerical summaries.		KC, CT, QS	
Discern and use binomial and normal distributions to model real-life situations.	KC, CT, MI, QS		CT, MI
Carry out rudimentary regression analysis, including using a regression equation to make predictions.	KC, CT, MI, QS	KC, MI	CT, MI
Apply rules of probability.	KC, CT, MI, QS		CT, MI
Recognize and solve problems that require the use of the Central Limit Theorem.	KC, CT, MI, QS		CT, MI
Compute and interpret confidence intervals.	KC, CT, MI, QS	IC, MI	CT, ID, MI
Conduct tests of hypotheses and draw relevant conclusions.	KC, CT, MI, QS	IC, MI	CT, ID, MI
Interpret output from a software analysis package.		KC, CT, IC, MI	

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Mathematics and Statistics
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	STA 320
	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:	Date		Date
Departmental Committee	10/03/05	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes**** ☐ No ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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 the course description of STA 320.

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: change in catalog entry provides "truth in advertising" for students considering taking the course and guidance in topics for the instructor

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.)

STA 320 Applied Statistics II. (3) II. Prerequisite: STA 215 or 270 or CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 291 or QMB 200. Cross listed as ECO 320. Estimation and hypothesis testing, simple and multiple regression, model building, analysis of variance, contingency tables, elementary experimental design, classical time series analysis, ~~nonparametric statistics and~~ statistical software packages. Credit will not be awarded to students who have credit for ECO 320 or ECO 848 or EPY 843 or PSY 301 or QMB 300 or STA 271 or STA 500.

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)*
STA	320	Spring 2006	AS X 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: Check all applicable	**FOR BANNER USE ONLY**
			Date of data entry
		Thesis	
		Internship	
		Independent Study	Data entry person
		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)			

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Mathematics and Statistics
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	STA 375
	Course Dropped (Part II)	*Course Title (30 characters)	Sampling Theory
	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	10/03/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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 the title of STA 375.

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: change in catalog entry provides "truth in advertising" for students considering taking the course and guidance in topics for the instructor

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.)

STA 375 ~~Sampling Theory~~ Sampling Methods. (3) A. Prerequisite: STA 215 or 270 or 370 or CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 291 or QMB 200. Basic concepts of sampling theory, simple random sampling, stratified random sampling, cluster sampling, systematic sampling, ratio and regression estimation, applications to surveys, utilization of microcomputer statistical packages. Written and/or oral presentations required.

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)*
STA	375	Spring 2006	AS X 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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry
		Internship	
		Independent Study	Data entry person
		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)			

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Mathematics and Statistics
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	STA 585
	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:	Date		Date
Departmental Committee	10/03/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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 the course description of STA 585.

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: change in catalog entry provides "truth in advertising" for students considering taking the course and guidance in topics for the instructor

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.)

STA 585 Experimental Design. (3) A. Prerequisites: STA 215 or 270 or 500 or 700 or 501 or 701 or 521 or 721 or 575 or 775 or CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 291 or QMB 200. Introduction to analysis of variance and experimental design ~~including completely randomized designs; randomized blocks; Latin squares; factorial experiments; fixed, random, and mixed models;~~ with emphasis on authentic applications and use of statistical computing packages. Includes completely randomized designs, factorial experiments, multiple comparisons, checking model assumptions, randomized blocks, Latin squares, fixed and random models, and nested-factorial experiments.

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)*
STA	585	Spring 2006	AS X 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: Check all applicable

Thesis ____
Internship ____
Independent Study ____
Practicum ____

FOR BANNER USE ONLY

Date of data entry ____

Data entry person ____

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)			

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Mathematics and Statistics
	New Course (Parts II, IV)	College	Arts and Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	STA 785
	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:	Date		Date
Departmental Committee	10/03/05	Graduate Council*	11/9/05
Is this a SACS Substantive Change?	Yes**** ☐ No ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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 the course description of STA 785.

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: change in catalog entry provides "truth in advertising" for students considering taking the course and guidance in topics for the instructor.

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.)

STA 785 Experimental Design. (3) A. Prerequisites: STA 215 or 270 or 500 or 700 or 501 or 701 or 521 or 721 or 575 or 775 or CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 291 or QMB 200. Introduction to analysis of variance and experimental design ~~including completely randomized designs; randomized blocks; Latin squares; factorial experiments; fixed, random, and mixed models;~~ with emphasis on authentic applications and use of statistical computing packages. Includes completely randomized designs, factorial experiments, multiple comparisons, checking model assumptions, randomized blocks, Latin squares, fixed and random models, and nested-factorial experiments.

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)*
STA	785	Spring 2006	AS X 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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry
		Internship	
		Independent Study	Data entry person
		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)			

STA 585/785 EXPERIMENTAL DESIGN 3 credit hours

DEPARTMENT OF MATHEMATICS & STATISTICS

Fall 2005 TR 4:35-5:50 p.m. Wallace 432

INSTRUCTOR: Mark A. Gebert

130 William Wallace Building
Mark.Gebert@eku.edu
X 2 – 1926
Office Hours MW 1:20 – 3:20
TR 11:00 – 12:00
& by appointment

Prerequisite: STA 215 or 270 or 500 or 700 or 501 or 701 or 521 or 721 or 575 or 775 or CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 291 or QMB 200

Course Description: Introduction to analysis of variance and experimental designs; randomized blocks; Latin squares; factorial experiments; fixed, random, and mixed models; and nested-factorial experiments.

Objectives: The objective of STA 585/785 is to introduce the student to concepts of the design and analysis of experiments.

Course Supplies: (1) Text: *Design and Analysis of Experiments,* by Angela Dean and Daniel Voss, 1999.
(2) Calculator: A scientific calculator with statistical functions.

Tentative Course Outline and Schedule:

Chapter 1: Principles and Techniques 2 day
Chapter 2: Planning Experiments 2 day
Chapter 3: Designs with One Source of Variation 2 days
Chapter 4: Inferences for Contrasts and Treatment Means 3 days
Chapter 5: Checking Model Assumptions 2 days
Chapter 6: Experiments with Two Crossed Treatment Factors 4 days
Chapter 7: Several Crossed Treatment Factors 3 days
Chapter 10: Complete Block Designs 2 days
Chapter 11: Incomplete Block Designs 2 days
Chapter 12: Designs with Two Blocking Factors 1 day
Chapter 13: Confounded Two-Level Factorial Experiments: The Basics Will discuss if time allows
Chapter 15: Fractional Factorial Experiments Will discuss if time allows
Chapter 17: Random Effects and Variance Components 2 days
Chapter 18: Nested Models 2 days

Inclement Weather Plan: On inclement weather days, this class will meet at the usual time, 4:15-5:30 p.m.

Course Requirements and Grading Procedure:

(1) Tentative Number of Quizzes and Exams: 3 Quizzes
3 Exams
1 Comprehensive Final Exam

(2) Projects/Assignments: Various projects or assignments may be collected during the semester. These assignments may include homework problems, computer assignments, or other projects, as time allows and as the instructor deems appropriate. Selected homework problems may be collected without prior notice (homework should always be brought to class). Some may require more work or writing than others, and some may be weighted more heavily than others.

(3) Daily Activities: In some or all classes, assignments or activities will be required and collected. There may be quizzes over the reading assignments. Problems may be assigned and collected.

(4) Grades: The following weight scheme will be used to compute the course grade:

Quizzes	15%
Exams	45%
Final Exam	20%
Projects/Assignments	15%
Daily Activities	5%

Note: The *weights* for the categories are the same for STA 585 and STA 785, but graduate students will have more possible *points* overall. See explanation in (5).

(5) Graduate students will be required to do at least one additional computer assignment and cover a chapter on their own. Problems will be assigned at an appropriate time on the sections in the selected chapter. Graduate students may also have additional problems on quizzes, exams, and computer assignments. In addition, graduate students will be held to a higher level of expectation on all assignments, quizzes, and exams.

(6) Grading Scale:

A:	90%-100%
B:	80%-89%
C:	70%-79%
D:	60%-69%
F:	0%-59%

(7) Tentative Exam Dates:

Exam 1	Wednesday, September 21 (Ch. 1, 2, 3, 4)
Exam 2	Wednesday, October 19 (Ch. 5, 6)
Exam 3	Monday, November 21 (Ch. 7, 10, 11)
Comprehensive Final Exam	Monday, December 12, 1:00-3:00 p.m.*

Note: Tentative quiz dates are September 14, October 5, and November 9. Official dates will be announced in class. Quiz questions may be taken from the homework.

Student Progress: Mid-term grades should be available online about a week before the last day to withdraw.

Homework: After the instructor covers a section in class, the problems for that section selected by the instructor are automatically assigned (these problems may be distributed on an assignment sheet). Exercises may be collected at the discretion of the instructor. Exercises will be discussed in class as needed.
Note: It is expected that each student will spend on the average a minimum of four hours outside study for each hour of class time.

Attendance Policy: Regular class attendance is essential. Unexcused absences for more than 10% of the regularly scheduled class meetings may result in a lower course grade. The instructor may excuse an absence only when the student presents an adequate and/or documented reason within a reasonable amount of time. Such reasons usually include circumstances beyond the student's control, such as personal illness, critical illness or death in the immediate family, or participation in university-sponsored activities. In extraordinary circumstances, this policy may be waived for individuals at the discretion of the instructor. Students will be held responsible for announcements made in class.

Departmental & University Policies:

1. Students caught cheating in this course may receive a grade of "F". Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of "F".

2. Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may be barred from attending class and may receive a course grade of "F".

3. Grades are neither posted nor given out over the phone.

4. During class, all cell phones and pagers must be turned off or set in a silent mode.

5. No student may enroll in a course taught by the Department of Mathematics and Statistics more than twice during the Fall and Spring Semesters. Subsequent enrollments must be during Summer School. Exceptions are by written petition to the Department Chair only.

6. Any student enrolling in a multiple section course for which s/he has already received a grade of "D", "F" or "W" from the instructor who is teaching the section may change to a section taught by a different instructor at no charge by seeing the Chair of the Department of Mathematics and Statistics. This change must be completed by the end of the drop/add period.

7. 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)		Department Name	Music
X	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 271
	Course Dropped (Part II)	*Course Title (30 characters)	Jazz History
	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	08/29/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
General Education Committee*	10/27/05	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 add a new course MUS 271 Jazz History, specifically designed for the new General Education 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:

This course is taught at many universities and has been requested by students and faculty. It will fit into the new general education program as an offering in the arts block and as a course that can be part of the breadth of knowledge block.

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

Personnel Impact: None, can be taught by several current faculty members.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: Current facilities and equipment will adequately support the course.

Library Resources: Support materials are currently part of the Music Libraries' holdings.

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.)

MUS 271 Jazz History. (3) I. II. A listening survey course tracing the development of jazz from its roots in the music of West Africa, African American folk music, and European music styles to the present. Gen. Ed. IIIA 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	271	Fall 2006	AS X JS BT EM ED PC HS	MUSC

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture 3 Laboratory Other	Cip Code (first two digits only) 50

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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry
		Internship	
		Independent Study	Data entry person
		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) 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)			

Department of Music
MUS 271
Course Title: Jazz History
Credit Hours: 3

A. Catalog Description: MUS 271 Jazz History (3). A listening survey course tracing the development of jazz from its roots in the music of West Africa, African American folk music, and European music styles to the present.

B. Course Description: To acquaint the student with the various jazz styles and performers through the listening and studying of important and representative musical works from each of these periods. A significant focus will be the relationship between the music and social and economic forces of the 20th Century.

C. Text:.

Gottlieb, Robert. 1996. *Reading Jazz : A Gathering of Autobiography, Reportage and Criticism from 1919 to Now*. New York: Vintage.

Gridley**,** Mark. 2005. *Jazz Styles : History and Analysis* (9th edition). Prentice Hall.

Supplementary Material: Ken Burns's *Jazz: The Story of American Music* [5-CD BOX SET]

D. General Education Goals and the Course

MUS 271 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 discuss jazz music and musicians using critical listening skills to analyze pieces of music. Students will experience jazz music through 2 audio CDs that are packaged with the textbooks, supplemental study materials, in class listening activities, and live jazz performances. They will employ techniques of active listening (vs. passive listening) to identify and analyze multiple aspects of the musical piece. Students listen to many significant pieces in the jazz repertory and determine the musical, cultural, and social influences on the composer or performer of each work through readings and lecture provided. Students integrate knowledge from critical listening methods and score analysis with knowledge of cultural/social issues to communicate their personal aesthetic values.

D. Specific Course Learning Goals and Learner Outcomes/Objectives

Goal 1. To use critical listening skills to identify key performers, composers, and pieces in the history of jazz

- .Students will demonstrate a knowledge of significant pieces by title, genre/style period, and performer or composer (whichever is relevant), when presented with an audio sample of a work.

Goal 2. To identify various musical elements of the key genres/styles in the history of jazz, including Ragtime**,** Blues, Swing, Bebop and its derivatives, Avant Garde and Free Jazz, Fusion, and contemporary styles.

- Students will explain common attributes in works of the same genre and recognize differences between works of differing genres
- Upon hearing a new piece, students will use critical thinking to identify the era in which the work was performed and make informed suggestions about the performer or composer of the piece.
- Students will recognize the major styles, performance practices, and structural elements in jazz.

Goal 3. To analyze the musical and the social/historic processes by which jazz came to be and has continued to develop.

- Students will consider the implications of a performance practice based on improvisation in addition to (or in place of) reading music notation.
- Students will describe the importance of many of the leading figures in jazz history, knowing essential biographical information about them, associating them with significant recordings and performances, and being able to discuss their contribution to the development of jazz.
- Students will relate the social context of the 20th century to the development of the jazz idiom

E. Course Outline/Calendar

Scheduled Topics

Early Jazz
- Blues
- Dixieland

Ragtime
- James P. Johnson
- Fats Waller

Swing
- Fletcher Henderson
- Duke Ellington
- Count Basie
- Glenn Miller

Be-bop
- Charlie Parker
- Dizzy Gillespie
- Rhythm sections

Hard-Bop
- John Coltrane
- Thelonious Monk
- Art Blakey

Cool
- Miles Davis
- Modern Jazz Quartet
- Dave Brubeck

Avante garde
- Ornette Coleman
- Sun Ra
- AACM

Contemporary
- Today's Musicians

F. Assessment of Learning

Student Progress: The instructor will provide students with information on their progress in the course at least once prior to midterm

- The final grade for the semester will be based upon the total number of accumulated points. The total points is estimated to be as follows:

- mid-term exam - 100 pts.
- final exam (not cumulative) - 100 pts.
- 2 concert reviews - 30 pts. each.
- 6 quizzes over significant figures in jazz - 15 pts. each
- 3 short papers reviewing articles assigned by instructor - 30 pts. each
- Estimated total - 440 pts.

If additional quizzes or assignments are added or if any are deleted, the total possible points will change to reflect the modification. The letter grade for the end of the semester will be based on the following percentages:

- 90-100% - A.
- 80-89% - B.
- 70-79% - C.
- 60-69% - D.
- 59% or below - F.

Key Topics:

- What is jazz?
- Origins and ancestry
- New Orleans - the birthplace of Jazz
- Migration to Chicago
- Swing
- Kansas City and the territory bands
- Bebop
- West Coast/Cool
- Hard Bop
- Avant Garde and the Music of John Coltrane
- Fusion

G. Attendance Policy:

- **attendance** - Attendance will directly affect final grades. Two unexcused absences will be allowed. Further unexcused absences will reduce your final point total by the percentage of classes missed (1/42nd or about 2.3% per missed class). 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. and to make arrangements for make-up work.
    - Students are responsible for announcements made in class whether or not they were present.
- **preparation** - Students are expected to do the assigned listening and/or reading by class time. Listening to recorded examples will be an important part of the class; most of the listening will be drawn from class examples, Cds included with the textbook,

the Ken Burns CD set, and possible supplementary CDs which will be available on reserve in the Music Library.

The last day to drop the course or to withdraw from the University is listed in the Colonel's Compass available online

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.

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August 2005

General Education Course Approval Form

Department(s): ___Music_____

Course Prefix and Number : __MUS 271__

Course Title: ___Jazz History_____

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

MUS 271 is designed for both the core and university general education.__

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

____MUS 271 will address Blocks IIIA, VII, and VIII._____

Course Abstract

1. Describe course content.

MUS 271 Jazz History is a listening survey course that traces the development of jazz from its roots in the music of West Africa, African American folk music, and European music styles to the present. The course features combination of chronological and topical approaches to an examination of the relationship between the music and social and economic forces of the 20th Century.

The introductory class sessions describe basic elements of jazz and some of the significant factors involved in formulating a usable definition of jazz. This is followed by an overview of its musical antecedents, including works songs and "field hollers," marches and other popular music from the late 1800s, ragtime, spirituals, and the blues. These introductory classes comprise the first two and a half weeks of the semester.

During the next three weeks classes focus on New Orleans - examining the social, political, racial, and economic forces that make the city unique as the birthplace of jazz – and Chicago, where King Oliver was based when he made his earliest recordings. Louis Armstrong, the first virtuoso jazz soloist, is also discussed.

The Swing Era is the next key topic; the contributions of band leaders such as Fletcher Henderson, Chick Webb, and Benny Goodman are considered. The innovations of Duke Ellington and Count Basie and Kansas City Swing are also considered over a five week period.

The next three weeks are spent on the bebop era and various "reactions" to bebop, including "cool" jazz and hard bop. Miles Davis is examined separately because of the variety of his contributions to the music.

The rest of the semester includes the music of John Coltrane, the avant-garde/free jazz movement, and the various currents in jazz that are part of the contemporary jazz genre.

2. Describe the assessment plan for the course.

Student achievement will be assessed on the 2nd of two concert reviews completed as assignments in MUS 271. 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 271 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 271 will be primarily lecture and listening, students are expected to read outside articles in the discipline and attend performances of jazz outside of class and review and reflect (narrative, reflective)

Faculty members must have at least a Master's degree in music.

Current faculty members Larry Nelson, Jonathan Martin, and Dennis Davis have taught similar courses at other universities.

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

We have adequate resources to implement the course. We may find it necessary to augment our library of listening and other instructional materials.

Who will be the course coordinator? _Larry Nelson_____

Recommendation:

			Approve?	
Department Curriculum Committee (Chair): _____	Date:	Aug. 29, 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

Concert Reviews

Two concert reviews are required as part of the semester grade, each of which should review performances attended during this semester. Each should be of music in the jazz tradition; this could be a big band, a jazz combo, a "fusion" group that combines elements of jazz with other styles, or a group in the blues tradition. When in doubt, check with the instructor. It is the student's responsibility to locate concerts; part of the assignment is to locate (and possibly discover challenges in locating) live music in various genres.

It is important to plan ahead for these concerts; it may be difficult to find a concert close to the due date of a review.

A useful model is the type of concert review that might appear in a newspaper or magazine. Use specific details from the concert/performance to support your opinions. Try to answer or comment on at least some of the following questions:

Who are the performers? What is the instrumentation?
What pieces do they play? What style traits can you identify?
What kind of interaction, verbal and/or nonverbal, takes place among performers?
Who is in the audience? Do they interact with the performers? How?
How is this performance like or different from what you expected?
How is it like or different from others that you have attended?
What parts of the performance do you like or dislike? Why? What is your overall opinion of the production?
Not all of these questions are appropriate or answerable for a given performance, and there are many additional questions that could

(and probably should) be asked. Although length is not a primary criteria for grading, 1-1/2 to 2 pages (typed, double-spaced) is a good approximate length for your review.

Course Objective Matrix

Course Prefix, Number and Title: __MUS 271 History of Jazz_____

Which block(s) of general education does the course serve? ____IIIA, VII, and VIII_____

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 demonstrate a knowledge of significant pieces by title, genre/style period, and performer or composer (whichever is relevant), when presented with an audio sample of a work.		KC, CT, IC, MI	MI	MI	CT, IC
Students will explain common attributes in works of the same genre and recognize differences between works of differing genres		KC, IC	CT, IC, MI	KC, CT, MI	KC, CT, IC, ID
Upon hearing a new piece, students will use critical thinking to identify the era in which the work was performed and make informed suggestions about		KC, IC, CT, MI	IC, MI	MI, CT	IC, MI, ID

the performer or composer of the piece.					
Students will recognize the major styles, performance practices, and structural elements in jazz.		KC, IC, CT, MI	IC, MI	MI, CT	IC, MI, ID
Students will consider the implications of a performance practice based on improvisation in addition to (or in place of) reading music notation.		CT, IC, KC, MI	CT, IC, KC, MI	IC, CT, MI	CT, IC, KC, MI
Students will describe the importance of many of the leading figures in jazz history, knowing essential biographical information about them, associating them with significant recordings and performances, and being able to discuss their contribution to the development of jazz.		IC, ID, CT, KC	IC, ID, CT, KC	IC, ID, CT, KC	
Students will relate the social context of the 20th century to the development of the jazz idiom		CT,KC, IC, ID, MI	CT,KC, IC, ID, MI	CT,KC, IC, ID, MI	

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Music
	New Course (Parts II, IV)	College	Arts and Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Bachelor of Music-Teaching
X	Program Revision (Part III)		(Major ___, Option _X_; Minor ___; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	09/30/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** [ ] **No** [X]	Council on Academic Affairs	
College Curriculum Committee	10/17/05	Approved X Disapproved ___	11-17-05
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.)

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

To correct a supporting course requirement and to correct two course numbers.

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:

MAT 105 or 107 served as a supporting course requirement, but cannot be read as fulfilling multiple roles as supporting course, general education and teacher education. PHI 100 better fulfills the role of a supporting course for this program. ESE 479 was changed to ESE 579 by the College of Education. There was a mistake in one course (MUS 252 should have been 251).

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.)

Music (B.M.) Teaching

Major Requirements……..70-84 hours
Core……..53 hours
MUS 110, 111, 210, 211, or MUS 114 (2) and 115 (2), 181, 182, 272, 281, 282, 366, 371, 372, 399, 480, 383 or 481 or 285, 384, minimum of seven hours of ensemble and minimum of seven hours of applied instrument or voice. Music Ensemble: wind and percussion teaching majors must elect three hours of MUS 256.

Options
Music Teaching/Instrumental ……17 hours
MUS 230, 251, 252, 320, 330, 351, 352, 354, 364, 365, 367, EME 378, ESE ~~479~~ 579 (instrumental students will be excused from taking the methods course that includes their major applied instrument). Six semesters of MUS 101.

Music Teaching/Vocal……17 hours
MUS 220 (1), 230, ~~252~~, 251, 351, 354, 364, 365, 368, 513 (2), EME 378, ESE ~~479~~ 579. Six semesters of MUS 101.

Professional Education Requirements for Music Teaching Option……28 hours
EDF 103, 203, 319, 413, SED 401, ESE 490, EMS 499.

Supporting Course Requirements……6 hours
Music Teaching Option……6 hours
~~MAT 105 or 107~~, PHI 100, CSC 104 or CIS 212

General Education Requirements……40 hours
Standard General Education program, excluding course categories 03, 04, 07, and 08. Refer to Section Four of the Catalog for details on the General Education and University requirements.

University Requirement…… 1 hour
ASO 100.

Total Curriculum Requirements……128-145 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
Council on Academic Affairs

FROM: Janna Vice
Janna P. Vice, Associate Dean

DATE: November 9, 2005

SUBJECT: Proposal for November 17 CAA Meeting

The College of Business and Technology submits the following request for approval at the November 17 meeting of the Council on Academic Affairs:

Department of Accounting, Finance, and Information Systems

Please see the attached request from the Financial Management Association to wear an honor sash at commencement. This request is consistent with other honor organizations that have been approved to wear the symbol of their academic accomplishments.

EDUCATION PAYS

Phone: (859) 622-1574 FAX: (859) 622-1413
Web Page: http//www.cbt.eku.edu E-mail: Janna.Vice@eku.edu

APPROVED

CAA: 11-17-05

EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Department of Accounting, Finance, and Information Systems

320 Combs Building
521 Lancaster Avenue
Richmond, KY 40475-3102

TO: Council on Academic Affairs

FROM: Leonard J. Schneck, Visiting Assistant Professor

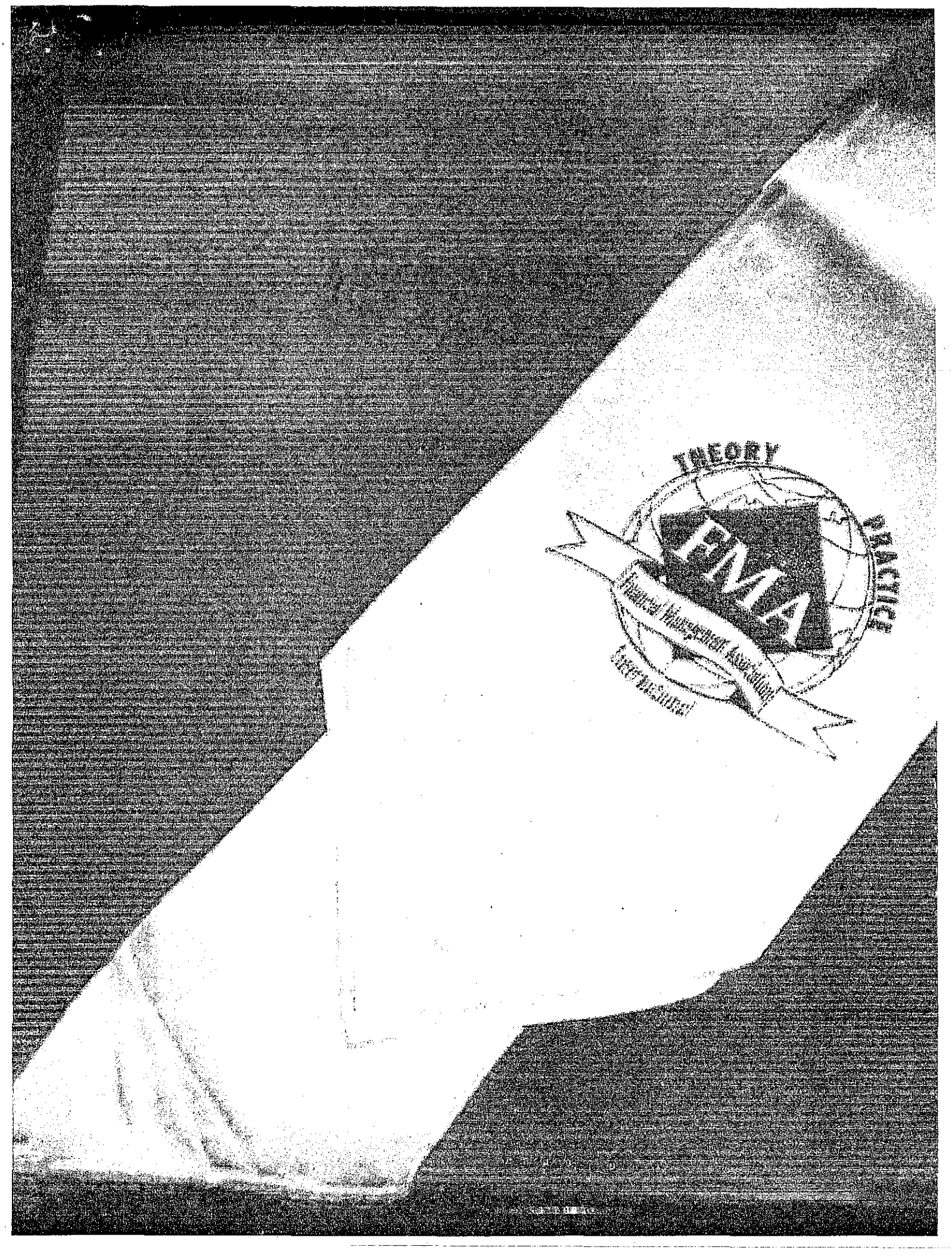
DATE: November 8, 2005

SUBJECT: Approval for Use of Financial Management Association Sash

As faculty advisor to the Financial Management Association chapter at Eastern Kentucky University, I am requesting your approval for the Financial Management Association National Honorary Society honorees to wear the sash specifically designed nationally for their organization at graduation ceremonies beginning Fall 2005.

The National Honor Society of the Financial Management Association recognizes outstanding performance in the finance programs at the university level. Selection to the National Honorary Society of the Financial Management Association is the highest honor a student can receive specifically within the finance area of study.

A picture of the sash is attached.


THEORY
BMA
PRACTICE

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Exercise & Sport Science
X	New Course (Parts II, IV)	College	Health Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	PHE 180
	Course Dropped (Part II)	*Course Title (30 characters)	Lifetime Wellness
	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	10/5/05	Graduate Council*	N/A
Is this a SACS Substantive Change?	**Yes**** ☐ **No** X	Council on Academic Affairs	
College Curriculum Committee	10/19/05	Approved X Disapproved	11-17-05
General Education Committee*	11/03/05	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.)

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

This new course will be a 3 credit hour course for the new general education wellness component.

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 new general education program has a 3 credit hour wellness component. We are proposing this course to meet that requirement. It will replace HPR 180, which will be suspended in Fall 2006.

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: N/A

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.)

PHE 180 Lifetime Wellness. (3) I, II. Interactive learning and laboratory experiences for individual assessment, practice of exercise systems, and improvement of body function. This course offers a comprehensive discussion of the critical areas of health, physical fitness, and wellness. Gen. Ed. Block VI.

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)*
PHE	180	Fall 2006	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS X	ESSC

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ____
3	Lecture 2 Laboratory 1 Other ____	Cip Code (first two digits only) 13

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
1	2	N	FR ____ JR ____
L	1		SO ____ SR ____
B	3		
E	3	Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
T	3		
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		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) X**	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

PHE 180 – Course Syllabus
Eastern Kentucky University
Department of Exercise and Sport Science

I. Course Number: PHE 180

II. Course Title: Lifetime Wellness

III. Course Description: This course satisfies the 3.0 credits for Block VI University General Education Wellness requirement. Wellness is a concept that emphasizes self-responsibility for achieving an optimal state of health and well-being. A major outcome of the class is for students to assess their own wellness. Students will devise, implement, and critically evaluate strategies to improve their wellness.

IV. Instructor: Dr. Heather R. Adams
Office: Moberly Building, Room 230
Office Phone: 622-1898
Office Hours: Posted
Email: Heather.Adams-Blair@eku.edu

V. Required Text: Corbin, C.B., Welk, G., Corbin, W.R. & Welk, K. (2006). Concepts of Physical Fitness and Wellness: A Comprehensive Lifestyle Approach (6th Edition). Dubuque, IO: Brown/McGraw Hill.

VI. General Education Goals addressed in this course:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions related to lifetime wellness. (General Education Goal 2)
2. Analyze the fundamental natural processes of the world and the interactions of humans and their environment within the context of the student's personal wellness. (General Education Goal 5)
3. Distinguish methods that underlie the search for knowledge in wellness. (General Education Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about their personal wellness and the public importance of societal health. (General Education Goal 8)

In PHE 180 students are required to use critical thinking and quantitative skills to analyze the components of health-related fitness as it relates to physical, mental, social, emotional, environmental and spiritual wellness and disease prevention. They will utilize these skills, as well as other methods of inquiry to make informed decisions in respect to health, fitness and wellness issues.

VII. Course Objectives

The learners will be able to do the following:

1. Define components of health-related fitness, skill-related fitness and dimensions of wellness
2. Evaluate the health-related fitness components and how they contribute to the prevention of disease and the dimensions of personal wellness

3. Implement behavior changes to promote personal fitness improvements which affect wellness
4. Analyze the interrelatedness of one's personal wellness in the external environment in terms of the political, social, and economic factors
5. Apply current knowledge of the course to be an independent problem solver in respect to health, fitness and wellness issues

VIII. Assessment

Grading**:** 90 – 100 = A, 80 – 89 = B, 70 – 79 = C 60 – 69 = D
Below 60 = F

Exam I	10%
Exam II	10%
Final Exam	20%
Lab Report 1	10%
Lab Report II	10%
Lab Report III	10%
Wellness Project	20%
Reading Summaries	10%
	100%

IX. Course Information and Policies

Course Content

This course will meet three times per week, two in the classroom for discussion and lecture, one in an activity laboratory setting. Interactive learning and laboratory experiences for individual assessment, practice of exercise systems, and improvement of body function are the strategies employed for student learning. This course offers a comprehensive discussion of critical areas of health, physical fitness and wellness. The lecture portion will cover current health issues including mental and physical health, human sexuality, communicable and non-communicable disease, use and abuse of drugs, and safety. Physical fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition), nutrition, weight management, cardiovascular disease, injury care and prevention, and their relationship to health and well-being will be emphasized.

Experiences/Assignments/Activities

A primary focus of the class will be the personal Wellness Project in which students will select a specific wellness goal based on their wellness profile, explain the importance of achieving this goal in terms of their overall wellness, determine a plan for attaining the goal, follow the plan for a pre-determined period, and finally, evaluate the plan in terms of its success and effect on the physical, social, spiritual, emotional, and mental dimensions of wellness. As part of the project, student attitudes and experiences throughout the action stage of the project should be documented. This project allows students to examine their own health and lifestyles, bring course knowledge into personal context, realize barriers to success, incorporate behaviors to overcome barriers, analyze behaviors, and modify them as needed. By the end of the course the students should have the knowledge and experience to make decisions about personal fitness and wellness issues.

Preparation for discussions

Students are expected to have read the material assigned prior to every class meeting (see the course schedule). Chapter readings will be assigned and students will submit summaries as scheduled. Additional daily assignments may be given which require preparation before class.

EKU Academic Honesty Policy

Eastern Kentucky University faculty and students are bonded by the principles of truth and honesty, which are recognized as fundamental for a community of teachers and scholars. The University expects that faculty and students will honor 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.

1. Plagiarism. Plagiarism is the act of presenting ideas, words, or organization of a source as if they were one's own, without acknowledgement of the original source. Plagiarism also includes presenting material, which was composed or revised by any person other than the student who submits it as well as the as the deliberate falsification of footnotes.
2. Cheating. Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic performance. During examinations or in-class work, it includes receiving oral information from other referring to unauthorized notes or other written information. In addition, copying from other, either during examinations or in the preparation of homework assignments, is a form of cheating (EKU Student Handbook).

Attendance Policy

1 Regular attendance and participation is expected of all students. However, documented University approved activities only if representing EKU will be excused and not counted toward absences. Failure to notify the professor of an authorized absence in advance will result in the absence being counted as an unauthorized absence. Any excused absence will count toward the student's attendance (see 2.), but the student will be able to make up the missed work. Excused absences will be determined based on the following:
   a. Participation in an activity appearing on the University's authorized activity list.
   b. Death or major illness in a student's immediate family
   c. Illness of a dependent family member
   d. Participation in legal proceedings or administrative procedures that require a student's presence
   e. Religious Holy Day
   f. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician)
   g. Required participation in military duty
   h. Mandatory admission interviews for professional or graduate school which cannot be rescheduled

   The professor reserves the right to change the format and/or content of any and all make-up work.
2 **Absences in excess of six or 20 percent is cause for failure of the class**. The Department of Exercise and Sport Science attendance policy applies regarding missed work.
3 **Unexcused absences in excess of three (3) will result in a reduction of one letter grade**.

4 Roll is taken every class period. Repeated late arrivals (more than 5 minutes past the scheduled start time) will be treated as unexcused absences and may be the cause for failure of the class. Each student should understand that chronic late arrival to class would adversely affect the student's final grade. It is understood that lateness sometimes is unavoidable, however, since this behavior distracts the entire class, it is considered to be a serious matter. Regardless, on exercise days, failure to be "ready" to exercise on time will be considered an unauthorized absence.
5 Any student missing an examination without prior arrangement with the instructor will receive a zero grade for that quiz or examination.
6 The last day to drop a class or to withdraw from the university may be found in the class schedule book and it is the responsibility of the student.

Accommodations for Disabilities

If there is any student in this class who is in need of academic accommodation 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. 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 in the Student Services Building or by telephone at 622-1500 V/ITY. Upon individual request, this syllabus can be made available in alternative forms.

X. Course Outline (See Attachment)

Tentative Schedule for Lecture and Discussion Concepts

Week 1: Health, Wellness, Fitness, and Healthy Lifestyles: An introduction

Week 2: Using self-management skills to adhere to healthy lifestyle behaviors

Week 3: The health benefits of physical activity & How much physical activity is enough

Week 4: Cardiovascular Health and Fitness

Week 5: Muscle Fitness

Week 6: Flexibility

Week 7: Body Composition and Weight Control

Week 8: Nutrition/sports nutrition

Week 9: Safe Exercise

Week 10: Body Mechanics: Posture and Care of the Back and Neck

Week 11: Stress and Health & Stress Management

Week 12: Recognizing quackery: Becoming an informed consumer

Week 13: Use and abuse of tobacco and alcohol

Week 14: Use and abuse of other drugs

Week 15: Preventing sexually transmitted diseases

Week 16: Emotional, spiritual, mental and social dimensions of wellness

Week 17: Final Exam

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

Part I

(Check one)		Department Name	Exercise and Sport Science
	New Course (Parts II, IV)	College	Health Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	PHE 220
	Course Dropped (Part II)	*Course Title (30 characters)	Team Sports 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	4/22/05	Graduate Council*	N/A
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	N/A
College Curriculum Committee	10/19/05	Approved X Disapproved	11-17-05
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.)

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

Change catalog description of Team Sports I

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 more clearly describe the context of this course

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: N/A

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.)

PHE 220 Team Sports I. (2) I. Basic skills, strategy, rules, officiating, and teaching techniques related to ~~flag football and basketball~~ various team sports.

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)*
PHE	220	Fall 2006	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS X	ESSC

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ____
2	Lecture 1 Laboratory 1 Other ____	Cip Code (first two digits only) 13

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*
L	2	N

Class Restriction, if any: (undergraduate only)

FR ____ JR ____
SO ____ SR ____

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

Thesis ____
Internship ____
Independent Study ____
Practicum ____

FOR BANNER USE ONLY

Date of data entry ____

Data entry person ____

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	Exercise & Sport Science
	New Course (Parts II, IV)	College	Health Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	PHE 261
	Course Dropped (Part II)	*Course Title (30 characters)	Coaching Baseball
	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	4-22-05	Graduate Council*	N/A
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	
College Curriculum Committee	10/19/05	Approved X Disapproved	11-17-05
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.)

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 to Coaching Baseball and Softball, and to include softball in the course 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:

Gender equity

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: N/A

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.)

PHE 261 Coaching Baseball and Softball. (2) I, II. Theory and practice in coaching the fundamentals of baseball and softball; team offense and defense.

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)*
PHE	261	Fall 2006	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS X	ESSC

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ____
2	Lecture 1 Laboratory 1 Other ____	Cip Code (first two digits only) 13

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*
L	2	N

Class Restriction, if any: (undergraduate only)
FR ____ JR ____
SO ____ SR ____

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable
Thesis ____
Internship ____
Independent Study ____
Practicum ____

FOR BANNER USE ONLY
Date of data entry ____
Data entry person ____

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)	VIA (3) X	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	Exercise and Sport Science
	New Course (Parts II, IV)	College	Health Sciences
X	Course Revision (Parts II, IV)	*Course Prefix & Number	PHE 433
	Course Dropped (Part II)	*Course Title (30 characters)	Adult Physical Fitness Programs
	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	8/17/05	Graduate Council*	NA
Is this a SACS Substantive Change?	**Yes**** ☐ **No** ☒	Council on Academic Affairs	NA
College Curriculum Committee	10/19/05	Approved X Disapproved	11-17-05
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		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 include PHE 325 as a prerequisite for PHE 433.

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:

PHE 433 is intended to be a capstone course requiring preparation received n PHE 325.

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.)

PHE 433 Adult Physical Fitness Programs. (3) I. Prerequisites: BIO 171, 301, PHE 325, and junior standing. Practice and study of exercise programs meeting the guidelines of the American College of Sports Medicine (ACSM) for improving body composition and cardiovascular-respiratory function in adults.

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)*
PHE	433	Fall 2006	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS X	ESSC

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ____
3	Lecture 3 Laboratory ____ Other ____	Cip Code (first two digits only) 13

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*
1	3	N

Class Restriction, if any: (undergraduate only)
FR ____ JR ____
SO ____ SR ____

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable
Thesis ____
Internship ____
Independent Study ____
Practicum ____

FOR BANNER USE ONLY
Date of data entry ____
Data entry person ____

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.	BIO171 and BIO301
Course Prefix and No.	PHE325
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)	VIA (3) X	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Informational Item Only

Editorial Change - Curriculum Form

(Present only one curriculum editorial change per form)

(Complete only the section(s) applicable.)

Part I

Department Name	Family and Consumer Sciences
College	Health Sciences
*Course Prefix & Number	NFA 201
*Course Title (30 characters)	Essentials of Nutrition
*Program Title	
	(Major ___, Option ___; Minor ___; 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.)

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

Add NFA 201 to the General Education Curriculum Block VI – Wellness.

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

Fall 2006

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.

New or Revised* Catalog Text

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

NFA 201 Essentials of Nutrition. (3) I, II. A scientific study of the essential nutrients and their application in meeting nutritional needs of all ages. Consideration is given to food selection, nutrition misinformation, obesity, and other common dietary problems. Gen. Ed. Block VI.

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.

New or Revised* Program

(*Use ~~strikeout~~ 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)		Department Name	Loss Prevention & Safety
	New Course (Parts II, IV)	College	Justice and Safety
	Course Revision (Parts II, IV)	*Course Prefix & Number	
	Course Dropped (Part II)	*Course Title (30 characters)	
	New Program (Part III)	*Program Title	Master of Science/Loss Prevention and Safety
X	Program Revision (Part III)		(Major _X_, Option ___; Minor ___; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	May 2003	Graduate Council*	11/9/05
Is this a SACS Substantive Change?	**Yes**** [ ] **No** [X]	Council on Academic Affairs	
College Curriculum Committee	10/4/05	Approved X Disapproved	11-17-05
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.)

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

To add Miller Analogies Test (MAT) as an option/alternative to the GRE for meeting the admission requirement for the Master of Science in Loss Prevention & Safety Graduate Program.

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

Spring 2006

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

NA

B. The justification for this action:

This test meets the admission criteria requirement for the Loss Prevention & Safety Program, therefore should also be used for consideration, same as the GRE for admission to 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 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.)

Special Program Requirements

Admission – Students seeking clear admission should hold a baccalaureate degree from an accredited institution of higher learning with a 3.0 grade point average overall or in the last 60 hours of undergraduate course work and a combined score of 1250 on the general section of the Graduate Record Examination (GRE). Under the GRE scoring system in use until October 1, 2002 OR a Minimum GRE score in three categories: Verbal 425, Quantitative 425, Analytical 3.0 or above under the scoring system in use after October 1, 2002; OR Miller Analogies test (MAT) score of 375 and a 3.0 GPA. All applicants must submit three letters of recommendation directly to the Loss Prevention and Safety Graduate Program Coordinator in the College of Justice and Safety.