

10-19-2006

Council on Academic Affairs Minutes, Oct 19, 2006

Eastern Kentucky University

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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: October 16, 2006

RE: Meeting-Council on Academic Affairs

The Council on Academic Affairs will meet on October 19, 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/. 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 – September 21, 2006

OFFICE OF ENROLLMENT MANAGEMENT

Incomplete Grades Proposal

Effective: Spring 2007

OFFICE OF UNIVERSITY PROGRAMS

New Course

AFA 347

Effective: Summer 2007

New Course

AFA 360

Effective: Summer 2007

New Course

AFA 495

Effective: Summer 2007



OFFICE OF UNIVERSITY PROGRAMS - continued

Program Revision **African/African-American
Studies Minor** Effective: Summer 2007

Program Revision **African/African-American
Studies Certificate** Effective: Summer 2007

COLLEGE OF ARTS & SCIENCES

Department of Government

New Course **POL 872** Effective: Spring 2007

New Course **POL 892** Effective: Spring 2007

Program Suspended **Political Science (M.A.)** Effective: Spring 2007

Program Revision **Paralegal Studies (A.A.)** Effective: Spring 2007

Department of Physics & Astronomy

Program Revision **Science for Engineering (A.S.)** Effective: Spring 2007

COLLEGE OF BUSINESS & TECHNOLOGY

Department of Communication

Course Revision **PUB 349** Effective: Summer 2007

Course Revision **PUB 349 A-N** Effective: Summer 2007

COLLEGE OF EDUCATION

Department of Special Education

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **CDS 273** Effective: Fall 2006

COLLEGE OF HEALTH SCIENCES

Department of Environmental Health Science

Program Revision **Environmental Health Science
(B.S.)** Effective: Spring 2007

Department of Recreation & Park Administration

Program Revision **Recreation & Park Administration
(B.S.)** Effective: Spring 2007

COLLEGE OF JUSTICE AND SAFETY

Department of Criminal Justice and Police Studies

New Course **CRJ 842** Effective: Spring 2007

Department of Loss Prevention and Safety

New Course **HLS 800** Effective: Spring 2007

New Course **HLS 810** Effective: Spring 2007

New Course **HLS 820** Effective: Spring 2007

New Course **HLS 830** Effective: Spring 2007

Program Revision **Loss Prevention & Safety (M.S.)** Effective: Spring 2007

**COUNCIL ON ACADEMIC AFFAIRS
MINUTES
September 21, 2006**

Members Present: Allen Ault, Verna Freer, E.J. Keeley, Gary Kuhnhenh, Kim Naugle, Gerald Pogatshnik, Heidi Terry, Liz Throop, Janna Vice, Deborah Whitehouse, James Chapman, Chair, Aaron Thompson, Vice-Chair

Members Absent: Scott Amundsen, Byron Bond, Steve Byrn*, David Eakin, Sandra Moore, Becky Whitehurst

*indicates prior notification

Non-Members Present: Sheila Adkins, Darryl Barnett, Julie Brewer, Larry Collins, Gary Cordner, Lonnie Davis, Tina Davis, Louisa DeBolt, David Hysong, Becky Pschorr, Linda Turner

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

APPROVED

Council on Academic Affairs Minutes – August 17, 2006

OFFICE OF ENROLLMENT MANAGEMENT

POSTPONED

Incomplete Grades Proposal

Effective: Fall 2006

APPROVED

Credit by Examination Proposal

Effective: Fall 2006

COLLEGE OF ARTS & SCIENCES

Department of Anthropology, Sociology, & Social Work

APPROVED

Course Revision

SWK 390

Effective: Fall 2007

Department of Government

APPROVED

Course Dropped

POL 305

Effective: Spring 2007

Course Dropped

POL 417

Effective: Spring 2007

COLLEGE OF ARTS & SCIENCES - continued

Department of Philosophy and Religion

APPROVED

Course Dropped **PHI 333** Effective: Fall 2007

APPROVED

Program Revision **Philosophy (B.A.)** Effective: Fall 2007

Department of Physics and Astronomy

APPROVED

Program Revision **Physics (B.S.)** Effective: Fall 2007

COLLEGE OF BUSINESS & TECHNOLOGY

APPROVED

New Course **BTS 300** Effective: Spring 2007

New Course **BTS 400** Effective: Spring 2007

Department of Accounting, Finance, & Information Systems

APPROVED

Program Revision **Accounting (B.B.A.)** Effective: Spring 2007

Program Revision **Computer Information Systems
(B.B.A.)** Effective: Spring 2007

Program Revision **Finance (B.B.A.)** Effective: Spring 2007

Program Revision **Insurance (B.B.A.)** Effective: Spring 2007

Program Revision **Insurance (B.S.)** Effective: Spring 2007

Department of Agriculture

APPROVED

Program Revision **Agriculture w/ Minor in Business
(B.S.)** Effective: Spring 2007

Program Revision **Agriculture Area Major (B.S.)** Effective: Spring 2007

Program Revision **Horticulture w/ Minor in Business
(B.S.)** Effective: Spring 2007

Program Revision **Horticulture Area Major (B.S.)** Effective: Spring 2007

Program Revision **Technical Agriculture (A.S.)** Effective: Spring 2007

APPROVED

Course Dropped **OHO 386** Effective: Fall 2007

APPROVED

Course Revision **OHO 373** Effective: Fall 2007

COLLEGE OF BUSINESS & TECHNOLOGY- continued

Department of Agriculture - continued

APPROVED

<i>New Course</i>	OHO 263	Effective: Fall 2007
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APPROVED

<i>Course Revision</i>	OHO 262	Effective: Fall 2007
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Department of Communication

APPROVED

<i>Program Revision</i>	Broadcasting & Electronic Media (B.A.)	Effective: Spring 2007
<i>Program Revision</i>	Communication Studies (B.A.)	Effective: Spring 2007
<i>Program Revision</i>	Journalism (B.A.)	Effective: Spring 2007
<i>Program Revision</i>	Public Relations (B.A.)	Effective: Spring 2007

Department of Management & Marketing

APPROVED

<i>Program Revision</i>	Corporate Communication & Technology (B.B.A.)	Effective: Spring 2007
<i>Program Revision</i>	General Business (B.B.A.)	Effective: Spring 2007
<i>Program Revision</i>	Management (B.B.A.)	Effective: Spring 2007
<i>Program Revision</i>	Marketing (B.B.A.)	Effective: Spring 2007

APPROVED

<i>New Course</i>	MGT 375	Effective: Spring 2007
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Department of Technology

APPROVED

<i>Program Revision</i>	Aviation (B.S.)	Effective: Spring 2007
<i>Program Revision</i>	Computer Electronic Networking (B.S.)	Effective: Spring 2007
<i>Program Revision</i>	Construction Management (B.S.)	Effective: Spring 2007
<i>Program Revision</i>	Graphic Communications Management (B.S.)	Effective: Spring 2007
<i>Program Revision</i>	Industrial Technology (B.S.)	Effective: Spring 2007

WITHDRAWN

<i>Course Revision</i>	AVN 220	Effective: Spring 2007
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COLLEGE OF HEALTH SCIENCES

Editorial Change – Curriculum Form – Informational Item Only
Program Revision **Gerontology (Minor)** Effective: Fall 2006

Department of Clinical Laboratory Science

APPROVED

Program Revision **Clinical Laboratory Science (B.S.)** Effective: Spring 2007

APPROVED

<i>Course Dropped</i>	CLS 404	Effective: Spring 2007
<i>Course Dropped</i>	CLS 405	Effective: Spring 2007
<i>Course Dropped</i>	CLS 408	Effective: Spring 2007
<i>Course Dropped</i>	CLS 410	Effective: Spring 2007
<i>Course Dropped</i>	CLS 412	Effective: Spring 2007
<i>Course Dropped</i>	CLS 414	Effective: Spring 2007
<i>Course Dropped</i>	CLS 416	Effective: Spring 2007
<i>Course Dropped</i>	CLS 418	Effective: Spring 2007
<i>Course Dropped</i>	CLS 420	Effective: Spring 2007

Department of Environmental Health Science

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 290** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 300** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 330** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 335** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 340** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 345** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 360** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 370** Effective: Spring 2007

COLLEGE OF HEALTH SCIENCES – continued

Department of Environmental Health Science - continued

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 380** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 395** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 440** Effective: Spring 2007

Editorial Change – Curriculum Form – Informational Item Only

Course Revision **EHS 460** Effective: Spring 2007

APPROVED

Program Revision **Environmental Health Science
(B.S.)** Effective: Spring 2007

Department of Exercise & Sport Science

APPROVED

New Course **PHE 530** Effective: Spring 2007

New Course **PHE 730** Effective: Spring 2007

New Course **PHE 805** Effective: Spring 2007

New Course **PHE 810** Effective: Spring 2007

APPROVED

Program Revision **Physical Education (B.S.)** Effective: Spring 2007

Program Revision **Physical Education (M.S.)** Effective: Spring 2007

Department of Recreation & Park Administration

POSTPONED

Program Revision **Recreation & Park
Administration (B.S.)** Effective: Spring 2007

COLLEGE OF JUSTICE AND SAFETY

Department of Loss Prevention and Safety

APPROVED

Course Revision **APS 210** Effective: Spring 2007

APPROVED

New Course **HLS 101** Effective: Spring 2007

New Course **HLS 201** Effective: Spring 2007

COUNCIL ON ACADEMIC AFFAIRS Minutes from September 21, 2006

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

COLLEGE OF JUSTICE AND SAFETY - continued

Department of Loss Prevention and Safety - continued

APPROVED

<i>New Course</i>	HLS 225	Effective: Spring 2007
<i>New Course</i>	HLS 301	Effective: Spring 2007
<i>New Course</i>	HLS 321	Effective: Spring 2007
<i>New Course</i>	HLS 341	Effective: Spring 2007
<i>New Course</i>	HLS 349	Effective: Spring 2007
<i>New Course</i>	HLS 401	Effective: Spring 2007
<i>New Course</i>	HLS 421	Effective: Spring 2007
<i>New Course</i>	HLS 435	Effective: Spring 2007
<i>New Course</i>	HLS 441	Effective: Spring 2007
<i>New Course</i>	HLS 445	Effective: Spring 2007
<i>New Course</i>	HLS 455	Effective: Spring 2007
<i>New Course</i>	HLS 461	Effective: Spring 2007
<i>New Course</i>	FSE 310	Effective: Spring 2007
<i>New Course</i>	EMC 450	Effective: Spring 2007

APPROVED

<i>New Program</i>	Homeland Security (B.S.)	Effective: Spring 2007
<i>New Program</i>	Homeland Security (Minor)	Effective: Spring 2007

MEMORANDUM

TO: E.J. Keeley, Interim Assistant Vice President for Enrollment Management and Executive Director for Institutional Effectiveness
Aaron Thompson, Associate Vice President for University Programs

FROM: Heidi Terry, University Registrar

DATE: Sept. 7, 2006 (original date)
October 4, 2006 – 2nd iteration

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RE: Proposed Changes to Incomplete Grade Procedures

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RATIONALE

- (1) Current EKU policy does not require students or faculty to document the agreement between instructors and students for the assignment of an incomplete grade. However, the implementation and use of a standard university-wide protocol would ensure consistency in practice and allow for confirmation of expectations. Opportunities for misinformation or different interpretations of policy and/or discussions would be lessened and appropriate university personnel would be better informed should questions arise. In situations where the faculty is not available the next semester, the student is then protected as there would be a record of expectations to complete the course.
- (2) EKU currently allows the conferring of degrees and awarding of diplomas regardless of the fact that incomplete grades remain unresolved on the transcript.

PROPOSAL (Spring 2007 Effective Date)

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- (1) Students (undergraduate and graduate) who wish to pursue an incomplete grade must submit a "Request for Incomplete Grade" form to their instructor prior to the last day of class (sample form attached). If the instructor agrees that students have extenuating circumstances beyond their control and he/she agrees to assign an incomplete grade, the instructor will identify on the Request for Incomplete Grade form all outstanding assignments and/or other conditions needed to complete the course; secure all the necessary approving signatures and submit the form to the Registrar's Office by the advertised deadline for final grade submission. Students will continue to have until the last day of classes in the immediately proceeding semester (excluding summer) to finish all incomplete coursework as specified in the University Catalog, unless a shorter time frame is indicated on the Request for Incomplete Grade form. If the student fails to complete their course requirements by the stated deadline, the incomplete will be automatically changed to a failing grade.
- (2) EKU will not award a degree to any student with an incomplete EKU course on his/her transcript. This represents best practices as supported by AACRAO and a recent poll of our colleagues in Kentucky and across the nation (see attached documentation).

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PROPOSED CATALOG TEXT REVISION (2nd iteration)
(page 40, 2006-07 UG Catalog)

An instructor may assign a grade of "I" if the instructor believes that the student has been unable to complete the course on time because of unavoidable conditions and the student has already completed at least 70% of the course requirements. A Request for an Incomplete Grade contract must be approved and received by the Registrar's Office no later than the semester deadline for final grade submission. Any student receiving a grade of "I" must coordinate with the instructor to satisfy all outstanding coursework for the course. Students should not register to repeat the course in a subsequent term. Once outstanding requirements for the course are satisfied, the instructor will process a change of grade converting the "I" to a letter grade. The deadline for the grade change is the last day of class of the next full-length (i.e., fall or spring) term. Once this deadline has passed, the "I" becomes an "F."

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If, due to extenuating circumstances, a student is unable to complete the contracted coursework to fulfill the incomplete course by the established timeline, the student has the option of requesting a one-time, one semester extension to the incomplete deadline. This request is initiated through the Registrar's Office and requires the endorsement of the instructor and department chair and the approval of the college dean. Approval of an extension of an incomplete grade is not automatic and depends on the student's unique circumstances.

A degree cannot be awarded to a student with an incomplete ECU course on his/her record. Any student who is a pending graduate with an unresolved incomplete ("I" or "IP") grade will be given the choice of accepting an "F" for the course or being deferred to the next term for graduation consideration.

PROPOSED ADDITION TO CATALOG TEXT
(page 46, 2006-07 UG Catalog)

Add the following stipulation to the list of comprehensive requirements for baccalaureate degrees:

10. Complete all ECU coursework with a final grade. Any student who is a pending graduate with an unresolved incomplete ("I" or "IP") grade will be given the choice of accepting an "F" for the course or being deferred to the next term for graduation consideration.



REQUEST FOR INCOMPLETE GRADE FORM

_____	_____
Student's Name (please print)	Student ID Number
_____	_____
Faculty Member's Name (please print)	Department
_____	_____
Course Title	Course # & Section
	Semester
	Year

An Incomplete grade may be assigned at the instructor's discretion under the following circumstances:

- The student has completed at least 70 percent of the course requirements with a grade of "C" or higher (Grade at time of contract is: _____); and
- An illness or other legitimate extenuating circumstance has prevented the student from completing the required work by the established deadline (supporting documentation required) and;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his/her grade by doing additional work after the grade report time; and
- The instructor agrees to complete this form and ensure that it is received by the Registrar's Office by the deadline for final grade submission for the term in question.

Reason for Incomplete: (all requests must include supporting documentation from a legitimate source. Reference letters from friends or family are not sufficient and will not be taken into consideration unless also accompanied by additional documentation).

- Medical condition documented by university health services or outside vendor
- Mental health condition documented by university counseling services or outside vendor
- Other Extenuating Circumstance – (please explain below – attach additional sheets if necessary)

Outstanding Course Assignments that Need Completion: (please provide specific details below)

All outstanding work must be completed and a Grade Change form must be submitted by the instructor to the Office of the Registrar by the last day of classes of the regular semester (fall/spring) immediately following the term in which the incomplete grade was originally assigned. If a grade is not submitted by the established deadline, the incomplete will automatically default to a failing (F) grade.

Special Note Regarding Graduation Eligibility & Incomplete Grades: A degree cannot be awarded to students with incomplete grades on their record. Pending graduates are cautioned about the consequences of agreeing to the assignment of an incomplete grade as it can prevent a student from graduating on time. Pending graduates with unresolved incompletes will be given the choice of accepting an "F" in the course or being deferred to the next term for graduation consideration.

By signing below, I am acknowledging that I understand and accept the terms and conditions as outlined on this document.

Student Signature

Date

Instructor Signature

Date

Department Chair Signature

Date

College Dean Signature

Date



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Office of Academic Affairs and Research
Associate Vice President
University Programs

201 Keen Johnson
521 Lancaster Avenue
Richmond, Kentucky 40475-3163
(859) 622-2076 Fax (859) 622-6518

TO: Council on Academic Affairs

FROM: Aaron Thompson
Associate Vice President

A handwritten signature in cursive script that reads "Aaron Thompson".

DATE: October 16, 2006

RE: Agenda Items for 10/16/06 Council on Academic Affairs Meeting

The Office of University Programs would like to submit the following proposals for approval by the Council on Academic Affairs:

- 1) AFA 347 (new course)
- 2) AFA 360 (new course)
- 3) AFA 495 (new course)
- 4) Revision of African/African-American Studies Minor
- 5) Revision of African/African-American Studies Certificate



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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	African/African-American Studies University Programs AFA 347 Special Topics in AFA Studies Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;"><u>Date</u></td> <td style="width: 50%;"></td> <td style="text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/27/06</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved X Disapproved</td> <td style="text-align: center;">10-19-06</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>		<u>Date</u>		<u>Date</u>	Departmental Committee	9/27/06	Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs	NA	College Curriculum Committee	NA	Approved X Disapproved	10-19-06	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
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Teacher Education Committee*	NA	Board of Regents**	NA																															
		Council on Postsecondary Edu.***	NA																															

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a new course to the African/African American Studies curriculum.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2007</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: As the African/African-American Studies program continues to grow, it needs a course to offer students opportunities to study varying special topics related to African, African-American, and Afro-Caribbean issues.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: Library has adequate holdings and resources to meet the needs of the course.</p>
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Part II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

AFA 347 (3) A. Special Topics in AFA Studies. Specialized study of selected topics not available in traditional course offerings. May be retaken with different topics to a maximum of six hours.

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

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

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
AFA	347	Summer 2007	AS _____ JS _____ BT _____ EM _____ ED _____ UP <u>X</u> HS _____	UP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3 Hrs	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) <u>05</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

AFA 347: Special Topics in AFA Studies (Black Business Leadership: Past & Present)
(3 Credits)
Spring 2005
WEB-ENHANCED

Instructor
Office Hours
Office
Office Phone
Email

Course Description/Objectives

Through extensive reading, research, writing, and discussion, students in this course will develop an understanding of both the historical and the contemporary experiences of African-American business leaders in the United States. Black business leaders are defined as either entrepreneurs or as managers and executives working within for-profit enterprises. Students will draw connections and contrasts between critical issues and decisions facing black business leaders past and present by analyzing the influence of racism and prejudice on the evolution of American black capitalism.

Required Reading

Books:

Cora Daniels, [Black Power Inc.: The New Voice Of Success](#)
Juliet Walker, [Free Frank: A Black Pioneer on the Antebellum Frontier](#)
Carol Jenkins, [Black Titan: A.G. Gaston and the Making of a Black American Millionaire](#)

Magazine: [Black Enterprise](#) www.blackenterprise.com (username & password:)

Reading Packet: Miscellaneous articles (see a complete listing at the end of the syllabus).

Reference Books on Reserve:

Juliet E.K. Walker, [The History of Black Business In America: Capitalism, Race, Entrepreneurship](#)
Juliet E.K. Walker, [Encyclopedia of African American Business History](#)
John N. Ingham & Lynne B. Feldman, [African-American Business Leaders: A Biographical Dictionary](#)

▪ **In Class Writing Assignments/Quizzes:** At least five short essays to demonstrate your “close reading” of homework assignments.

▪ **In Class Communication*:** High quality discussions on assignments are vital to class success.

*Come to class well prepared (well read)! Regular class attendance is mandatory for success!

▪ **Out of Class Papers** (*12 pt. font Times New Roman, 1” margins, double-spaced, paginated, well titled stapled, footnoted, with bibliography/work cited page*).

Academic Honesty The suspicion of dishonesty in the academic community is a serious matter because it threatens the atmosphere of respect essential to learning. Academic dishonesty can take many forms, including but not limited to the following: plagiarism, which is the misrepresentation of someone else's words, ideas, research, images, video clips, or computer as one's own; submitting the same paper for credit in more than one course without prior permission; collaborating with other students on papers and

submitting them without instructor permission; cheating on examinations. Consult <http://www.academicaffairs.eku.edu/integrity/> for EKU's policy on Academic Integrity.

- Paper #1: **A 450 to 550-word research essay** that argues that even four decades after the Civil Rights Act of 1964 racial discrimination remains a serious business/workplace problem in the United States. This short essay should (1) refer to at least three racial discrimination cases filed against U.S. corporations during 2005, and (2) summarize and analyze the results/consequences of one of the older racial discrimination cases against: Coca-Cola, Texaco, Shoney's, Denny's, Ford, Sara Lee Foods or Winn-Dixie Stores.
- Paper #2: **An 800 to 900-word research essay** that analyzes and commemorates the historical significance of business pioneer John Harold Johnson (1918-2005). You must read and cite a minimum of three quality sources; at least one source must be a primary source and at least one source must come from a book. Be very careful not to plagiarize.
- Paper #3: **A 7 to 15 page research paper** drawing from primary and secondary sources, including at least two personal interviews with black business professionals. (You may team-up with one classmate on these interviews). The paper topics, which must be approved in advanced by me, must examine historical and contemporary issues, people, or companies, etc., related to the black business community. For example, someone interested in athletes-turned-businesspeople could compare and contrast the significance of the business careers of boxer Joe Louis and Michael Jordan. Or, perhaps you interested in philanthropy by the black business community; then you must trace the continuities and changes of philanthropic efforts over an extended period of time. Your ability to integrate class material is important, but you are strongly encouraged to conduct research independent from class and to be creative in your approach to the topic. Remember, all of your essays will be graded on content quality (including independence of thought) AND the effectiveness of your written communication. Poor organization, faulty topic sentences, misspellings, typos, late papers, etc. are unacceptable.

I am granting you considerable leeway in terms of specific themes and topics because a purpose of this assignment is to encourage your intellectual self-reliance and self-motivation.

***Want help with your writing?** (And who doesn't!) I am always available to provide assistance; just ask. Others want to help too. Visit the "free" EKU Writing Center. I also encourage you to read about good writing habits at Harvard University's webpage: <http://www.fas.harvard.edu/~wricntr/resources.html>

- **Mid-Term Exam:** Short and long essay questions on significant themes of the course.
- **Final Exam:** Short and long essay questions on significant cumulative themes of the course.

Tardiness is a sign of disrespect. Habitual lateness will severely weaken your grade.

Grade Descriptors

A=Excellent; B=Good; C=Adequate; D=Poor; F =Failure

Components & Allocations

In Class Writing Assgns. 15%

In Class Participation	15
Paper #1	5
Paper #2	10
Paper #3	25
Mid-Term Exam	15
Final Exam	<u>15</u>
Total Grade	100%

Disability Statement

Any student in this class who needs academic accommodation and is registered with the Office of Services for Students with Disabilities should make an individual appointment with the course instructor to discuss accommodations. Upon individual request, the 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 on the first floor of the Turley House or by telephone at 622-1500.

Course Calendar

Week 1/January 17

Personal Introductions, Individual Backgrounds, Course Objectives, Survey, Assign Paper #1. etc.

Lecture: “Introduction to the History of Black Business in America”

January 19

Reading Packet: “The Truth About Teaching About Racism”
 “Juliet E.K. Walker”
 “America’s Hippest CEO: Rapper and entrepreneur Jay-Z (a.k.a. Shawn Carter)”
 “S. B. Fuller”
 “Sarah Breedlove Walker”
 “Paul Cuffe”
 “Simon Gray, Riverman: A Slave”
 “Profile: Anthony Johnson”
 “Black Business Pioneers: Many Early Tacomans Achieved Success...”
 “Constructing and Historiography of African American Business”

Lecture: “Themes and Questions in the Study of Black Business Leadership”

Week 2/January 24

Cora Daniels, Black Power Inc.: The New Voice Of Success, 1-56
 “Prologue: What Are You?”
 “Working While Black”
 “Beyond Rage”

Lecture: “Africa and the Roots of the African American Business Tradition”

January 26

No Class Session, But Keep Researching, Reading, and Thinking:

Work on Paper #1 and see Reading Packet:
 “Employment Law for Business”
 “Human Resource Management”

Week 3/January 31 ***PAPER #1 DUE***

Cora Daniels, Black Power Inc.: The New Voice Of Success, 57-106
“Sistas Unite! Are Black Women Corporate America’s Forgotten…?”
“Dissed by Diversity: How Diversity Became a Dirty Word”

Lecture: “Free Black Business Leaders in Colonial America”

February 2

Juliet Walker, Free Frank: A Black Pioneer on the Antebellum Frontier, 1-48
“Introduction”
“A Slave Who Would Be Free”
“The Formative Year”
“For a Valuable Consideration”

Lecture: “The Business Activities of African-American Slaves, 1790-1865”

Week 4/February 7 Cora Daniels, Black Power Inc.: The New Voice Of Success, 107-150
“Generational Warfare”
“This Generation Needs No Leaders”
“What Does All This Mean for Main Street?”

Lecture: “Free Black American Business Leaders (Men) Before The Civil War”

February 9 Juliet Walker, Free Frank: A Black Pioneer on the Antebellum Frontier, 49-92
“Speculation in Freedom”
“Black Pathfinders on the Illinois Frontier”
“Land Acquisitions and New Philadelphia’s Origin”

Lecture: “Free Black American Business Leaders (Women) Before The Civil War”

Week 5/February 14 Cora Daniels, Black Power Inc.: The New Voice Of Success, 151-202
“Separate but Equal” and “*At Last*”

Lecture: “Black American Business Leaders, 1865-1900”

February 16

Reading Packet: “Booker T. Washington”
“Booker T. Washington Delivers the 1895 Atlanta Compromise Speech”
The Negro In Business—Chapters I, XXVII, XXXI”
“W.E.B. Dubois”
“W.E.B. DuBois Critiques Booker T. Washington” from The Souls of Black Folk
“Marcus Garvey”
“A Place In The Sun”
“White Man’s Solution For The Negro Problem In America”
“Africa for the Africans”

Lecture: “Historic Black Business Intellectualism”
*A great related internet link:

Week 6/February 21 PAPER #2 DUE

Juliet Walker, Free Frank: A Black Pioneer on the Antebellum Frontier, 122-174
“The Development of New Philadelphia”
“The Achievement of a Dream”
“Epilogue”

Lecture: “The Golden Age of Black Business (1900-1930)”

February 23

Black Titan: A.G. Gaston and the Making of a Black American Millionaire, 1-51
“Marengo County”
“Proving Grounds”

Lecture: “Black Business Leaders, 1930-60”

Week 7/February 28

Black Titan: A.G. Gaston and the Making of a Black American Millionaire, 52-111
“The Company Man”
“Death Becomes Him”

Lecture: “The Federal Government and Black Business (post-1960)”

Review: *Midterm Examination*

March 2

Black Titan: A.G. Gaston and the Making of a Black American Millionaire, 111-170
“A Delicate Disengagement”
“Capital Ideas”

Lecture: “The Rise of Black Corporate America, 1945-1995”

Week 8/March 7 MIDTERM EXAMINATION

March 9

Black Titan: A.G. Gaston and the Making of a Black American Millionaire, 170-230
“The Civil Rights Years”
“Brokering the Peace”

Lecture: “Blacks and White Corporate America, 1965-1995”

****As your schedule allows, finish reading Black Titan, 231-280, before the end of the semester.**

Week 9 SPRING BREAK

Week 10/March 21 Sports & Black Business – Part 1

Reading Packet: “Don King”

“Don King’s Biography”
 “Boxing Promoter Don King...”
 “Mel Farr, Sr.: Mel Farr Automotive Group, Inc.”
 “Motor City’s Man of Steel: Dave Bing”
 “Earvin Johnson has worked his wizardry on his urban movie theater chain...”
 “Inc. Celebrity entrepreneurs? No. 1 Magic Johnson”
 “Slam Dunk! How Billionaire Bob Johnson is making history...”
 “Nelly Claims Stake in Charlotte Bobcats”
 “Mystics Purchased By Lincoln Holdings”

Lecture: “Black Athletes as Business Leaders”

March 23

Reading Packet:

Sports & Black Business – Part 2

“Advertisers Us Black Celebrity Endorsers To Pump Up Sales”
 “African American Interest In Golf Is Growing Rapidly, But How Do We ...”
 “BE’s 50 Most Powerful Blacks In Sports”
 “Top Black Women In Sports”
 “Think You Know Who The Real Players Are? Forget Those Who Earn...”
 David K. Wiggins, “The African American Athletic Experience”

Week 11/March 28

Reading Packet:

Black Businesswomen-Part 1

“Black Women Still Rising”
 “Marie-Therese Metoyer”
 “Elizabeth Keckely”
 “Maggie Lena Walker”
 “Annie Minerva Pope Turnbo-Malone”
 “Sarah (Sara) Spencer Washington”
 “Mary Ellen Pleasant”

Lecture: “Black Women Business Leaders”

March 30

Reading Packet:

Black Businesswomen-Part 2

“Barbara Gardner Proctor”
 “Emma C. Chappell: United Bank of Philadelphia, The Peoples Banker”
 “Naomi Sims”
 “Anne Fudge Tapped as Chairwoman, CEO”
 “Tales of Two Female CEOs”
 “Oprah Winfrey, The Tycoon: Contextualizing The Economics Of...”

Week 12/April 4

Reading Packet:

Black Business in Film, Radio, Television, & Publishing

“Film Production”
 “Oscar Micheaux”
 “Shelton Jackson ‘Spike’ Lee”
 “Spike Lee: Madison Ave.’s Gotta Have Him...”
 “Radio Enterprises”
 “Recording Industry”
 “Harry Pace”
 “Television Industry”
 “James Bruce Llewellyn”
 “Earl Graves”

April 6 **Black Business Case Study: “Motown and de Passe Entertainment...”**
Reading Packet: “Suzanne Celeste de Passe and Berry Gordy, Jr.”
Harvard Business School Case: “de Passe Entertainment and Creative Partners”

Week 13/April 11 **Black Business Case Study: BET**
Reading Packet: “Robert L. Johnson”
Harvard Business School Case: “BET.com”

April 13 **Black Business: The Hip-Hop Industry**
“Hip-hop Moguls Livin’ Large and in Charge”
“More Hip-Hop Stars Endorsing Footwear”
“Hip-Hop Economy: From New York to Nepal, Hip-Hop has become...”
“Hip-Hop Economy: Rappers Produce reel profits on the Silver Screen”
“Hip-Hop Economy: A New Generation of Rap Moguls Making the Industry..”
“Hip-Hop Economy: Hip-Hop Moguls use Groundbreaking Designs and Star...”
“Black Enterprise’s 2005 America’s Most Powerful Players Under 40”

Week 14/April 18

Reading Packet: “Diversity 2005, Pioneers: Meet Six Unsung Civil Rights Heroes”
“Most Powerful Black Executives: Black Power”

Lecture: “African Americans on Wall Street”

April 20 **No Class Session – Work on Term Papers**

Week 15/April 25 Reading Packet: “Philanthropy”
“From Education to Health, African Americans Pump Billions into Charities...”

Lecture: “Reginald Lewis: ‘Why Should White Guys Have All The Fun?’”

April 27 **PAPER #3 DUE**

Week 16/May 2 Finals

READING PACKET:

“The Truth About Teaching About Racism”
“Juliet E.K. Walker”
“America’s Hippest CEO: Rapper and entrepreneur Jay-Z (a.k.a. Shawn Carter)”
“S. B. Fuller”
“Sarah Breedlove Walker”
“Paul Cuffe”
“Simon Gray, Riverman: A Slave”
“Profile: Anthony Johnson”

“Black Business Pioneers: Many Early Tacomans Achieved Success...”
 “Constructing and Historiography of African American Business”
 “Employment Law for Business”
 “Human Resource Management”
 “Booker T. Washington”
 “Booker T. Washington Delivers the 1895 Atlanta Compromise Speech”
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 “W.E.B. DuBois Critiques Booker T. Washington” from The Souls of Black Folk
 “Marcus Garvey”
 “A Place In The Sun”
 “White Man’s Solution For The Negro Problem In America”
 “Africa for the Africans”
 “Don King”
 “Don King’s Biography”
 “Boxing Promoter Don King...”
 “Mel Farr, Sr.: Mel Farr Automotive Group, Inc.”
 “Motor City’s Man of Steel: Dave Bing”
 “Earvin Johnson has worked his wizardry on his urban movie theater chain...”
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 “Nelly Claims Stake in Charlotte Bobcats”
 “Mystics Purchased By Lincoln Holdings”
 “Advertisers Us Black Celebrity Endorsers To Pump Up Sales”
 “African American Interest In Golf Is Growing Rapidly, But How Do We ...”
 “BE’s 50 Most Powerful Blacks In Sports”
 “Top Black Women In Sports”
 “Think You Know Who The Real Players Are? Forget Those Who Earn...”
 David K. Wiggins, “The African American Athletic Experience”
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 “Marie-Therese Metoyer”
 “Elizabeth Keckely”
 “Maggie Lena Walker”
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 “Sarah (Sara) Spencer Washington”
 “Mary Ellen Pleasant”
 “Barbara Gardner Proctor”
 “Emma C. Chappell: United Bank of Philadelphia, The Peoples Banker”
 “Naomi Sims”
 “Anne Fudge Tapped as Chairwoman, CEO”

“Tales of Two Female CEOs”
“Oprah Winfrey, The Tycoon: Contextualizing The Economics Of...”
 “Film Production”
 “Oscar Micheaux”
 “Shelton Jackson ‘Spike’ Lee”
 “Spike Lee: Madison Ave.’s Gotta Have Him...”
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 “Recording Industry”
 “Harry Pace”
 “Television Industry”
 “James Bruce Llewellyn”
 “Earl Graves”
 “Suzanne Celeste de Passe and Berry Gordy, Jr.”
Harvard Business Case: “de Passe Entertainment and Creative Partners”
 “Robert L. Johnson”
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 “Black Enterprise’s 2005 America’s Most Powerful Players Under 40”
 “Diversity 2005, Pioneers: Meet Six Unsung Civil Rights Heroes”
 “Most Powerful Black Executives: Black Power”
 “Philanthropy”
 “From Education to Health, African Americans Pump Billions into Charities...”

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __xx__; or Certificate __xx__)	African/African-American Studies University Programs AFA 360 Literatures of Africa *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/17/06	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	NA	Approved X Disapproved 10-19-06
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a new course to the African/African-American Studies curriculum.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2007</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>The course has been offered every spring since 2001 as a special topics course in the Department of English & Theatre. There is an established student interest to formalize the course and give it its own title. The Department of English & Theatre has agreed to cross-list and offer the course with AFA studies.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: Library has adequate holdings and resources to meet the needs of the course.</p>

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

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

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

New or Revised* Catalog Text

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

AFA 360 (3) A. Literatures of Africa. Survey of the genres and components of African literature, oral and written; study of how key concepts in African thought, culture and experiences are reflected in the literatures composed by writers from Africa or of African origin.

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

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

New or Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

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)*
AFA	360	Summer 2007	AS _____ JS _____ BT _____ EM _____ ED _____ UP <u>X</u> HS _____	UP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 Hrs	Lecture <u>3</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only) 05	
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 _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ **ENG 360**

Course Prefix and No. _____

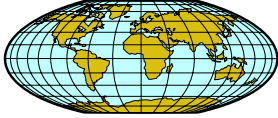
Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)



**AFA 360
LITERATURE OF AFRICA
Spring 2006**



Dr. Salome C. Nnoromele
Case Annex 385
Office Ph. # 3083

Office Hours: MWF 8:00-10:00am
and other times by Appointment
E-mail address: salome.nnoromele@eku.edu

Course Description:

This course will introduce students to the various ways Africans, past and present, have expressed and still express themselves through their oral and written literatures. Through selected readings of African poetry (oral and written), folktales, short stories, novels, and plays, students will be encouraged to interrogate the skewed image of Africa propagated by the western news media, and to explore and develop for themselves an informed view of the continent. Students will also be encouraged to appreciate the rich diversity and histories of the various peoples living in Africa and to examine how their literatures critique and reinforce their worldviews.

Learning Objectives:

Students will identify and examine important concepts in African culture and thought as reflected by their literature, both oral and written.

Students will demonstrate an understanding of the historical and cultural issues that have helped shape African life and ways in which African values and traditions are critiqued and reinforced by their literatures.

Students will reflect on some of the stereotypes that cloud western perception of Africa and will be encouraged to construct a more healthy view of the continent and its peoples.

Texts:

Tales from Africa, by Kathleen Arnott

Songs of The Broken String, by Stephen Watson

So Long a Letter, by Mariama Ba

Things Fall Apart by Chinua Achebe

Maps by Nuruddin Farah

Death and King's Horseman by Wole Soyinka

The Penguin Book of Modern African Poetry by Moore and Beier

African Proverbs through the internet and xeroxed copies of short stories available online through BB (**Stories/Poetry**).

Scholarly Secondary Sources (Recommended):

Awoonor, Kofi. Breast of the Earth.

Okpewho, Isidore. African Oral Literature.

Owomoyela, Oyekan. A History of Twentieth-Century African Literatures.

Course Work:

You will write four short response papers in response to your readings and a course paper on an African country of choice. You will also be responsible for presentation on a topic of choice related to our course readings. When you write and submit your papers, **make sure they have titles, thesis and that you use paragraphing effectively. You must write your essays in compliance to the specified requirements. Plagiarized essays will not be accepted.**

Late Papers:

Late papers will be penalized five points each day that they are late.

Grading Criteria:

4 Response Papers	40%
Presentation	20%
Paper on an African Country of Choice	30%
Participation and attendance	10%
	Total 100%

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).

Your grades on all assignments are available through the class Blackboard site. Click on the "Tools" button and then click on "My Grades." Check your grades constantly and let me know if I have made any mistakes. Your mid-term grades will also be posted on Blackboard before they appear on Banner.

Class Participation: Students are expected to participate in class discussions at all times. You will also be responsible for being a part of a group presentation on an assigned reading topic. Although class participation is not graded, you will bear in mind that the amount of effort you put into this class will affect your overall course grade.

Class Attendance: Satisfactory attendance, participation in class activities and discussion are required. The English Department's Attendance Policy will be consistently enforced. "Failure is mandatory for students who are absent from more than 10% of the regularly scheduled class meetings." English Department's attendance policy is posted on the Blackboard. Excused absences still count as absences, but you will be allowed to make-up missed work. It is, however, your responsibility to initiate the make-up with the instructor and to meet the new deadline. No work can be made up after a week had passed. You will be counted for half absence if you come to class late—two half absences make up an absence. You will be counted absence for the entire class period if you leave class early, for any reason, or if you come to class more than 10 minutes late.

Blackboard: This class is web-enhanced through Blackboard, the software ECU uses for its online and web-enhanced courses. The course syllabus, assignments, and supporting documents to class lectures will be posted on the Blackboard. Log-on everyday to check for up-dates and to participate in the on-line class discussion through the Discussion Board.

Plagiarism

Plagiarized essays will not be accepted. **Consult**

<http://www.academicaffairs.eku.edu/integrity/> for ECU's policy on Academic Integrity.

Disability 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 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.

Course Calendar:

Week 1: (January 17): Introduction to class; Africa: an Overview

Week 2: (Jan. 23-): Proverbs

Week 3 (January 30-): Folktales

Week 4 (February 6-) Oral Poetry, Song of the Broken String

Week 5 (Feb. 13-) Mariama Ba: So Long a Letter

Week 6 (Feb. 20-) Short Stories

Week 7 (Feb. 27-) Short Stories

Week 8 (March 6-) Chinua Achebe, Things Fall Apart

Week 9 (March 13-17): Spring Break

Week 10 (March 20-) Chinua Achebe, Things Fall Apart

Week 11 (March 27-) Modern Poetry

Week 12 (April 3-) Modern Poetry

Week 13 (April 10-) Wole Soyinka, Death and King's Horseman

Week 14(April 17-) Wole Soyinka, Death and King's Horseman

Week 15 (April 24-) Nuruddin Farah, Maps

Week 16 (May 1-) Nuruddin Farah, Maps

Week 17 (May 8-) Last Week of Classes
Finals.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	African/African-American Studies University Programs AFA 495 Independent Study
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/17/06	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	NA	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

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 to the African/African-American Studies curriculum. A. 2. Effective date: (Example: Fall 2001) Summer 2007 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: As the AFA program continues to grow, it needs an independent study course to meet the needs of its students.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: Library has adequate holdings and resources to meet the needs of the course.	

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

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

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

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
AFA 495 (3 hours) A. Prerequisites: AFA 201; AFA 202; Departmental approval. Individual study and/or research on a problem/topic pertaining to African, African-American and/or Afro-Caribbean experience. Student must have the independent study proposal form approved by the faculty supervisor and the program director prior to enrolment.

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

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

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
AFA	495	Summer 2007	AS _____ JS _____ BT _____ EM _____ ED _____ UP <input checked="" type="checkbox"/> X HS _____	UP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 Hrs	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) 05	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
3	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	AFA 201; AFA 202
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
AFA 495
Independent Study
COURSE OUTLINE

Student's Name:
Professor's Name:

Project Title:

Required Presentation Requirements:

Classes Times: N/A (Refer to scheduled meeting dates)

Place Campbell Building

Instructor: Dr. Gay Sweely, Office: Room 430, Campbell Building, EKU,
Richmond Campus

e-mail: .gc.sweely@eku.edu

Consultation Hours: M-TR – 10:00 – 10:45 a.m. in my office, online; or by
appointment

Class Text:

Blackboard: Information concerning this course is listed in **Blackboard**,
including your syllabus, course documents, and assignments.
Blackboard works much better if accessed at EKU in Richmond or the
various campus centers; many students have difficulty downloading or
printing if they are on a dialup connection remotely.

Course Prerequisites:

Approval of proposal by the **Director of the African/African-American
Studies**. You must have completed AFA 201 and 202 to take this course.

Course Summary:

The purpose of this course is to give the student the opportunity to
continue a course of study a particular topic of interest not offered in the
traditional AFA course offering.

Throughout this course, the student will employ critical thinking skills to
analyze selected readings and materials. The student will employ these
skills to identify and analyze multiple aspects of the **Special Project**
presented for examination during the specified **Review Dates** (as
follows). The student will also react to the subject of this **Special Project**
through written and oral reactions. The student will integrate knowledge

from critical thinking with knowledge of cultural and/or social issues to communicate their personal aesthetic values.

Specific Learning Goals and Outcomes, as related to the student's particular project:

Students will achieve a broadened understanding of the chosen topic and how it impacts Black cultures within our global community.

Through a focused study of the topic, students will develop intellectual depth on the central themes and concepts that determined the African and African-American world-view.

Students will apply critical thinking and social analysis to demonstrate how the knowledge/understanding of other cultures prepares themselves for effective participation in a global world.

Students will integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance

The student will analyze different scholarly writings on the special topic and apply them to his /her own project.

Evaluation:

Outline for Proposed Presentation	10
Initial Presentation	10
Midterm Presentation	20
Advanced Presentation	20
Final Presentation	40

Assignments:

The student will present a summary of the project goals at the beginning of the project.

The student will present an outline of how he or she will achieve these goals at the beginning of the course project.

The student will meet with the instructor and make two interim presentations and a final presentation of the project at the end of the semester,

according to the dates specified.

Assessment:

Grading for this course is in accordance with the Art Department's grading policy, under the University's guidelines

Grade	Explanation
A	Exceptionally High Achievement
B	High Achievement
C	Average Achievement
D	Poor Achievement
F	Failure
I	Incomplete

Participation: The student is expected to meet and present the required item(s) on the specified dates.

Please Note: 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.

Schedule of Dates
Project Assignments
Spring 2006

AFA 495

MONTH	DATE	ASSIGNMENT
January	21	Proposal Due
January	31	Outline of Project Objectives Due
February	27	Initial Project Presentation
March	20	Midterm Project Presentation
April	17	Advanced Project Presentation
May	4	Final Project Presentation and Instructor Critique

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>African/African-American Studies</u> College <u>University Programs</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>African/African-American Studies</u> (Major __, Option __; Minor <u>X</u> ; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/17/06	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs _____
College Curriculum Committee	N/A	Approved X Disapproved 10-19-06
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 update courses to be taken as electives for the African/African-American Studies minor A. 2. Effective date: (Example: Fall 2001) Summer 2007 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Additional AFA courses have been approved by the advisory board	
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.)

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 AFRICAN/AFRICAN-AMERICAN STUDIES

A student may complete a minor in African/African-American Studies by taking 18 hours as indicated below.

Core Requirements 6 hours

AFA 201, 202.

Electives 12 hours

Twelve hours from the following courses:

AFA 347, 360, 495; CRJ 345; CDF 424; EHS 225; ENG 342; HIS 305, 385, 386, 387, 406, 407; MUS 253*, 254*, 285*, 453*, 454*; POL 345; SOC 400, 463. The following courses can also be taken with the program Advisor's approval: ANT 435; ECO 395; ENG 200, 347, 550; FCC 210, 226; GEO 300, 347, 498; HIS 300, 312; PHI 390; PSY 400, 495; SOC 345.

Total Curriculum Requirements 18 hours

*Advanced; Prerequisites required.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>African/African-American Studies</u> College <u>University Programs</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>African/African-American Studies</u> (Major __, Option __; Minor __; or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/17/06	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs _____
College Curriculum Committee	N/A	Approved X Disapproved 10-19-06
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 update courses to be taken as electives for the African/African-American Studies certificate A. 2. Effective date: (Example: Fall 2001) Summer 2007 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Additional AFA courses have been approved by the advisory board	
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.)

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 AFRICAN/AFRICAN-AMERICAN STUDIES

A student may complete a certificate in African/African-American Studies by taking 12 hours as indicated below.

Core Requirements 6 hours

AFA 201, 202.

Electives6 hours

Six hours from the following courses:

AFA 347, 360, 495, CRJ 345; CDF 424; EHS 225; ENG 342; HIS 305, 385, 386, 387, 406, 407; MUS 253*, 254*, 285*, 453*, 454*; POL 345; SOC 400, 463. The following courses can also be taken with the program Advisor's approval: ANT 435; ECO 395; ENG 200, 347, 550; FCC 210, 226; GEO 300, 347, 498; HIS 300, 312; PHI 390; PSY 400, 495; SOC 345.

Total Curriculum Requirements 12 hours

*Advanced; Prerequisites required.



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Academic & Student Affairs
Phone: 859.622.8140
Fax: 859.622.1451

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521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Gary.Kuhnenn@eku.edu ♦ www.cas.eku.edu

MEMORANDUM

TO: Council on Academic Affairs

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

DATE: October 23, 2006

SUBJECT: Agenda Items for 010/23/06 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the October 23, 2006 meeting of the Council on Academic Affairs.

AGENDA

Department of Government

New Courses

1. POL 872 – Practicum in Public Admin.
2. POL 892 – Dir. Research in Public Health Admin.

Program Suspension

1. Political Science (M.A.)

Program Revision

1. Paralegal Studies (A.A.)

Department of Physics & Astronomy

Program Revision

2. Science For Engineering (A.S.)



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

Part I

(Check one)	Department Name	Government
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	POL 872
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Practicum in Public Admin.
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date	Date
Departmental Committee	8/16/2006	
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	9-11-06	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	10-19-06
Teacher Education Committee*	NA	NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To create POL 872 (3-6 hours) for field study work for MPH students concentrating in public administration.

A. 2. Effective date: (Example: Fall 2001)
 Spring 2007

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

B. The justification for this action: The newly created MPH program needs us to create this course for their students because our course section does not meet their accreditation standards.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

New or Revised* Catalog Text

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

POL 872 Practicum in Public Admin. (3-6) A. Prerequisite: departmental approval. An experientially based project for MPH students under advisor supervision. Students will be placed in a supervised work environment in public health administration.

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

Course prefix (3 letters) POL	Course Number (3 Digits) 872	Effective Term (Example: Fall 2001) Spring 2007	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* GOVN
Credit Hrs. 3-6	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. 6	
Schedule Type* (List all applicable) P	Work Load (for each schedule type) 3 hours	Grading Mode* N	Cip Code (first two digits only) 45	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum <input checked="" type="checkbox"/> _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

POL 872
Field Study in Public Administration

Dr. Kendra Stewart
Office: 215 McCreary Hall
(859) 622-4390
kendra.stewart@eku.edu
Office Hours: By appointment

COURSE DESCRIPTION: Student will be placed in a working situation providing supervised pedagogical experiences appropriate for the individual's area of specialty.

PURPOSE: The principle objective of the field study is to allow the student to integrate the knowledge, skills, and attitudes acquired and applied in the academic environment into field practice. This objective is achieved by placing the student in a practice environment, for a minimum of 400 hours, where s/he has the opportunity to apply the knowledge and skills developed during the initial course of study. Thus, the student's field study allows him/her to observe and participate in a public health administration environment and as a result to gain a better understanding of what to expect and what is expected of him/her after graduation.

TEXTBOOK: MPH Practicum Manual.

Learning Objectives: Through the practicum, the MPH student will (at a minimum):

1. Experience the "realities" of public health administration by attending as many, and as varied as possible, managerial or other meetings involving a variety of people in the organization, such as the administrators, health educators, environmentalists, epidemiologists, medical staff, and other professionals;
2. Complete one or more specific projects (either solely or working with others in the organization) that is of interest to the student and that meets the needs of the agency;
3. Build practical experience and accomplishments in ways that enhance the student's professional credentials;
4. Develop an understanding of the political context within which public health activities are conducted;
5. Demonstrate competence in a public health practice area(s).

Course Relationship to MPH Program:

This course relates directly to the accomplishment of the educational program objectives of the MPH degree, which are described in the Student Handbook that students receive upon enrollment into the program. Please reference the educational program objectives throughout the semester as they will provide a framework for this course and will contribute to your preparation for successfully completing other degree program requirements (e.g., comprehensive examination, capstone, practicum).

The MPH educational program objectives addressed in the course are:

1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Recognize and facilitate diversity of thought, culture, gender and ethnicity through communication and collaboration.

3. Participate in professional development, scholarship, service, and educational activities that contribute to public health.
4. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration).
5. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health, environmental health science, or public administration.

This course also relates directly to the accomplishment of overall program competencies and option-specific competencies. Please refer to www.mph.eku.edu and/or the MPH Student Handbook to see which competencies are specifically addressed in this course.

Course content, assignments, and assessment instruments have been designed to facilitate the attainment and demonstration of appropriate knowledge and skills, and facilitate application in the field of public health.

Course Eligibility

Students must meet the following criteria prior to scheduling the practicum:

1. The student shall have completed a minimum of 30 semester hours of the graduate program in Public Health.
2. The student shall have completed the core course requirements (MPH courses)
3. The student must have at least a 3.0 overall grade point average.

Course Requirements:

1. Maintain proper professional conduct at all times and adhere to confidentiality agreements. Student must dress properly and be prompt. Unprofessional conduct will be addressed and if not improved can be grounds for removal from the agency and/or failure of the course.
2. Maintain the hours agreed upon and be prompt. The student must obtain permission for days missed and must make up time lost. Any changes in the originally agreed upon schedule must be approved by the site **AND** the faculty supervisor. Unexcused absences can be cause for removal from the agency and/or failure of the course.
3. Maintain contact with the faculty coordinator and keep her/him constantly aware of current mailing addresses and telephone numbers, and the name and contact information for the student's site supervisor.
4. Prepare a portfolio of activities completed during the practicum, clearly linked to and addressing the extent to which the student has demonstrated competence with each of the intended learning objectives of the practicum experience. The portfolio will include but not be limited to:
 - weekly log of activities
 - copies of lectures or demonstrations prepared and presented, handouts, and overheads etc.
 - copies of any material created by the student
 - agendas of any meetings attended by the student
 - evaluations provided to the student
 - any other material deemed important by the student, agency, or faculty supervisor.
 - student's self-reflection on the experience.

Evaluation of the Field Study:

Please refer to the MPH Practicum Manual for the appropriate forms.

Student evaluation will be based on the following activities:

1. Each student will complete a **Final Field Practicum Report (Appendix E)** and submit it to the faculty supervisor, along with the portfolio. The report should be submitted no later than the beginning of the final week of the semester. The site supervisor should be given an opportunity to review the report. The student's final course grade will be grounded upon the extent to which the student has accomplished the expressed objectives of the practicum experience.
2. Satisfactory completion and submission of a portfolio of activities to the faculty supervisor during the last week of the practicum.
3. During the last few days of the practicum, the faculty supervisor will meet with the student. The meeting will include an oral discussion of the experience and provide an opportunity for the faculty supervisor to assess the student's understanding related to the stated objectives.
4. During the semester, the site and faculty supervisors will communicate via phone, email or site visit to discuss the progress of the student. At the end of the term, the site supervisor will submit a final written evaluation of the student, and the program using the forms included in this manual (**see Appendices F & G of MPH Practicum Manual**).

DISABILITY STATEMENT:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Government Arts & Sciences POL 892 Dir. Research in Public Health Admin.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	8/16/2006	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	9-11-06	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		10-19-06
		NA
		NA
		NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create POL 892 (3-6 hours) for directed research projects for MPH students concentrating in public administration</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2007</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) n/a</p>
<p>B. The justification for this action: The newly created MPH program needs us to create this course for their students because our current course does not meet their accreditation standards.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

POL 892 Dir. Research in Public Health Admin. (3-6) A. Research under the direct supervision of faculty advisors. Students must have the independent study form approved by the faculty supervisor and department chair. Designed for MPH students concentrating in Public Administration.

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

Course prefix (3 letters) POL	Course Number (3 Digits) 892	Effective Term (Example: Fall 2001) Spring 2007	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* GOVN
Credit Hrs. 3-6	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____ 6	
Schedule Type* (List all applicable) P	Work Load (for each schedule type) 3	Grading Mode* N	Cip Code (first two digits only) _____ 45	
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____				
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum X _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

POL 892
Directed Research
Department of Government

Dr. Kendra Stewart
Office: 215 McCreary Hall
(859) 622-4390
kendra.stewart@eku.edu
Office Hours: By appointment

Meeting Time: Meetings will be set by instructor and student as needed.

Course Description: An experientially based research project under faculty supervision for MPH students concentrating in public administration.

Course Objectives:

Upon completion of this course, the student will have:

- A. Completed an applied research project using sound research methodology
- B. Developed an expertise in a particular program or policy area in public health administration
- C. Demonstrated through written and oral communication, an understanding of how to conduct a program evaluation or policy analysis in a particular area
- D. Presented project research findings to a committee of graduate faculty

Course Relationship to MPH Program:

This course relates directly to the accomplishment of the educational program objectives of the MPH degree, which are described in the Student Handbook that students receive upon enrollment into the program. Please reference the educational program objectives throughout the semester as they will provide a framework for this course and will contribute to your preparation for successfully completing other degree program requirements (e.g., comprehensive examination, capstone, practicum).

The MPH educational program objectives addressed in the course are:

1. Recognize and facilitate diversity of thought, culture, gender and ethnicity through communication and collaboration.
2. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration).
3. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health, environmental health science, or public administration.

This course also relates directly to the accomplishment of overall program competencies and option-specific competencies. Please refer to www.mph.eku.edu and/or the MPH Student Handbook to see which competencies are specifically addressed in this course.

Course content, assignments, and assessment instruments have been designed to facilitate the attainment and demonstration of appropriate knowledge and skills, and facilitate application in the field of public health.

Course Requirements:

1. The student chooses a topic for concentrated analysis and develops a proposal for the topic based. The topic proposal must be submitted to the student's Committee Chair and must be approved by the student's graduate committee before the student can proceed with the project. The topic should be based on a project or experience the student was involved in with their field study placement. (Note: The Graduate Committee is selected at the time the student files for Admission to Candidacy).
2. The student prepares a major paper on this topic that has been approved by the student's graduate committee. Suggestions concerning appropriate subjects for the study are listed under the next section.

Research project:

The basis for the final paper is a research effort which the student undertakes independently concerning a subject of relevance and importance in their field study. The methodological format for conducting and presenting the analysis must be adapted to the subject matter. Examples of basic methodological approaches include the following:

1. A case study in which an incident or chain of events is described and related to general theoretical models and principles of public administration. A case study may illustrate, challenge, or expand upon a general principle or theory in finance and budgeting, organizational behavior, administrative law and discretion, human resource management, policy development and implementation, community or economic development, public health administration, or any other major component of the MPH program emphasizing public administration.
2. A problem analysis in which the student diagnoses and explains a particular problem or issue in organizational or program structure or function, and attempts to assess broader organizational or social effects, or prescribe solutions. Examples include a program which is not being effectively implemented; conflict between organizations which need to cooperate; or severe interpersonal or motivational problems in a work force or in administrative units. Again, the exercise should be tied to a larger body of theory, principles, or observations in the discipline of public health administration.

3. A policy analysis in which a particular policy, program, problem or decision is assessed or evaluated. The analysis may be focused on either the potential effects of a policy under consideration or the actual effects of a policy already adopted. In either case, a critical feature of the analysis will be the research and information base which is available to the student to support effective assessment and defensible conclusions. The substantive content of a policy decision, its intended effects, its actual effects, and the linkage between cause and effect are all important elements of a meaningful policy analysis.

The final paper should reflect a concerted effort by the student to relate the field study experience to the theory, models, principles and techniques studied in the classroom. It is only to be expected that a student may find some things learned in the classroom to have been valid or useful and others, not, and that experience will give the student new information or ideas which move beyond what was learned in the classroom, or interact with what was learned in the classroom to produce a new and enhanced understanding of public administration.

Paper Guidelines:

The final paper should be double-spaced, using a 12 font, 1 inch margins, on good quality paper. The first draft should be submitted to the committee chair by June 12, 2006.

The field study coordinator must have enough time to read the report provide suggestions and areas for improvement and corrections. The student will then submit a revised report to the coordinator at least ten (10) working days prior to the oral examination. The student must submit three (3) copies of the paper, one for each member of their committee.

One (1) copy of the final paper must be attractively bound, with the title of project, the date of submission, and the student's name on the cover must be submitted to the graduate programs coordinator before the student's grade 871 will be submitted. The words "In partial fulfillment of the Requirements for the Directed Research, Master of Public Health Program, Eastern Kentucky University" should also appear on the cover sheet. The final paper is the one that is approved by the student's committee, following the oral examination. The student should keep a copy of paper for their records.

The final paper should observe formal guidelines with regard to style for research papers. Any supporting literature which is used should be reported in a bibliography, and use of the literature to support the analysis should be appropriately referenced. Parenthetical citations are acceptable, with source page numbers to be provided for quotations or direct paraphrasing of material. Any additional material to be included should appear in an appendix, and be marked as such.

The specific format of the paper will vary according to the nature of the research question, the research design, and the method of analysis. However, a general format

(section names are in italics) that will be applicable to most directed research reports is as follows:

Field Study Placement. In this section the student will document the nature of the field study placement they participated in (agency/organization name, mission, student's position and responsibilities). This section will supply the context for the research because it will explain what the organization does and how the directed research relates to the organization, its mission, clientele, responsibilities, and the like.

Introduction. In this section the student will discuss the research question(s) or the organizational events to be analyzed. This section is generally fairly brief (about two pages), and it answers the question, "What is the subject of the research?"

Literature Review. Regardless of the type of analysis (case study, quantitative analysis, program evaluation, etc.), the student will draw on the research of others to assist in developing expectations or hypotheses about the student's project. The student is expected to review scholarly and applied literature relevant to his or her research questions and/or subject. Depending upon the nature of the project, this section can range from five to 15 pages.

Hypotheses. If the student is conducting a quantitative analysis or program review, it may be appropriate to set forth what he or she expects to find when analyzing the data. If the paper is a case study it may also be appropriate to indicate expectations based on the literature. This is generally a short section of about a page or two in length.

Research Design and Data. In this section the student will describe how he or she has organized the project to address the research questions, events, or other areas or topics that will be analyzed. If the study involves quantitative research, the student will want to fully describe the dependent and independent variables, the nature of the statistical analysis (cross sectional analysis; panel study; etc.), and the statistical procedures to be used in the analysis. If the study is qualitative the student will describe the data gathered to support the analysis, and the methods used to study the research topic. Depending upon the nature of the research, this section can range from three to ten pages.

Findings. This section reports the results of the analysis. Students may include supporting tables and graphs here or may place them in an appendix and refer to them in the text in this section. This section can range between five and ten pages.

Discussion. It is in this section that students will link their findings to their hypotheses or expectations. Are the results in keeping with what the literature would suggest or are the results surprising? Why does the student believe he or she found these particular results? Suggested length for this section is three to five pages.

Conclusion and Policy Impact. The student has studied a specific question or questions in some area of public health administration. In this section, the student will link his or her work to the broader fields of public health and public administration. How does this

work relate to the work of public health administrators? Are there lessons that can be applied to either fields? How does this work inform the discipline? Is there advice the student has, based on his or her research, for the organization for which he or she worked? This section may range from two to five pages.

Bibliography or Works Cited. Be sure to choose a style (MLA, Chicago Manual of Style, etc.) and follow it consistently throughout this section and the paper.

Appendix. Depending upon the format chosen by the student, there may be one or several appendices containing tables, charts and graphs and other material that supports the paper or informs the reader. In addition, students should provide information about data sources and summary statistics for all variables used in the analysis.

Academic Honesty

Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on a paper, and to give an "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated.

Academic dishonesty includes the following offenses:

- 1) Claiming as your own work a paper written by another student.
- 2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas.
- 3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- 4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
- 5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
- 6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

If a student is found to have committed one of the above offenses, he/she will receive a failing grade on the assignment or exam. The case may also be sent to the Academic Practices Committee of the Department of Government, or ultimately to the University's Student Disciplinary Board (see Student Handbook).

Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with me to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student

Services Building, by email at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> Program Suspended (Part III)	Department Name <u>Government</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Master of Arts in Political Science</u> (Major <u>X</u> , Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																						
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">08/16/2006</td> <td>Graduate Council*</td> </tr> <tr> <td style="text-align: center;"><i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></td> <td></td> <td>Council on Academic Affairs</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">9-11-06</td> <td>Approved X Disapproved 10-19-06</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate** 11-06-06</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> </tr> </table>				<u>Date</u>	<u>Date</u>	Departmental Committee	08/16/2006	Graduate Council*	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	College Curriculum Committee	9-11-06	Approved X Disapproved 10-19-06	General Education Committee*	NA	Faculty Senate** 11-06-06	Teacher Education Committee*	NA	Board of Regents**			Council on Postsecondary Edu.***
	<u>Date</u>	<u>Date</u>																					
Departmental Committee	08/16/2006	Graduate Council*																					
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs																					
College Curriculum Committee	9-11-06	Approved X Disapproved 10-19-06																					
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Teacher Education Committee*	NA	Board of Regents**																					
		Council on Postsecondary Edu.***																					
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																							

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To suspend the Master of Arts in Political Science.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2007</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Fall 2010</p>	<p>B. The justification for this action: The program has suffered from low enrollment for the past 5 years, with 1-2 students completing the program per year. As there are only 5-6 students enrolled at any one time, it is very difficult to offer courses with sufficient enrollments to meet the minimum requirements. As a result, students in the MA program have been taking an excessive number of courses through independent study. The students who might pursue an MA would be better served by alternative programs, such as the MPA.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
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Part III. Recording Data for New, Revised, or Suspended Program

MASTER OF ARTS

Political Science

The Master of Arts in Political Science degree program is designed to accommodate the needs and interests of individual students. The program can serve as an intermediate degree for those who wish to continue doctoral level study, or study in law and other professional schools. The degree can also serve as preparation for advanced positions in government, industry and other areas of employment as well as develop one's understanding of the political process and public policy.

Admission—The following criteria are set for an admission: (1) students must meet the minimum standards for cumulative undergraduate grade point average and general portion of the Graduate Record Examination as set by the Office of Graduate Education and Research; (2) letters of reference from two persons qualified to evaluate potential for successful performance in a program of graduate study in political science must be provided to the department; (3) at least 12 semester hours of political science are required for admission; and (4) a "Cumulative Value Index," score of at least 50.0. The following formula is employed in calculating the score on the "Cumulative Value Index." (Undergraduate Grade Point Average times 15) plus (the sum of the percentile scores on the verbal and quantitative portions of the GRE General Exam times .20) equals the Cumulative Value Index.

Students who meet the Graduate School minimums but do not have a Cumulative Value Index score of at least 50.0 may be granted a probationary admission. The minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of graduate course work with a grade point average of at least 3.0 (on a 4.0 scale) and with no more than one grade, regardless of the number of course credit hours, of "C" or lower. Students must be removed from probationary admission prior to registering in any course work beyond an initial twelve hours.

*Students must also meet the general requirements of the Graduate School.

Thesis Program

Political Science Core	24 hours
POL 800 and POL 878	6 hours
Three courses from POL 717, 721, 843, or 853	9 hours
American Government Elective	3 hours
(must be 800 level if both POL 717 & 721 are used above)	
POL 899 Thesis	6 hours
Electives (must have prior approval by advisor to count for the degree)	9 hours
Total Requirements	33 hours

Non-Thesis Program

Political Science Core	21 hours
POL 800 and POL 878	6 hours
Three courses from POL 717, 721, 843, or 853	9 hours
American Government Elective	3 hours
(must be 800 level if both POL 717 & 721 are used above)	

POL 891 Directed Research

Electives (must have prior approval by advisor to count for the degree) 12 hours
Total Requirements 33 hours

Program Plan—During the first term, graduate students must meet with their advisor to develop a planned program. Students for whom program plans have not been appropriately filed will not be eligible for a second registration.

Admission to Candidacy—After a semester of full time graduate study or before enrollment in any of the last 12 hours of the program, students must apply for admission to degree candidacy. Refer to the General Academic Information section of this *Catalog* for complete degree completion requirements.

Comprehensive Examination—A written preliminary examination on the political science core is required. An oral comprehensive final examination which covers the student's program of study and its relation to the discipline of political science is required.

Thesis—Students who elect to write a thesis must submit an acceptable thesis. An oral defense of the thesis is also required

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

Part I

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

Proposal Approved by:	Date	Date
Departmental Committee	9-26-06	NA
Graduate Council*		
Council on Academic Affairs		
College Curriculum Committee	9-29-06 (electronic)	10-19-06
General Education Committee*	NA	11-06-06
Faculty Senate**		
Teacher Education Committee*	NA	
Board of Regents**		
Council on Postsecondary Edu.***		NA

Is this a SACS Substantive Change? Yes**** No

*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 Associate of Arts Degree Program in Paralegal Studies (A.A.) to Associate of Applied Sciences (A.A.S.).

A. 2. Effective date: (Example: Fall 2001)
 Spring 2007

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

B. The justification for this action:
 To come in to compliance with the naming format for associate degrees, as required by CPE.

C. The projected cost (or savings) of this proposal is as follows: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: None.

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

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

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

PARALEGAL STUDIES (A.A.S.)

CIP Code: 22.0302

Major Requirements 37 hours

LAS 210, 220, 300, 320, 325, 350, 385, 399, 410 and nine hours from LAS 330, 340, 360, 370, 380, or 460.

Supporting Course Requirements 25 hours

ASO 100, six hours of English Composition*, three hours general education humanities*, POL 101*, MAT 105* or higher, three hours general education elective* (not POL), ACC 201, and ENG 301.

Free Electives 2 hours

Total Curriculum Requirements 64 hours

*Courses meeting general education requirements.

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name Physics and Astronomy	
<input type="checkbox"/> Course Revision (Parts II, IV)	College Arts and Sciences	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number _____	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters) _____	
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title Science For Engineering (A.S.)	
<input type="checkbox"/> Program Suspended (Part III)	(Major <u>X</u> , Option ___; Minor ___; or Certificate ___)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	9-25-06	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	9-29-06 (electronic)	Approved X Disapproved _____
General Education Committee*	NA	Faculty Senate** 11-06-06
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 change the Associate of Science Degree Program in Science for Engineering (A.S) to Associate of Applied Science (A.A.S.).
A. 2. Effective date: (Example: Fall 2001)	Spring 2007
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	To come in to compliance with the naming format for associate degrees, as required by CPE.
C. The projected cost (or savings) of this proposal is as follows: None.	
Operating Expenses Impact: None.	
Equipment/Physical Facility Needs: None.	
Library Resources: None.	

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

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

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

SCIENCE FOR ENGINEERING (A.A.S.)

CIP Code: 14.9999

Program Objectives

Upon completion of this program the graduate will: 1) be able to apply mathematics to analyze problems in the physical sciences; 2) be able to use fundamental physical results, such as conservation laws, to study physical systems; 3) be able to apply analytical techniques to the analysis of structures and/or mechanisms. Additionally, graduates of this program will: 1) be prepared for employment in the engineering technology career in the public or private sector; 2) be prepared for entrance into a B.S. program in engineering or a related field.

Major Requirements 18 hours
PHY 201, 202; MAT 124**, 224.

Supporting Course Requirements 17 hours
Three hours Approved Programming Language*; CHE 111*, 112*, 115*, 116* or 116H*; TEC 190, PHY 221 or CHE 361.

General Education Requirements 24 hours
General Education categories IA, IB, IC, IIIB, IIIA or VII, VA, VB, VC.

University Requirement 1 hour
ASO 100.

Free Electives 4 hours
Chosen with advisor to satisfy major requirements at the chosen engineering school.

Total Curriculum Requirements 64 hours

*Courses meeting general education requirements.

**A preparatory course (MAT 109) in mathematics may be required before admission to MAT 124.



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 College of Business & Technology
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 (859) 622-1574
 FAX: (859) 622-1413

TO: Dr. Aaron Thompson, Chair
 Council on Academic Affairs

FROM: *Janna P. Vice*
 Janna P. Vice, Associate Dean

DATE: October 16, 2006

SUBJECT: Curriculum Proposals

Please consider the following curriculum proposals from the College of Business and Technology:

The Department of Communication

Proposal	Action	Page
Revise PUB 349 A-N	To allow one hour of PUB 349 A-N to count toward the major	COMM 1
Revise PUB 349	To allow one hour of PUB 349 to count toward the major	COMM 4



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Communication College Business and Technology *Course Prefix & Number PUB 349 *Course Title (30 characters) Applied Learning in Public Relations *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/13/06	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	9/22/06	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10-19-06
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	N/A	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To allow one hour of PUB 349 to count toward the major</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2007</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
	<p>B. The justification for this action: We want students to have at least one hour of "real-world" experience count toward the major and co-op will now be allowed in lieu of PUB 470 (which we plan to drop).</p>
	<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: N/A</p> <p>Operating Expenses Impact: N/A</p> <p>Equipment/Physical Facility Needs: N/A</p> <p>Library Resources: N/A</p>

COMM 4

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

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

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

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
PUB 349. Applied Learning in Public Relations (1-8) A. Prerequisite: junior standing. "B" average in all courses within the department, and department approval. Work under faculty and field supervisors in cooperative placements related to the student's academic studies. One to eight hours credit per semester or summer. Total credit hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours work required for each academic credit. ~~May not satisfy major requirements within the department.~~ One hour may be used to satisfy major requirements within the department.

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)*
PUB	349	Spring 2007	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **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.	Junior standing. (B) average in all courses within the department, and department approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Communication Business and Technology PUB 349 A-N Cooperative Study: Public Relations _____ (Major __, Option __; Minor __; or Certificate __)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/13/06	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	9/22/06	Approved X Disapproved 10-19-06
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	N/A	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 allow one hour of PUB 349 A-N to count toward the major A. 2. Effective date: (Example: Fall 2001) Summer 2007 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: We want students to have at least one hour of "real-world" experience count toward the major and co-op will now be allowed in lieu of PUB 470 (which we plan to drop).
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	

COMM 1

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

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

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

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
PUB 349 A-N. Cooperative Study: Public Relations (1-8) A. Prerequisite: junior standing. "B" average in all courses within the department, and department approval. Work under faculty and field supervisors in cooperative placements related to the student's academic studies. One to eight hours credit per semester or summer. Total credit hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours work required for each academic credit. ~~May not satisfy major requirements within the department.~~ One hour may be used to satisfy major requirements within the department.

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)*
PUB	349 A-N	Spring 2007	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **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. _____ Junior standing. (B) average in all courses within the department, and department approval.

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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



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October 12, 2006

To: Council on academic Affairs

From: *Kim A. Naugle*
Dr. Kim A. Naugle, Associate Dean
College of Education

Subject: Agenda Items for CAA Meeting

Please include the following curriculum proposal forms for the CAA meeting on October 19th, 2006.

Special Education Department

Editorial Change

CDS 273

Change grade mode from P to N. Grade mode was incorrectly listed on proposal which switched SED courses to CDS courses over one year ago.



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

Part I

Department Name	Special Education
College	Education
*Course Prefix & Number	CDS 273
*Course Title <small>(30 characters)</small>	
*Program Title	
	<small>(Major ____, Option ____, Minor ____, or Certificate ____)</small>
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: 12/16/04

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.)
Change grade mode from P to N. Grade mode was incorrectly listed on proposal which switched SED courses to CDS courses over one year ago.
A. 2. Effective date: (Example: Fall 2001)

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
<small>(*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small>

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
<small>(*Use strikeout for deletions and <u>underlines</u> for additions.)</small>

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CDS	273	Fall 2006	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____ UP _____	SPED
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Class Restriction, if any: (undergraduate only)	Major Restrictions, if any:
			FR _____ SO _____ JR _____ SR _____	FR _____ SO _____ JR _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<p>FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)



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TO: Council on Academic Affairs

FROM: *Deborah Whitehouse*
Dr. Deborah Whitehouse, Associate Dean

SUBJECT: Agenda Items

DATE: October 13, 2006

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on **October 19, 2006**.

Environmental Health Science

Program Change Drop ENG300 and add GEO353 which are competencies in GIS that can only be gained by this specific course. Eff. Spring 2007
(page 1 – 2)

Recreation and Park Administration

Program Change Move BIO171 and 301 to support option which will fall in line with All the other programs in the college of Health Sciences in Blk VIII, Use PSY200 and PSY280 in Block VB and VC to correct Therapeutic Rec. Option ONLY. (Tom Watkins has reviewed all Gen. Ed. changes and approved them on 9/29/06 through e-mail correspondence) Eff. Summer 2007
(page 3 – 4)

Informational Item ONLY for discussion

PHE530/730 Syllabus – This was approved pending revisions of objective changes distinguishing the common/additional objectives for the graduate level course verses the undergraduate course.
(page 5 – 9)



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

Part I

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

Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	<u>Date</u> 01 September 2006	Graduate Council* Council on Academic Affairs	<u>Date</u> NA Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
College Curriculum Committee General Education Committee* Teacher Education Committee*	9/27/06 NA NA	Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	NA NA NA 10-19-06

*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: (Remove ENG 300 (Introduction to Technical and Professional Writing) from supporting course requirements and add GEO 353 (Geographic Information Systems))

A. 2. Effective date: (Example: Fall 2001) Spring 2007

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

B. The justification for this action: There is a tremendous usage of GIS in environmental public health and subsequently a demand for students with familiarity and understanding of GIS. Due to limited room in the curriculum. The needed GIS competencies can only be gained by a specific course. GEO 353 can will provide these needed competencies.

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 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.)

Baccalaureate Degree
ENVIRONMENTAL HEALTH SCIENCE (B.S.)
CIP Code: 15.0506

Major Requirements.....46 hours
EHS 280, 285, 300, 330, 335, 340, 360, 370, 380, 410, 425,
440, 460, 463, and 485.

Supporting Course Requirements..... 40 hours
AGR 215, BIO 121, 301, 320 or CLT209 and CLT211, CHE 111, 112, 115, 116,
361, 366, ENG 300, GEO353, STA215, MAT 107 or 109 or 261 and PHY 131.

General Education Requirements.....30 hours
Standard General Education program, excluding blocks II,
IVA, IVB, VII(qs), VII(ns) and VIII (6 hours). Refer to Section Four of this
Catalog for details on the General Education and University
Requirements.

University Requirement.....1 hour
HSO 100.

Free Electives..... 10-16 hours

Total Curriculum Requirements..... 128 hours

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

Part I

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

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	7/24/06 9/25/06	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	8/16/06 9/27/06	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	10-19-06
General Education Committee*	9/29/06 - TW	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.)
 Move BIO171 and 301 to support option using these courses for Blk VIII like the majority of all Health Science programs, use PSY200 and PSY280 in place of Block VB and VC in general education for Therapeutic Recreation and correct hours.

A. 2. Effective date: (Example: Fall 2001)
 Summer 2007

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

B. The justification for this action:
 Take BIO171 and 301 out of the Core option and move it to support option using them for BLK VIII, like the majority of the other programs in the CHS College. Use PSY200 and PSY280 in place of Block VB and VC in general education for Therapeutic Recreation and correct hours.

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

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

New or Revised* Program Text
(*Use ~~strike through~~ for deletions and underlines for additions.)

Baccalaureate Degree
RECREATION AND PARK ADMINISTRATION (B.S.)
CIP Code: 31.0301

Major Requirements..... 56-60 hours

Core..... 43 hours

REC 101, 102, 163, 200, 263, 311, 350, 401, 406, 410, 450, 460,
and 463; current first aid CPR certification at time of graduation,
and one of the following options:

Options 11-15 ~~13-17~~ hours

Natural Resources & Outdoor Recreation

..... 13 hours

REC 190, 290, 380, 516, 530.

Public/Non-Profit Recreation Services..... 13 hours

REC 190, 280, 530, and six hours from the
following courses: POL 331, 332, 333, 377 or COM 390.

Therapeutic Recreation..... 11 ~~17~~ hours

REC 190, 411, 511, 512; CHS 105; ~~BIO 171 and 301.~~

Tourism & Resort Recreation..... 15 hours

REC 280, 380, 480; GEO 305; EHS 230.

Supporting Course Requirements..... 6-9 15 hours

Support courses for (ALL OPTIONS)..... 6 hours

Natural Resources & Outdoor Recreation

Option..... 6 hours

CMS 210; COM 320A plus two hours from the following courses:

COM 320B, COM 320D, COM
320E, COM 320F, COM 320G, or COM 320H.

Additional Supporting courses required:

Therapeutic Recreation Option ONLY 9 15 hours

BIO171, 301 PSY 200, 280, 308.

General Education Requirements.... 33 39 or 45 hours

Standard General Education Program, excluding block IC for all options
and Block VB, VC, and Block VIII (6 hours) for the Therapeutic
Recreation option ONLY. Refer to Section Four of this *Catalog* for details
on the General Education and University requirements.

University Requirement..... 1 hour

HSO 100.

Free Electives 19 13-20 hours

Natural Resources & Outdoor Recreation 20 hours

Public/Non-Profit Recreation Services 20 hours

Therapeutic Recreation..... 19 13 hours

Tourism & Resort Recreation..... 18 hours

Total Curriculum Requirements 128 hours

**Distributed for Clarification Purposes
Informational Item Only**

**Eastern Kentucky University
Department of Exercise and Sport Science
PHE 530/730 – Course Syllabus**

I. Course Number: PHE 530/730

II. Course Title: Media Relations: Sports Information, Publicity and Promotion

III. Course Description: This course will introduce students to the unique nature of sports information, sport publicity and public relations as they relate in community, collegiate and professional sport environments. The class format will include lectures, group discussions, student presentations, videotapes and guest speakers.

Graduate Program Objectives: Students will understand public relations in sport including employee relations, community relations, media relations, customer relations, and image enhancement.

IV. Instructor:

Dr. Heather R. Adams
Office: 230 Moberly
Phone: 622-1898
Email: Heather.Adams-Blair@eku.edu

V. Required Text: *The Dream Job: Sports Publicity, Promotion and Marketing*. Melvin Helitzer. 2004. Athens, Ohio: University Sports Press.

VI. Course Objectives: By the end of this course, students should:

Common Objectives: PHE 530/730

1. To understand basic sport publicity and public relations concepts.
2. To prepare and analyze a promotion and publicity plan for sports events.
3. To explain and understand interaction of publicity, marketing, management, strategic planning, organizational structure, media, facility issues and legal issues related to special and sports events.
4. To write, edit and evaluate the form and content of a news release and prepare a schedule for news releases associated with sporting events.
5. To plan a promotional event designed to increase media coverage and stimulate media interest in a sport organization.
6. To create a media guide for a specific sport.

Additional Objectives: PHE 730

1. To conduct research in, and to write a comprehensive case study about a college/university media relations or sports information office.
2. To apply this research to actual goals and career fields of the student's choice by disseminating the information to the class with an oral presentation.
3. To write an effective study analysis of the chosen institution's media relations department based on information gathered in class via lecture, discussion and critical thinking activities.

VII. Assessment:

Grading: 90 – 100 = A, 80 – 89 = B, 70 – 79 = C 60 – 69 = D Below 60 = F

VIII. Course Requirements/Policies:

1. Students will turn in assignments each week or every two weeks in the form of Project Portfolios.
2. For numerous assignments undergraduate students will work in teams, while **graduate students will complete all projects individually.**
3. Requirements for projects:
 - a. **Project 1 – Background** Write a detailed description of the institution created for semester. This description should be prepared so it can be used in your media guides, recruiting brochures, game programs or other appropriate areas.
 - b. **Project 2 – Design Time** Utilizing artistic talents create a consistent set of design elements of created institution which includes the following: letterhead, business envelope, news release form, school athletic logo **Project 3 – The Memorandum** Prepare a memo to create news for created institution that will result in positive publicity.

- c. **Project 4 – Press Releases** Prepare print and broadcast news releases to announce the signing of athletes. Follow Associate Press Stylebook for any style/usage questions. Use the same information and write a release for broadcast. Please note the stylistic differences discussed in class.
 - d. **Project 5 – The President’s Profile** Write a profile of the president/chancellor and the athletics director at created institution.
 - e. **Project 6 – The Thumbnail Bio** Write a thumbnail bio for this year’s media guide/program at institution.
 - f. **Project 7 – The Press Kit** Develop a press kit for the sports which will be used in the final project.
 - g. **Project 8 – The Media Guide** Using the information presented in class, develop a media guide to be used at created institution.
4. Students will contact ECU Media Relations Department to volunteer for two dates where they will shadow the staff in preparation, publicizing and promoting two sporting events. Graduate students will write a short summary of their experiences as it relates to their career goals and expectations.
 5. Graduate students will write a comprehensive case study about a specific college/university media relations office and a study analysis of the chosen institution’s media relations (see attached Case Study Guide).
 6. Graduate students will do a presentation with the information gathered from the case study.

Graduate Student Requirements

Graduate students and undergraduate students will be evaluated differently. All projects assigned will be completed individually by the graduate student while many of the assignments will be conducted via group work by undergraduate students (see project assignment instruction section). Graduate students will be required to complete an in depth case study of any higher education institution with varsity athletics. In addition to the assigned projects and presentations, each graduate student will conduct personal interviews with at least one media relations administrator from the three NCAA divisions. A handout explaining this project will be discussed in class. The graduate students will be required to utilize public speaking skills as they present their findings from the interview to the entire class.

Exams for graduate students will be different in format and evaluation than for undergraduate students. Exams questions will reflect and evaluate the same content, but in a more comprehensive manner and will require more analysis, insight and critical thinking skills for graduate students.

Class Participation and Attendance

Active participation in class projects, discussions, and group assignments is expected of all students. Students will be assigned case studies, group projects, and individual assignments to facilitate preparation for class. Attendance and meaningful participation will have a positive impact on a students' grade in borderline situations.

Exams

All students will be required to take all exams at the times and dates specified on the course outline. If for some very serious unforeseen reason a student is unable to take an exam at the specified time and date, he or she must notify the instructor prior to the due date or exam.

Assignments

All assignments are due at the beginning of class on the dates specified on the course outline. Assignments received after that time is subject to penalty. If for some very serious unforeseen reason a student is unable to hand in an assignment on the due date, he or she must notify the instructor prior to the due date or exam. Extensions will only be granted in the case of a medical emergency or other extraordinary event. *Due dates listed on the course outline will be strictly enforced.*

Written Assignments

Each student is required to follow the APA guidelines when submitting written work (e.g. 1” margins, 12-point font, and list of references.) Up to 20% of points on each assignment submitted may be taken off because of poor grammar, spelling, or punctuation. All assignments must be written using a word processor and be printed on laser quality printer.

Homework Assignments/Participation Assignments

Throughout the term several short projects will be assigned for students to complete for class or present in class. In addition, there will be several projects students will do in class for participation credit.

Presentations

Each student-team will present their proposal to the class. Each presentation will be no less than 20 minutes and no more than 25 minutes in length. Presentations should be prepared in a professional, business manner and include appropriate attire, use of visual aids, technology or other graphic materials, which normally enhance presentations.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected.

Cell Phones/Pagers

All cell phones and pagers must be on silent notification during class- if a cell phone or pager cannot be set on silent notification, it must be left outside of the classroom. The instructor can grant an individual waiver to this policy in the case of emergency or extenuating circumstances. Please double-check your phone/pager prior to every class to ensure such silencing. Thanks in advance for your cooperation.

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 rescheduledThe professor reserves the right to change the format and/or content of any and all make-up work.
- 2 **Absences in excess of 20 percent (this is in excess of 3 classes) are cause for failure of the class.** The Department of Exercise and Sport Science attendance policy applies regarding missed work.
- 3 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.
- 4 Any student missing an examination without prior arrangement with the instructor will receive a zero grade for that quiz or examination.
- 5 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.

PHE 530/730 – Course Outline

- Week 1 Syllabus and course overview; Introduction of projects for the semester. Assign Project #1 (Institutional Backgrounder) and case study paper for graduate students.
- Week 2 The role of the Sports Information Director. Chapter 2.
- Week 3 SID's role. **Project 1 due.** Assign Project #2 (Design Elements)
- Week 4 Writing for print and broadcast. Chapters 3 &5. **Project 2 due.** Assign Project #3 (Memorandum)
- Week 5 Introduction of Promotion and Marketing. Statistics. Sport Terminology. Chapter 10.
- Week 6 More Promotion and Marketing. **Project 3 due.** Assign Project #4 (Press Releases).
- Week 7 More Promotion and Marketing. **Project 4 due.** Assign Project #5 (President's Profile)
- Week 8 Finish Promotion and Marketing. Press conferences. Speeches. Special Events. Chapters 8, 13, 14.
- Week 9 Spring Break
- Week 10 Coaches' expectations of the SID. **Project 5 due.** Assign Project #6 (Thumbnail bios).
- Week 11 Crisis communication. Chapter 17. **Project 6 due.** Assign Project #7. (Press Kits for Media Day).
- Week 12 Introduce media guides. Chapter 18. **Project 7 due.** Assign Project #8 (Media Guides).
- Week 13 Share samples of media guides. Graduate presentations.
- Week 14 **Project 8 due.** Graduate presentations.
- Week 15 Graduate presentations.
- Week 16 Graduate presentations. Final Exam Review.
- Week 17 Final examination.

*All projects will be done as group work for undergraduate students and individually for graduate students.

GRADUATE STUDENT CASE STUDY GUIDELINES

Students in this course must submit a comprehensively researched case study of the following:

A. A college/university sports information office.

This case study should include, but is NOT limited to the following:

- The size, location, personnel, employee backgrounds, office budget, working hours, facilities, pay and similar details
- Designation of the specific responsibilities among the personnel listed above which includes what game responsibilities are assigned to whom, who writes what, how student help is used, who maintains the web page, who makes the printing arrangements, etc.
- Audio or video releases, photography, etc.
- Game responsibilities
- Any non-sports information duties of the staff
- What the staff considers its main strengths/weaknesses
- The reputation of the office among other conference SID's
- Any other information which would complete the picture of the office

B. A college/university media guide which contains at least 24 pages.

This case study should include, but is NOT limited to the following:

- Who is responsible for the guide
- How it fits into the overall publications program of the institution
- The budget and related details: ads, cost
- Who does the writing/photography/design
- What is the timeline for publication, including all deadlines followed
- Layout procedures/software used, etc.
- All printing issues, including number printed, specifications, penalty clauses, etc.
- Distribution – who gets it and how
- Goals of the publication...any awards
- Input from coaches
- How is it evaluated and what changes have been made from previous years

You are not limited to these suggestions. You should find much more to include in your case study, including in either case what makes the office or publication unique.

Your paper should:

1. include a cover page with all appropriate information
2. be produced on a word processor on 8 ½ by 11 paper – double spaced
3. in an Appendix with names, addresses, phone numbers and emails of those who provided information
4. be submitted by April 21, 2006 at 4 pm. Papers submitted after this time will receive an automatic 50 point deduction. No papers will be accepted after April 29.

If you elect to do the media guide, you should submit two copies with your Case Study. You will keep one copy and the professor will keep the other.

Additional requirements:

1. A short one paragraph written proposal is due February 21, 2006 at the end of class (please type). This should include your choice of institution or media guide. **Please not EKU, UK and Centre College media guides or offices are excluded from this project.**
2. Class time will be scheduled during the final weeks of classes for presentations of your findings. All students will be expected to present.
3. This presentation should be a 20 minute synopsis of your case. Please do not read to us, but talk generally about what you discovered and share any visuals that might be appropriate. The quality of this report will be considered in the 200 points awarded.



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Office of the Dean

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TO: Council on Academic Affairs

FROM:

Dr. Allen Ault, Dean
 College of Justice & Safety

DATE: October 13, 2006

RE: Agenda Items

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Council on Academic Affairs scheduled for October 19, 2006.

Department of Criminal Justice & Police Studies

JS1	New Course	CRJ 842	Human Rights & Justice
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Department of Loss Prevention & Safety

JS 12	New Course	HLS 800	Homeland Security Policy Analysis
JS 21	New Course	HLS 810	Critical Infrastructure Protection
JS 29	New Course	HLS 820	Intelligence for Homeland Security
JS 40	New Course	HLS 830	Hazards & Threats to Homeland Security
JS 46	New Option	MS/LPS	Option in Homeland Security

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	Criminal Justice & Police Studies Justice & Safety CRJ 842 Human Rights & Justice
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	March 23, 2006	Graduate Council* 10-17-06
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	9-21-2006	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10-19-06
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 a course CRJ 842. A. 2. Effective date: (Example: Fall 2001) Spring 2007 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Reflects contemporary change in field of study.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

CRJ 842 Human Rights & Justice. (3) A. Studies human rights movements, international law, and issues such as war on terrorism. Applies a paradigm of global human-rights justice to identify problem exemplars, exemplary problems solutions, and failing as well as failed paradigms.

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

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

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	842	Spring 2007	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
1	1	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Course Syllabus

Instructor: Thomas E. Reed Phone: 622-1159 Office: 403B Stratton

[Email: tom.reed@eku.edu](mailto:tom.reed@eku.edu)

Office Hours: MWF 2:20 - 4:30 pm, and by appointment (except no office hours on the first Monday of each month). .

Eastern Kentucky University College of Justice and Safety
Criminal Justice Program Course: CRJ 842 3 His Credit, CRN 25919
Title: **Human Rights and Justice**

Course Description:

CRJ 842 Human Rights & Justice. (3). Studies the human rights movement, international law, and issues such as the war on terrorism. Applies a paradigm of global human-rights justice to identify problem exemplars, exemplary problem solutions, and failing as well as failed paradigms.'

Required Textbooks:

Richard Allen White (2004). *Breaking Silence: The Case That Changed the Face of Human Rights*.

John Perkins (2004). *Confessions of an Economic Hit Man*.

Jackson Nyamuya Maogoto (2004). *War Crimes and Realpolitik: International Justice from World War I to the 21st Century*.

Norman Solomon (2005). *War Made Easy: How Presidents and Pundits Keep Spinning Us to Death*.

Michael Ratner and Ellen Ray (2004). *Guantanamo: What the World Should Know*.

Supplementary Online Resources: In the context of our post 9/11 world, the following resources on human rights and international law' were selected on the basis of their expertise and the quality of their research and fairness: Human Rights Watch, <http://hrw.org> ; Amnesty International, www.ai.org ; Human Rights First, www.humanrightsfirst.org ; the Center for Constitutional Rights, www.ccr-ny.org ; the Center for Justice and Accountability, www.cja.org ; Bartrights International, www.earthrights.org/ United Nations (with extensive information), .

' Thomas Kuhn's scientific epistemology serves as a primary guide for this course along with schema theory (e.g., E. D. Hirsch, Jr. 1987, *Cultural Literacy*). *Appendix A* lists additional resources.

² Articles I, III, and VI of the U.S. Constitution recognize international law. Similarly, **Amendment IX** reflects universal human rights in natural law: "The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people." These recognitions of a global civil community existed even earlier in the Declaration of **Independence's** advocacy of "a decent respect for the opinion of mankind.

www.un.org ; the Coalition for the International Criminal Court, www.iccnw.org; <http://www.un.org/womenwatch/daw/beijing/platform/> ; and Human Rights in the United States, "The Unfinished Story: Current Political Prisoners and the Victims of Cointelpro" <http://www.american-buddha.com/human.rights.htm>.

Course Objectives:

are set within the context of our government's *a constitutional democratic republic* and the historical struggle for civil and human rights as the foundation for equal justice under law.

Behavioral Objectives :

Students will be able to demonstrate (through both oral and written assignments): (1).the ability to synthesize and integrate knowledge of Thomas Kuhn's scientific epistemology, the human rights movement, and international law; and (2) the ability to use that knowledge to critically analyze and assess specific domestic and international problems of justice. Furthermore, by sharing their own experiences and creative frameworks, (3) students will be also be able to build upon existing knowledge and provide critical analysis and solutions to help manage domestic and international problems of justice.

Students with Disabilities

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities; please contact the office 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.

Also, the instructor reserves the right to make some changes in this syllabus that do not substantially alter the requirements and that are in line with the course objectives. As in all university courses, the formal policy on academic honesty applies to this class. You should be familiar with the policy, which reads as follows:

ACADEMIC HONESTY

The University faculty have the right to expect students to adhere to the principles of academic honesty. These principles require students to present as their only academic work that they are actually responsible for. Academic dishonesty will not be tolerated. Depending upon the seriousness of the infraction, students found guilty of plagiarizing or cheating will be sanctioned in any of several ways. These range from receiving a failing grade on the assignment to being assigned a failing grade in the course. In addition, if the case is assigned to the Student Disciplinary Council, severer sanctions are possible. For a full description of what is considered plagiarizing and cheating, refer to the section entitled Academic Honesty Policy in the University Handbook for Students.

Course Requirements

Requirements in Brief:	Possible Points
Research Paper and Presentation (15-20 pages of text)	30
Final Exam (Part Take Home, Part In-Class)	30
Regular attendance, preparation, participation, and brief weekly reports.	40
Total Possible	100
Grading Scale: 90 or above, A; 80-89, B; 70-79, C; 60-69, D; 59 or less, F	

The weekly reports are approximately one typed page in length (not over two pages) and highlight key vocabulary words, principles, and facts related to the course objectives. They are due beginning the second week of class and, thereafter, each time we meet as a regular class through the last regular class period. The reports are based primarily on the assigned readings for the week but also include information from the prior week's class activities, including information presented in videos. Information in the reports can also come from independent research using sources cited in the syllabus or from additional sources. These reports are designed to help you take relatively small bites as we progress and give me an opportunity to provide the class with periodic feedback throughout the semester. The papers will be returned about once a month. The final grade on the total project will be provided by the time of our last regular meeting. I strongly welcome class feedback and suggestions about these reports.'

Research Paper, Handout, and Presentation (15 - 20 pages of text)	30
Guided by the course objectives and conceptual framework, students propose a relevant research topic in consultation with the professor. APA styling is recommended but not required. Appropriate documentation is expected. Plus a class handout, 1-2 pages.	
Final Exam (Part Take Home, Part In-Class)	30
Consists of essay questions ranging from suggested 10 to 30 minutes. The exam allows use of your books and notes but not those of another student.	
Possible Points 100	

Schedule of **Readings and Class** Activities

Some changes in this schedule may be made during the semester to help facilitate our study.

Week One

Introduction to the syllabus, course requirements, and conceptual framework., including *Figure 1* (see the last page of the syllabus). Introduction to our first textbook, *Breaking Silence*, and *Filartiga progeny cases*. Note: we will study these books in the order listed on page one of this syllabus. Video (2001) illustrating the meaning and application of two key Kuhnian concepts: a real-world *problem exemplar of a failed paradigm of justice*.

Video: *Ghosts of Attica*. Won the 2002 Dupont-Columbia University Award for Journalistic Excellent. "**** Highly recommended... Well-edited and loaded with revealing photographs and cogent commentary... an excellent piece of filmmaking." —Video Librarian.) Note: investigative reporting is one of the primary sources of information related to white collar crime (that includes state crime).

Week Two

Reading: Breaking Silence: The Case That Changed the Face of Human Rights. Through ch 5. The author's web-site (www.breakingsilence.us) provides additional information about the precedent set in *Filartiga v Pena*, the landmark case discussed toward the end of the book.

Due: first weekly report. Again, these are due each time we meet as a regular class.

Week Three

Breaking Silence, through ch. 10.

Week Four

Breaking Silence; complete the book. No weekly report due. Include any relevant information next week.

Meet at 7:30 p.m. in the Student Services Building to hear Professor Angela Davis and to note how her perspective and comments apply to our study.

Week Five

Confessions of an Economic Hit Man. Read pages 226 - 229, then through ch. 17

Week Six

Confessions, through ch. 33

Week Seven

Confessions, ch. 34 the Epilogue & pp. 248 - 250.

In lieu of class work on your research paper and include a brief comment on this work in your next weekly report.

Week Eight

War Crimes and Realpolitik: International Justice from World War I to the 21st Century.

Begin with the *Glossary*, pp 247 - 251. Read the Introduction through ch 3. Note especially the author's definition of *realpolitik* (p 13, note 16) and his comment on the *paradigm shift* in international law (p. 6). As framed within my model of global human-rights justice, I define *realpolitik* a bit differently, as: "A diplomatic policy based on the aggressive pursuit of national interests without regard for ethics," international law, or domestic human rights (Websters New College Dictionary, 1999, p. 922). I add the last two elements of this definition to link *realpolitik* to issues that involve the critical interplay between *domestic human rights* and international law (see the fourth type of relationship between serious harii and law, Fig. 1).³

³ In essence this fourth type of relationship has been described by an anonymous diplomat as what would happen in "the best of all possible worlds"(quoted by Lawrence Weschler, 1990, ch. 5, p. 96 in the book, *The United States and The International Criminal Court*, edited by Sara . B Sewall and Carol Kaysen). The comment came during the conference that drafted and adopted the Rome Statute that established the legal framework for the International Criminal' Court.

Week Nine

War Crimes, read Part II.

Week Ten

War Crimes, read Part III and begin

" *War Made Easy: How Presidents and Pundits Keep Spinning Us to Death*. Prologue through ch. 3.

Week Eleven

War Made Easy, chs. 4 - 11.

Week Twelve

War Made Easy, chs. 12 - Afterword. Begin

Guantanamo: What the World Should Know. Read to p. 35, "The Trip..."

Week Thirteen

Guantanamo. Complete the book

Week Fourteen

. Presentations and discussion of research papers, including a one or two page class handout focusing on key concepts, issues, and facts.

Week Fifteen

. Continue presentations and discussion of research papers.

Week Sixteen

Final Exam, 6:00 pm

Appendix A: Other Resources

- Bales, Kevin (1999), *Disposable People: New Slavery in the Global Economy*.
- Berman, Larry (2001). *No Peace, No Honor: Nixon, Kissinger, and Betrayal in Vietnam*.
- Black, Jr., Charles (1997), *A New Birth of Freedom: Human Rights, Named and Unnamed*.
- Bouchet-Saulnier, Françoise (2002), *The Practical Guide to Humanitarian Law (2nd ed., the first translation in English)*.
- Browning, Christopher R. (1992), *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*.
- Cam Caleb (2002), *The Lessons of Terror: A History of Warfare Against Civilians: Why It Has Always Failed and Why It Will Fail Again*.
- Dinges, John (2004), *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*.
- Dray, Philip (2002, 2003), *At the Hands of Persons Unknown: The Lynching of Black America*.
- Gutman, Roy & David Rieff (1999), *Crimes of War: What the Public Should Know*.
<http://www.crimesofwar.org/>.
- Hagan, John (2003), *Justice in the Balkans: Prosecuting War Crimes in the Hague Tribunal*.
- Hammar, Susan (2004, Ed.), *Guide to International Human Rights Practice (4th ed)*.
- Hersh, Seymour (2004), *Chain of Command: The Road from 9/11 to Abu Ghraib*.
- Hitchens, Christopher (2001). *The Trial of Henry Kissinger*
- Ignatieff, Michael (2000), *The Rights Revolution*.
- Jonassohn, Kurt with Karin Solveig Bjornson (1998), *Genocide and Gross Human Rights Violations: In Comparative Perspective*.
- Lambertson, Ross (2005). *Repression and Resistance: Canadian Human Rights Activists 1930 - 1960*.
- Lauren, Paul Gordon (1998), *The Evolution of International Human Rights: Visions Seen*.
- Minnow, Martha (1998), *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. . .
- Neyroud, Peter and Alan Beckley (2001), *Policing, Ethics and Human Rights*.
- Power, Samantha (2002), *"A Problem From Hell": America and the Age of Genocide*.
- Rajagopal, Balakrishnan (2003), *International Law from Below: Development, Social Movements and Third World Resistance*..
- Ratner, Steven and Jason S Abrams (2001), *Accountability for Human Rights Atrocities in International Law: Beyond the Nuremberg Legacy (2nd ed)*. . .
- Ratner, Steven R and James L Bischoff (2004, Eds.), *International War Crimes Trials: Making a Difference?* . . .
- Ray, Ellen and William H. Schaap (2003, Editors). *Covert Action: The Roots of Terrorism*. Reed, T. E. (November, 2005). A Dynamic Human Rights Conception of Human Nature. Paper presented at the meeting of the American Society of Criminology. Toronto, Canada.
- Reed, T. E., and Thompson, Bankole (November, 2003). A Human-Rights Framework for Assessing Moral Bases of Law and Home-Land Defenses. Paper presented at the meeting of the American Society of Criminology, Denver, CO.
- Rose, David (2004), *Guantanamo: The War on Human Rights*.

Rich, Norman (1973), *Hitler's War Aims*.

Robertson, Geoffrey (2002), *Crimes Against Humanity: The Struggle for Global Justice* (2nd ed).

Schabas, William A (2002), *The Abolition of the Death Penalty in International Law* (3rd ed).

Sen, Amartya (1999), *Development as Freedom*.

Schulz, William F (2001), *In Our Own Best Interest: How Defending Human Rights Benefits Us All*.

Sewall, Sarah B & Carl Kaysen (Eds., 2000). *The United States and the International Criminal Court: National Security and International Law*. Rowman and Littlefield.

Smith, Bradley F (1981), *The Road to Nuremberg*.

Stolleis, Michael (1994, Translated 1998). *The Law Under the Swastika: Studies on Legal History in Nazi Germany*,

Sunstein, Cass R. (2004). *The Second Bill of Rights: FDR 's Unfinished Revolution and Why We Need It More Than Ever*. Basic Books.

Taylor, Telford (1970, 1971), *Nuremberg and Vietnam: An American Tragedy*.

Wells, **H. G. (n.d., circa 1940)**, *The Rights of Man: What Are We Fighting for?* New York: Penguin Books Limited.

Zezeza, Paul Tiyaambe and Philip J McConaughy (2004, Eds.), *Human Rights, The Rule of Law, and Development in Africa*.

Thomas Kuhl' s Epistemology:

Hoyningen-Huene, Paul (1989, 1993), *Restructuring scientific revolutions: Thomas S. Kuhn 's Philosophy of Science*.

Kuhn, Thomas S. (1972a). Logic of Discovery or Psychology of Research? Iti Lakatos, Imre & Alan Musgrave (Eds), *Criticism and the growth of knowledge*.

Kuhn, Thomas S. (1972b). Reflections on My Critics. In Lakatos, Imre & Alan Musgrave (Eds), *Criticism. and the growth of knowledge*.

Kuhn, Thomas S. (Conant, James & John Haugeland, 2000, Eds.). *The road since structure: Philosophical essays, 1970 =1993, with an autobiographical interview*.

Kuhn, Thomas S. (1970), *The structure of scientific revolutions* (2nd ed., enlarged).

Margolis, Howard (1993), *Paradigms and Barriers: How Habits of Mind Govern Scientific Beliefs*.

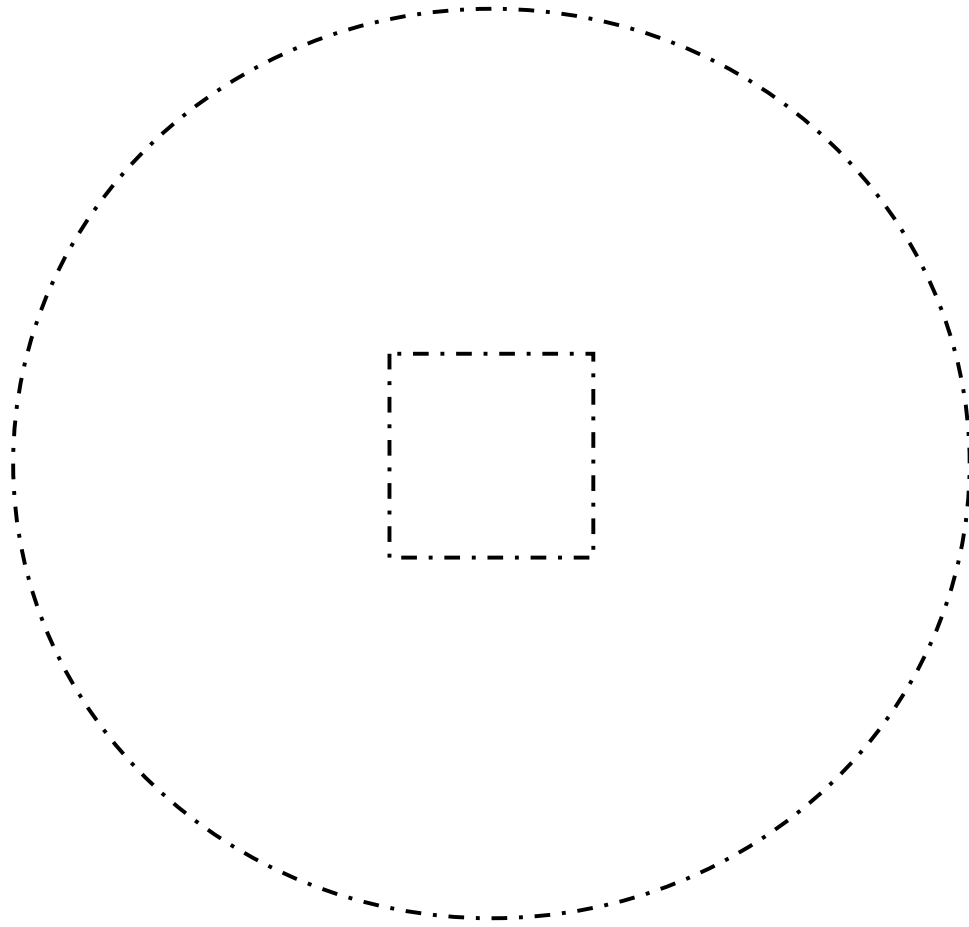


Fig 1. Schema of the domain of criminal law and justice illustrating four types of social harms in relation to domestic and international law. The broken lines symbolize the dynamic nature of criminalization processes. Harms within the box represent behaviors criminalized by U.S. domestic law and primarily involve street crimes, the major focus of traditional criminal justice. Social harms between the box and the circle represent behaviors that are seldom or ineffectively criminalized by U.S. law and constitute most of the subject matter of white-collar crime. The most serious harms in this domain stem from corporations, states, and state-corporate collaboration. Harms outside the circle represent behaviors criminalized by international law and often are neglected by criminologists. These criminal behaviors include war crimes, genocide, crimes against humanity, and crimes of aggression. A fourth type of harms, those criminalized by domestic and international law, symbolically appear both in the box and beyond the circle.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Loss Prevention & Safety Justice & Safety HLS 800 <u>Homeland Security Policy Analysis</u> Loss Prevention & Safety M.S. (Major __, Option <u>X</u> ; Minor __; or Certificate __)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9-18-2006	Graduate Council* 10-17-06
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	9-22-2006	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10-19-06
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To approve new course HLS 800 Homeland Security Policy Analysis</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2007</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action: HLS 800 is a required course for the Master of Science in Loss Prevention & Safety Program Option in Homeland Security.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Per agreement with the Board of Regents, Tuition Revenue may be utilized by the College for additional personnel costs.</p>
<p>Operating Expenses Impact: Program of Distinction revenue will be utilized to initiate program. Tuition revenue can be utilized for future operational costs.</p>
<p>Equipment/Physical Facility Needs: Existing Facilities will be utilized.</p>
<p>Library Resources: Some additional texts will be added, and a minimal number of new journals requested. Current journal offerings will be reviewed so as to substitute the new journals for current journals with lesser need. In addition, students will be encouraged to make use of internet resources as much as possible to obtain additional reference material.</p>

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

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

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

New or Revised* Catalog Text

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

HLS 800 -- Homeland Security Policy Analysis (3). Critical analysis of homeland security including structure and administration of the Department of Homeland Security and related legislation, acts, and presidential directives. Overview of DHS prevention, protection, response and recovery roles.

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

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

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HLS	800	Fall 2007	AS _____ JS x _____ BT _____ EM _____ ED _____ PC _____ HS _____	LPRV
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
B	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Syllabus

HLS 800 Homeland Security Policy Analysis

Instructor

Dr. Kay Scarborough
College of Justice and Safety
Loss Prevention and Safety
Office: Stratton 252
Office Phone: (859) 622-1464
Email: kscarbocop@aol.com

COURSE DESCRIPTION

HLS 800 -- Homeland Security Policy Analysis (3). Critical analysis of homeland security including structure and administration of the Department of Homeland Security and related legislation, acts, and presidential directives. Overview of DHS prevention, protection, response and recovery roles.

This course examines the political and organizational factors involved in developing the Department of Homeland Security (DHS) and a critical analysis of the structure and administration of the newly formed DHS. In addition, an analysis of homeland security Legislation, Acts, and Presidential Directives focusing on issues such as alternative strategies, gaining acceptance, assuring implementation, and coping with unanticipated consequences will be completed. Supporting materials include the 9/11 Commission Report, the Homeland Security Act, the U.S. A. Patriot Act, and the Intelligence Reform and Terrorism Prevention Act.

TEXTBOOKS

1. 9/11 Commissioners. 2004 *The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States*. W.W. Norton, New York, NY
2. 9/11 Staff Report. 2004 *9/11 and Terrorist Travel: A Staff Report of the National Commission on Terrorist Attacks Upon the United States*. Hillsboro Press, Franklin, Tenn.
3. Ridgeway, James. 2005. *The 5 Unanswered Questions About 9/11*. Seven Stories Press, New York, NY.
4. Strasser, Steven (Ed.) 2004 *The 9/11 Investigations: Staff Reports of the 9/11 Commission*. PublicAffairs, Perseus Book Group, New York, NY

Your textbooks can be purchased through Amazon.com or many local bookstores.

Supplemental Resources/Readings:

1. Bullock, Jane. 2005 *Introduction to Homeland Security*. Elsevier.
2. Carter, Ashton. 1999 *Preventive Defense: A New Security Strategy for America*. Brookings.
3. Lance, Peter. 2003 *1000 Years for Revenge: International Terrorism and the FBI, the untold story*. Regan Books.
4. Lance, Peter. 2004 *Cover Up: What the Government Is Still Hiding About the War on Terror*. Regan Books.
5. Schneier, Bruce. 2003 *Beyond Fear: Thinking Sensibly About Security in an Uncertain World*. Copernicus Books.
6. Technical Support Working Group. 2001 *Review Combating Terrorism*.
7. White, Jonathan. 2004 *Defending The Homeland: Domestic Intelligence Law Enforcement and Security*. Thomson Wadsworth.

COURSE OBJECTIVES

Through readings, discussions, and policy papers, students will be able to:

1. Building upon your knowledge of other federal agencies, describe and assess the process used to create and organize one of the largest federal reorganizations since World War II, with the formation of a Department of Homeland Security.
2. Critically analyze the U.S. A. Patriot Act and the policy implications of this legislation.
3. Evaluate the 9/11 Commission Report, with respect to the policy implications set forth in the U.S.A. Patriot Act, including the controversy surrounding the creation of such a commission, its formation, findings and subsequent impact on homeland security policies.
4. Critically analyze the Presidential Directives regarding homeland security and the policy implications of these directives.
5. Identify key issues in the U.S.A. Patriot Act, the 9/11 Commission Report, and the Homeland Security Presidential Directives, and compare and contrast these with the significant issues as identified in the Intelligence Reform and Terrorism Prevention Act.
6. Based upon your knowledge of earlier applicable legislation, evaluate the potential utility of the Intelligence Reform and Terrorism Prevention Act and the policy implications of this new legislation.

Course Outline:

Module and Time Frame	Module Topic and Assignments	Web Lecture Topic
1: 1st week	Introduction & Overview	Complete Student Introduction
1: 2 nd week	Events leading up to 9/11	Pre-9/11
1: 3 rd week	Events leading up to 9/11	Pre-9/11
2: 4 th week	Formation & Organization of the Department of Homeland Security	Largest Reorganization Since WWII
3: 5 th week	U.S. Patriot Act	U.S. Patriot Act: Policy Analysis and Implications
4: 5 th week	U.S. Patriot Act	U.S. Patriot Act: Policy Analysis and Implications
5: 5 th week	U.S. Patriot Act	U.S. Patriot Act: Policy Analysis and Implications
6: 6 th week	9/11 Commission Report	9/11 Commission Report: Policy Analysis and Implications
7: 7 th week	9/11 Commission Report	9/11 Commission Report: Policy Analysis and Implications
8: 8 th week	9/11 Commission Report	9/11 Commission Report: Policy Analysis and Implications
9: 9 th week	Presidential Directives	Presidential Directives: Policy Analysis and Implications
10: 10 th week	Presidential Directives	Presidential Directives: Policy Analysis and Implications
11: 11 th week	Presidential Directives	Presidential Directives: Policy Analysis and Implications
12: 12 th week	Intelligence Reform and Terrorism Prevention Act	Intelligence Reform and Terrorism Prevention Act: Policy Analysis and Implications
13: 13 th week	Intelligence Reform and Terrorism Prevention Act	Intelligence Reform and Terrorism Prevention Act: Policy Analysis and Implications
14: 14 th week	Intelligence Reform and Terrorism Prevention Act	Intelligence Reform and Terrorism Prevention Act: Policy Analysis and Implications
15: 15 th week	Finals Week	Final Examinations

COURSE METHODOLOGY

This course is 100% online, with students expected to use EKU's Blackboard Learning System for all coursework. The course will include video lectures, discussion boards, five policy papers, an organizational structure for the Department of Homeland Security, and examinations. Multi-media presentations will be incorporated into the course design. The class will consist of lecture, Blackboard discussions, audio-visual presentations, research, and individual presentations. Students are expected to complete all assigned readings from the text and other related assigned materials and be fully prepared to discuss salient points in Discussion Boards.

COURSE CORRESPONDENCE POLICY

- Any email correspondence regarding the course must include the specific course ID (HLS 800) as the first letters of the subject line. Use LPS 800 as the first letters of the subject line.
- The course ID (HLS 800) should be followed by a space and a distinctive subject (e.g., HLS 800 discussion board question 1).
- You are strongly encouraged to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information sent.
- All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will NOT be accepted.
- All emails should be directed to your course Facilitator. He or she will respond to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor of Record for assistance.

ASSIGNMENT LOCATION ON BLACKBOARD

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have any trouble downloading course documents or video lessons please let your facilitator know as soon as possible.

DISCUSSION BOARD POLICY/ PARTICIPATION

You will find discussion questions posted in Blackboard for each week. Starting on Monday of each week, you are to access Blackboard and respond to that week's questions by 5:00 p.m. Wednesday. In addition you are expected to make a minimum of two entries in response to peer responses or posts. You should not post all your entries at one time but rather reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the facilitator and instructor. All responses must be posted by 10:00 p.m. Sunday of that week.

Daily interaction with your facilitator is vitally important to your success in this course. Please schedule to permit appropriate time on a daily basis in which to interact with your facilitator on the various course topics which will be discussed. And please ask any and all questions you should have regarding the subject matter or any issue regarding this class.

Policy/Briefing Papers

Students will be required to complete 5 Policy Papers. These policy analysis papers should provide a balanced analysis of a policy decision and include a recommendation based on your own judgment. Details regarding the elements of the policy paper are provided in Assignments on the HLS 800 Homeland Security web course.

Homeland Security Organizational Structure

Students will be required to produce a Policy Paper (#3) that details all of the agencies that have either been moved from an existing organization or department to the Department of Homeland Security (DHS) or have been created for the DHS. The document should include a brief description of each unit and a flowchart that depicts the process as well as an organizational chart that shows the Homeland Security organizational structure as it was originally conceived. Students then should present the changes that have been identified by Secretary of Homeland Security, Michael Chertoff, and compare and contrast the organizational structures. Students should provide a discussion of issues and policy implications of the identified changes and propose a rationale for the changes substantiating your propositions with factual information based on your readings, class discussion boards, and your independent research.

Evaluation Methods

Students will be evaluated based on their policy papers (200 points possible/50 points each) discussion boards (100 points possible/25 points each), a Mid-term examination (100 points), and a Final Examination (100 points). Opportunities for extra credit may also be provided during the semester.

Grades will be assessed as follows:

450-500 points = A
400-449 points = B
350-399 points = C
300-349 points = D
less than 300 points = F

Course Requirements

In order to successfully complete this course, students must:

- (1) read the assigned materials from the required texts and documents;
- (2) review the web links for each module;
- (3) read and give thoughtful consideration to the key points and critical thinking discussion boards;
- (4) read and consider the web lecture for each module;
- (5) write and turn in policy/briefing papers for each of the 5 course objectives;
- (6) complete a comprehensive and current organizational structure for the Department of Homeland Security.

SPRING 2007 DATES

Classes Begin: TBD

Add/Drop Period: TBD

Withdrawal Period: TBD

Classes End: TBD

ACADEMIC HONESTY POLICY

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also 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 includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving 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 assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.

Taken from Eastern Kentucky University Student Handbook (UHS) Page 31.

STUDENTS WITH DISABILITIES:

If you are registered with the Office of Service 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 telephone at (859)-622-2933 V/TTY, or by email at disserv@eku.edu. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Loss Prevention & Safety Justice & Safety HLS 810 <u>Critical Infrastructure Protection</u> Loss Prevention & Safety M.S. (Major __, Option <u>X</u> ; Minor __; or Certificate __)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9-18-2006	Graduate Council* 10-17-06
<i>Is this a SACS Substantive Change?</i>		
Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	9-22-2006	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10-19-06
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 approve new course HLS 810 Critical Infrastructure Protection

A. 2. Effective date: (Example: Fall 2001)
 Fall 2007

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

B. The justification for this action:
 HLS 810 is a required course for the Master of Science in Loss Prevention & Safety Program Option in Homeland Security.

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

Personnel Impact: Per agreement with the Board of Regents, Tuition Revenue may be utilized by the College for additional personnel costs.	
Operating Expenses Impact: Program of Distinction revenue will be utilized to initiate program. Tuition revenue can be utilized for future operational costs.	
Equipment/Physical Facility Needs: Existing Facilities will be utilized.	
Library Resources: Some additional texts will be added, and a minimal number of new journals requested. Current journal offerings will be reviewed so as to substitute the new journals for current journals with lesser need. In addition, students will be encouraged to make use of internet resources as much as possible to obtain additional reference material.	

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

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

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

New or Revised* Catalog Text

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

HLS 810 -- Critical Infrastructure Protection (3). Evolution of various critical infrastructures and the quantitative approaches commonly used to evaluate them. Infrastructure protection measures including allocation of limited funding to minimize overall risk.

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

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

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HLS	810	Fall 2007	AS _____ JS x _____ BT _____ EM _____ ED _____ PC _____ HS _____	LPRV
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
B	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Syllabus

HLS 810 Critical Infrastructure Protection

Instructor

Pamela A. Collins, Ed.D.

College of Justice and Safety

Professor Security Studies

Loss Prevention and Safety

Office: Stratton 313

Office Phone: 859-622-1977

E-mail: Pam.Collins@eku.edu

Course Description

HLS 810 -- Critical Infrastructure Protection (3). Evolution of various critical infrastructures and the quantitative approaches commonly used to evaluate them. Infrastructure protection measures including allocation of limited funding to minimize overall risk.

Textbook

1. Critical Infrastructure Protection in Homeland Security: Defending a Networked Nation, Lewis, T.G., Wiley Publishing, 2006.

Supplemental Resources/Readings

1. Public-Private-Defense Partnering in Critical Infrastructure Protection, Jaksec, G.M., Naval Post Graduate School, March 2006.
2. Critical Infrastructure Task Force, Ruth David, Presentation to Homeland Security Advisory Council, January 2006.
3. Critical Infrastructure and Key Assets: Definitions and Identification, Moteff, John and Parfomak, Paul, Resources, Science, and Industry Division, CRS Report for Congress, Order Code RL 32631, October 2004.
4. Critical Infrastructures: What Makes an Infrastructure Critical?, Moteff, John, Copeland, Claudia, Fischer, John, Resources, Science, and Industry Division, CRS Report for Congress, Order Code RL RL31556, January 2003.
5. Risk Management and Critical Infrastructure Protection: Assessing, Integrating and Managing Threats, Vulnerabilities, and Consequences, Moteff, John, Specialist in Science and Technology Policy, CRS Report for Congress, Order Code RL 32561, February 2005.

Course Objectives:

Upon completion of this course, the students will be able to:

1. Define critical infrastructure.
2. Critically analyze why the National Strategy focuses on local readiness and response rather than national preparedness.
3. Building upon your knowledge of threats and vulnerabilities, describe the threat to critical infrastructure posed by terrorism.
4. Identify and assess the national strategy for protecting critical infrastructure.
5. Describe and critically analyze the role of DHS in protecting critical infrastructure.
6. Analyze a vast system such as the telecommunications infrastructure sector using network theory.
7. Identify critical components-nodes, links, and regions of the country.
8. Model the most important components as a fault-tree and event-tree to extract the critical vulnerabilities of the sector.
9. Formulate a strategy for protecting the sector by various means: target hardening, regulatory policies, or restructuring of the sector.
10. Derive the best use of resources to reduce vulnerabilities and minimize financial risk.
11. Develop policies that improve the safety of each critical infrastructure sector within state and local multi-jurisdictional regions.

Course Outline:

Weeks 1 & 2

- Course Overview
- Defining Critical Infrastructure
- Homeland Security and Critical Infrastructure

Weeks 3 & 4

- Strategic Principles of Critical Infrastructure
- Origins of Critical Infrastructure
- Critical Infrastructure Challenges

Weeks 5 & 6

Critical Infrastructure Challenges

- Critical Infrastructure Networks
- Vulnerability Analysis and Critical Infrastructures
- Risk Analysis and Critical Infrastructures

Weeks 7 & 8

- Importance of Resources:
 - Natural-Water
 - Information-Supervisory Control and Data Acquisition

Weeks 9 & 10

- Power Sources
- Energy
- Telecommunications

Weeks 11 & 12

- Internet
- Cyber-Threats
- Cyber Security

Weeks 13 to 15

- Critical Infrastructure-Student Presentations

Week 16

- Final Research/Course Project Due

Course Methodology

This course is 100% online and students are required to use Ecu's Blackboards Learning System for all coursework. The course will include video lectures, group and individual assignments, a research/policy paper, and a Critical Infrastructure Portfolio. Multi-media presentations will be used in the delivery of this course. This course will consist of lectures, Blackboard discussions, audio-visual presentations, research, and individual/group presentations. Students are expected to complete all assigned readings from the text, supplemental materials, and other information as assigned by the instructor.

A Course Facilitator will be assigned to assist and work with the students enrolled in the LPS 810 course, in the completion of all of the assignments, readings, and project requirements. Students are to submit all assignments and final proposal and portfolio to the Course Facilitator.

Course Correspondence Protocol

- Any email correspondence regarding the course must include the specific course ID (HLS 810) as the first letters of the subject line. Use LPS 810 as the first letters of the subject line.
- The course ID (HLS 810) should be followed by a space and a distinctive subject (e.g., HLS 810 discussion board question 1).
- Students are strongly encouraged to use their ECU assigned email address. This will ensure that students will receive correspondence and feedback on assignments in a timely manner.
- All course assignments must be submitted within Blackboard. Assignments submitted as an email attachment will NOT be accepted.
- All emails should be directed to your course Facilitator. He or she will response to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor of Record for assistance.

Assignment Location on Blackboard

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have any trouble downloading course documents or video lessons please let your Facilitator know as soon as possible.

Quizzes

During the first four weeks of the course you will be assigned weekly quizzes. These four (4) quizzes are designed to help you reflect on the course material and prepare you for the final exam. They will assess both your understanding of the video lessons and required course readings, which are essential for successful completion of the weekly quizzes. The quizzes are located on the Assignments page in Blackboard.

Policy Papers

Students will be required to complete four policy papers based upon an assigned policy issues relating to critical infrastructure protection. Students will be provided with example policy papers to assist them with developing their assignments.

Research Paper

Students will be required to identify and develop a research paper on a critical infrastructure protection issue. The paper should be at least 20 pages in length and include at least 5 journal and/or governmental publications. Students are encouraged to use APA style for the research paper format.

Discussion Board Policy/Participation

Students will be provided with discussion questions posted in Blackboard for each week. The schedule for review and completion of the assignment is as follows: Students should review the discussion board on a weekly basis beginning on Monday and completing their responses to the questions by 5pm on Wednesday of that week. Students are also required to submit at least two responses to their classmate's postings. When preparing hour responses students are encouraged to review all of the postings prior to making a selection on which discussions to respond to. All responses must be posted no later than 10pm Sunday of that week.

General Test Information

There will be a final comprehensive exam for this course. Students will be permitted to use their text and any other resources they need to adequately answer the essay question. This question will be posted at the mid point of the class and students until the end of the term to complete the exam.

Course Requirements

Course Requirements

1. Completion of all Blackboard Discussion Questions 60 points
2. Completion of 4 weekly quizzes : 40 points
3. Completion of 5 weekly assignments, 20 points possible: 100 points
4. Completion of 4 policy papers 25 points each: 100 points
5. Completion of a final exam 100 points

Total Points Possible: 400

Grading Scale

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

Viewing Grades in Blackboard

Under the Tools Button on Blackboard is the My Grades link. If you go into this section, you will be able to view any grades posted by the facilitator.

ACADEMIC HONESTY POLICY

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also 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 includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving 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 assignments, is a form of cheating.

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Taken from Eastern Kentucky University Student Handbook (UHS) Page 31.

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If you are registered with the Office of Service 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 telephone at (859)-622-2933 V/TTY, or by email at disserv@eku.edu. Upon individual request, this syllabus can be made available in alternative forms.

Fall 2007 Schedule

Classes Begin:

Add/Drop Date:

Withdraw Period:

Classes End:

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Loss Prevention & Safety Justice & Safety HLS 820 <u>Intelligence for Homeland Security</u> Loss Prevention & Safety M.S. (Major __, Option <u>X</u> ; Minor __; or Certificate __)
--	---	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9-18-2006	Graduate Council*	10-17-06
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Council on Academic Affairs			
College Curriculum Committee	9-22-2006	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**	10-19-06
Teacher Education Committee*	NA	Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

To approve new course HLS 820_Intelligence for Homeland Security

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

Fall 2007

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

N/A

B. The justification for this action:

HLS 820 is a required course for the Master of Science in Loss Prevention & Safety Program Option in Homeland Security.

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

Personnel Impact: Per agreement with the Board of Regents, Tuition Revenue may be utilized by the College for additional personnel costs.

Operating Expenses Impact: Program of Distinction revenue will be utilized to initiate program. Tuition revenue can be utilized for future operational costs.

Equipment/Physical Facility Needs: Existing Facilities will be utilized.

Library Resources: Some additional texts will be added, and a minimal number of new journals requested. Current journal offerings will be reviewed so as to substitute the new journals for current journals with lesser need. In addition, students will be encouraged to make use of internet resources as much as possible to obtain additional reference material.

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

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

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

New or Revised* Catalog Text

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

HLS 820 -- Intelligence for Homeland Security (3). Key questions and issues facing the U.S. intelligence community and its role in homeland security and homeland defense. Critical analysis of intelligence disciplines and operations at the federal, state, and local levels.

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

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

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HLS	820	Fall 2007	AS _____ JS x _____ BT _____ EM _____ ED _____ PC _____ HS _____	LPRV
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
B	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Syllabus

HLS 820- Intelligence for Homeland Security

INSTRUCTOR

Dr. Kay Scarborough
College of Justice and Safety
Loss Prevention and Safety
Office: Stratton 252
Office Phone: (859) 622-1464
Email: kscarbocop@aol.com

COURSE DESCRIPTION

HLS 820 -- Intelligence for Homeland Security (3). Key questions and issues facing the U.S. intelligence community and its role in homeland security and homeland defense. Critical analysis of intelligence disciplines and operations at the federal, state, and local levels.

This course examines key questions and issues facing the U.S. Intelligence Community and its role in homeland security and homeland defense. Students will have the opportunity to fully address policy, organizational, and substantive issues regarding homeland intelligence support. Course reference materials will provide an overview of diverse intelligence disciplines and how the intelligence community operates. Course emphasis will be on issues affecting policy, oversight, and intelligence support to homeland defense/security and national decision-making. The Intelligence Reform and Terrorism Prevention Act of 2004 is addressed and the course is shaped to focus homeland intelligence support issues at the state, local, and tribal levels.

TEXTBOOKS

1. Lowenthal, Mark M. *Intelligence From Secrets to Policy*. Washington, D.C.: CQ Press, 2006.
2. Johnson, Loch K. and James J. Wirtz. *Strategic Intelligence: Windows Into a Secret World*. Los Angeles, CA: Roxbury Publishing Company.
3. Bamford, James. *Body of Secrets: Anatomy of the Ultra-Secret National Security Agency, From the Cold War through the Dawn of a New Century*, New York, NY: Anchor Books, 2002.

SUPPLEMENTAL READINGS

See Attachment A.

COURSE OBJECTIVES

- Through readings, discussions, examinations, and independent research, students will:
1. Critically evaluate the Intelligence Community's (IC) capabilities and limitations.
 2. Building upon your knowledge of the historical evolution of the IC, assess their new roles and responsibilities in homeland security.
 3. Assess the function and utility of interagency coordination and the flow of intelligence for homeland security.
 4. Analyze and critique the Intelligence Reform and Terrorism Prevention Act of 2004.
 5. Develop an Integrated Intelligence Strategy for homeland security.
 6. Develop recommendations for process improvement.

COURSE OUTLINE

1. Module 1 (Weeks 1 & 2): Introduction to the U.S. Intelligence Community.
2. Module 2 (Weeks 3-6): DoD intelligence role in homeland security and homeland defense.
3. Module 3 (Weeks 7-10): The interagency process and intelligence fusion.
4. Module 4 (Weeks 11-14) : Homeland intelligence and reform
5. Module 5 (Weeks 15 & 16): Research papers and presentations.

COURSE METHODOLOGY

This course is 100% online, with students expected to use ECU's Blackboard Learning System for all coursework. The course will include video lectures, discussion boards, and a research paper. Multi-media presentations will be incorporated into the course design. This class will consist of lecture, Blackboard discussions, audiovisual presentations, research, and individual presentations. Students are expected to complete all assigned readings from the text and other related assigned materials and be fully prepared to discuss salient points in Discussion Boards.

Students will be assigned a facilitator to work with throughout the term. Students are encouraged to ask questions, seek assistance and guidance and to work with the facilitator throughout the course of study. Students are expected to read prescribed readings, participate in discussion boards with your facilitator, complete assignments and programs as well as the examinations and submit the completed research paper to your facilitator by the end of the term.

COURSE CORRESPONDENCE POLICY

- Any email correspondence regarding the course must include the specific course ID (HLS 820) as the first letters of the subject line.
- The course ID (HLS 820) should be followed by a space and a distinctive subject (e.g., HLS 820 discussion board 1).
- You are strongly encouraged to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information sent.
- All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will not be accepted.
- All emails should be directed to your course Facilitator. He or she will respond to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor of Record for assistance.

ASSIGNMENT LOCATION ON BLACKBOARD

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have trouble downloading course documents or video lessons please let your facilitator know as soon as possible.

EXAMINATIONS

You will have two examinations for this course. One will be distributed at mid-term, with the other being distributed during pre-finals week. You will have one week to complete both exams. The exams are designed to help you reflect on course material and assess your understanding of the course materials. The exams will be located on the Assignments page in Blackboard.

DISCUSSION BOARD POLICY/PARTICIPATION

You will find discussion questions posted in Blackboard for designated weeks. Starting on Mondays of the designated weeks, you are to access Blackboard and respond to that week's question by 5:00 p.m. (COB) on Friday. In addition, you are expected to make a minimum of two entries in response to peer responses or posts. You should not post all of your entries at one time, but rather reflect on the insight that others have brought to the discussion. Remember, your postings will serve as a reflection of your understanding of course material to the facilitator and instructor. All responses must be posted by 10:00 p.m. on Sunday of the designated week.

RESEARCH PAPER

This course requires a written individual research paper of at least 25 double-spaced pages in length (not including the Bibliography) on an approved topic. Appropriate format, such as APA or Turabian must be used for parenthetical referencing and the Bibliography.

POLICY MEMORANDUM

This course requires a policy memorandum of 5-6 double-spaced pages. A memorandum format must be used.

Grading criteria for the memorandum includes the following questions which must be answered completely:

1. Is the question answered?
2. Is there an argument presented and defended throughout the discussion?
3. Clarity, Organization, Structure, and Grammar.
4. Integration of class material, facts, readings, and independent research which supports the argument.

COURSE REQUIREMENTS

1. Discussion Board Participation: 25%
2. Research Paper: 25%
3. Policy Memorandum: 20%
4. Mid-term Examination: 15%
5. Final Examination: 15%

GRADING SCALE

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

VIEWING YOUR GRADE IN BLACKBOARD

Under the Tools button on Blackboard is the My Grades link. If you go into this section, you will be able to view any grades posted by the facilitator.

SPRING 2007 DATES

Classes Begin: TBD

Add/Drop Period: TBD

Withdrawal Period: TBD

Classes End: TBD

ACADEMIC HONESTY POLICY

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

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disserv@eku.edu. Upon individual request, this syllabus can be made available in alternative forms.

APPENDIX A

- RR1. *Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction*. (2005) Report to the President of the United States. Available at: <http://www.whitehouse.gov/wmd/>
- RR2. *National Intelligence Strategy of the United States of America- Transformation Through Integration and Innovation*. (2005). Available at: <http://www.dni.gov/publications/NISOctober.pdf>
- RR3. *National Commission on Terrorist Attacks Upon the United States* (also known as the 9-11 Commission). (2004) Available at: <http://www.9-11commission.gov/report/index.htm>
- RR4. E.O. 13355, Executive Order—*Strengthened Management of the Intelligence Community*, available at: <http://www.whitehouse.gov/news/releases/2004/08/print/20040827-6.html>
- RR5. *National Security Strategy of the United States of America*. (2002). Available at: <http://www.whitehouse.gov/nsc/nss.pdf>
- RR6. Strengthening Intelligence to Better Protect America, (2003) Fact Sheet on the TTIC. Available at: <http://www.whitehouse.gov/news/releases/2003/02/20030214-1.html>
- RR7. House Permanent Select Committee on Intelligence and Senate Select Committee on Intelligence. *Joint Inquiry into Intelligence Community Activities before and after the Terrorist Attacks of September 11, 2001*. (2002). Available at: <http://www.gpoaccess.gov/serialset/creports/911.html>
- RR8. Isaacson, Jeffery and Kevin O’Connell. “Beyond Sharing Intelligence, We Must Generate Knowledge.” Rand Review. (Summer 2002). Available at: <http://www.rand.org/publications/randreviews/issues/rr.08.o2/intelligence.html>
- RR9. Channell, Ralph N. (2002). “*Intelligence and the Department of Homeland Security*.” Strategic Insight: Homeland Defense- Center for Contemporary Conflict Homepage. Available at: <http://www.ccc.nps.navy.mil/rsepResources/si/aug02/homeland2.asp>
- RR. 10. Statement by the Director of National Intelligence, John D. Negroponte, to the Senate Armed Services Committee. (2006). *Annual Threat Assessment of the Director of National Intelligence for the Senate Armed Services Committee*. Available at: http://www.dni.gov/testimonies/20060228_testimony.htm
- RR11. Betts, Richard K. (2002). Fixing Intelligence, *Foreign Affairs* (summary of article). Available at: <http://www.foreignaffairs.org/20020101faessay6556/richard-k-betts/fixing-intelligence.html>
- RR12. Rothkopf, David J. (2002). “Bridging the Intelligence Gap,” *Blueprint Magazine*. Available at: <http://www.ndol.org/print.cfm?contentid=250679>

RR12. "The History of the Intelligence Community," from the CIA homepage. Available at: <http://www.access.gpo.gov/intelligence/int/int022.html>

RR.13. "An Overview of the Community," from the CIA homepage (1996). Available at: <http://www.gpo.gov/int/int023.html>

RR.16. The United States Commission on National Security/21st Century (2001), "Securing the National Homeland," *Road Map for National Security: Imperative for Change*, The Phase III Report of the U.S. Commission on National Security/21st Century, Washington, D.C.: The United States Commission on National Security/21st Century.

RR15. *Doctrine for Intelligence Support to Joint Operations (Joint Publication 2-0)*. Available at: http://www.dtic.mil/doctrine/jel/new_pubs/jp2_0.pdf

RR16. <http://www.northcom.mil> U.S. Northern Command's homepage. Read through the following links in particular: "First Responders," "Homeland Defense," and Role of NORTHCOM."

RR17. The Creation of the United States Northern Command: Potential Constitutional, Legal, and Policy Issues Raised By A Unified Command For the Domestic United States. Available at: <http://www.constitutionproject.org/ls/NorthcomInterim.DOC>

RR18. Statement of Admiral Timothy Keating, Commander of United States Northern Command, before the House Armed Services Committee, Subcommittee on Terrorism, Unconventional Threats and Capabilities (2005). Available at: <http://www.house.gov/hasc/testimony/109thcongress/Terrorism,%20Unconventional%20Threats/3-15-05Keating.pdf>

RR20. George T. Raach and Ilana Kass, "National Power and the Interagency Process," (1995) *Joint Forces Quarterly*. Available at: http://dtic.mil/doctrine/jel/jfq_pubs/0408.pdf

RR21. Markle Task Force Report, Part 1: Overview and The Task Force Report. Available at: http://markletaskforce.org/documents/Markle_Report_Part1.pdf

RR22. Markle Task Force Report, Part 2: Working Group Analyses. Available at: http://www.markletaskforce.org/documents/Markle_Report_Part2.pdf

RR.23. Markle Task Force Report, Part 3: Selected Background Research. Available at: http://www.markletaskforce.org/documents/Markle_Report_Part3.pdf

RR24. The National Strategy to Combat Terrorist Travel (2006). Available at: http://www.nctc.gov/docs/u_terrorist_travel_book_may2_2006.pdf

RR. 25. The National Counterterrorism Center (NCTC) (2004). Available at: <http://www.whitehouse.gov/news/releases/2004/08/20040827-5.html> and <http://www.nctc.gov/>

- RR. 26. Pangi, Robin. (2001). "Preparing for Terrorism: What Governors and Mayors Should Do." Available at:
http://bcsia.ksg.harvard.edu/BCSIA_content/documents/Preparing_for_Terrorism-What_Governors_and_Mayors_Should_Do.pdf
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- RR. 29. E.O. 12333, Executive Order—United States Intelligence Activities. Available at: <http://www.cia.gov/cia/information/eo12333.html>
- RR. 30. E.O. 13354, Executive Order—National Counterterrorism Center. Available at: <http://www.whitehouse.gov/news/releases/2004/08/print/2004/0827-5.html>
- RR. 31. E.O. 13356, Executive Order—Strengthening the Sharing of Terrorism Information to Protect Americans. Available at:
<http://www.whitehouse.gov.news/releases/2004/08/print/20040827-4.html>
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<http://www.whitehouse.gov/homeland/book/index.html> (pdf version)
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- RR36. Department of Justice (2004). *The RISS Program: Membership and Service Activity*. Available at: http://www.iir.com/Publications/RISS_Program.pdf
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- RR.38. International Association of Chiefs of Police. *Criminal Intelligence Model Policy*. Available at: http://it.ojp.gov/documents/criminal_intelligence_model_policy.pdf
- RR39. International Association of Chiefs of Police. *Criminal Intelligence Sharing: A National Plan for Intelligence-Led Policing at the Local, State, and Federal Levels*. Available at: <http://www.theiacp.org/documents/pdfs/Publications/intelsharingreport.pdf>

RR40. International Association of Law Enforcement Intelligence Analysts. *Law Enforcement Analytic Standards*. Available at:
http://www.iir.com/global/products/law_enforcement_analytic_standards.pdf

RR41. Criminal Intelligence Training Coordination Strategy Working Group. (2002) *Minimum Criminal Intelligence Training Standards for United States Law Enforcement and other Criminal Justice Agencies*. Available at:
http://www.iir.com/global/products/minimum_criminal_intel_training_standards.pdf

RR.42. *National Criminal Intelligence Sharing Plan*. Available at:
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RR.43. Police Executive Research Forum. (2005). *Protecting Your Community From Terrorism: Strategies for Local Law Enforcement. Volume 4, The Production and Sharing of Intelligence*. Washington, D.C: Police Executive Research Forum. Available at: <http://www.cops.usdoj.gov/mime/open.pdf?Item=1438>

RR44. Dorn Vernessa Samuel. (2006). *Code Breaking in Law Enforcement: A 400 Year History*. Available at: <http://www.fbi.gov/hq/lab/fsc/current/index.htm>

RR.45. Gregory F. Treverton. (2005). *The Next Steps in Reshaping Intelligence*. Santa Monica, CA: Rand Corporation. Available at:
http://www.rand.org/pubs/occasional_papers/OP152/

R.46. Gregory F. Treverton, Seth G. Jones, Steven Boraz, and Phillip Lipsy. (2006). *Toward a Theory of Intelligence: Workshop Report*. Santa Monica, CA: Rand Corporation. Available at: http://www.rand.org/pubs/conf_proceedings/CF219/

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Loss Prevention & Safety Justice & Safety HLS 830 <u>Hazards & Threats to Homeland Security</u> Loss Prevention & Safety M.S. (Major ____, Option <u>X</u> __; Minor ____; or Certificate ____)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9-18-2006	Graduate Council* 10-17-06
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	9-22-2006	Approved X Disapproved 10-19-06
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 approve new course HLS 830 Hazards & Threats to Homeland Security

A. 2. Effective date: (Example: Fall 2001)
 Fall 2007

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

B. The justification for this action:
 HLS 830 is a required course for the Master of Science in Loss Prevention & Safety Program Option in Homeland Security.

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

Personnel Impact: Per agreement with the Board of Regents, Tuition Revenue may be utilized by the College for additional personnel costs.	
Operating Expenses Impact: Program of Distinction revenue will be utilized to initiate program. Tuition revenue can be utilized for future operational costs.	
Equipment/Physical Facility Needs: Existing Facilities will be utilized.	
Library Resources: Some additional texts will be added, and a minimal number of new journals requested. Current journal offerings will be reviewed so as to substitute the new journals for current journals with lesser need. In addition, students will be encouraged to make use of internet resources as much as possible to obtain additional reference material.	

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

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

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

New or Revised* Catalog Text

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

HLS 830 – Hazards & Threats to Homeland Security (3). Description and analysis of significant hazards and threats to national security, domestic security, and community safety, such as disasters, catastrophes, accidents, technological failures, epidemics, and terrorism.

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

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

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HLS	830	Fall 2007	AS _____ JS x _____ BT _____ EM _____ ED _____ PC _____ HS _____	LPRV
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
B	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Syllabus

**Graduate Program
Department of Loss Prevention & Safety
Eastern Kentucky University**

HLS 830 – Hazards & Threats to Homeland Security (3).

Course Description

Description and analysis of significant hazards and threats to national security, domestic security, and community safety, such as disasters, catastrophes, epidemics, accidents, technological failures, and terrorism.

The focus of this course is on the various types of threats that constitute the “all hazards” approach to homeland security. The course is not particularly concerned with prevention of, protection from, response to, and/or recovery from significant events, but rather simply on the range and nature of these natural and man-made events. Course materials are drawn from a variety of disciplines and professional areas.

Student Learning Objectives

1. The student will be able to identify and critically analyze different categories of hazards and threats in order to synthesize their potential impact upon an organization.
2. Students will be able to develop various scenarios for preparing for and responding to different types of natural disasters and assess their human, social and economic impact.
3. By building upon the students understanding of different types of accidents and technological failures they will develop an awareness of the human, social, and economic impact of losses.
4. By studying different types of intentional man-made threats and hazards, such as terrorism, students will derive an approach to how to prevent, prepare, respond and recover from the human, social, and economic impact.

Course Texts

Theodore Steinberg (2000) *Acts of God: The Unnatural History of Natural Disaster in America*. New York: Oxford University Press.

William M. Evan and Mark Manion (2002) *Minding the Machines: Preventing Technological Disasters*. Upper Saddle River, NJ: Prentice-Hall.

Bruce Hoffman (2006) *Inside Terrorism*, 2nd edition. New York: Columbia University Press.

Other Readings

#1 -- Department of Homeland Security, National Response Plan, on-line at <http://www.dhs.gov/interweb/assetlibrary/NRPbaseplan.pdf>.

#2 -- Department of Homeland Security, Target Capabilities List, on-line at <http://www.dola.state.co.us/oem/Target%20Capabilities%20List-Version%201%200.pdf>.

#3 -- Federal Emergency Management Agency, Federal Disaster Declarations, on-line at <http://www.fema.gov/news/disasters.fema>.

#4 -- U.S. Government, Avian and Pandemic Flu information, on-line at <http://www.pandemicflu.gov/>.

#5 -- United Nations, *Progress Report on Prevention of Armed Conflict*, on-line at <http://www.un.org/Depts/dpa/docs/Prevention%20Report.pdf>.

#6 -- Weapons of Mass Destruction Commission, *Weapons of Terror*, on-line at http://www.wmdcommission.org/files/Weapons_of_Terror.pdf.

#7 -- U.S. Department of State, *Arresting Transnational Crime*, on-line at <http://usinfo.state.gov/journals/itgic/0801/ijge/ijge0801.htm>.

#8 -- United Nations, Convention Against Transnational Organized Crime, on-line at http://www.unodc.org/unodc/crime_cicp_convention.html.

Course Requirements

Students are expected to attend class regularly, participate actively in class discussions, and complete readings as assigned. In addition each student is required to:

1. Monitor several on-line bulletins and newsletters related to homeland security throughout the semester and use them to contribute new and breaking information to class discussions. These on-line services will include but not necessarily be limited to *Homeland Security Daily Wire*, *Global Terrorism Monitor*, *The Weekly Homeland Security Newsletter*, *Open Source Daily Brief*, and *Homeland Security Update*.
2. Complete three 10-page research papers, each on a different specific type of hazard or threat to homeland security. Students can select these topics but they must be approved by the instructor. Further instructions about these papers will be provided.
3. Make 10-minute presentations on each of the papers noted above.
4. Complete three additional in-class, at-home, and/or on-line projects assigned throughout the semester. These projects will draw on current/recent all-hazards events and will require the student to apply concepts and theories learned in the class. Further instructions about these projects will be provided.
5. Complete a take-home final examination.

Grading

Students' scores in the course will be calculated as follows:

Papers	30%
Presentations	15%
Projects	15%
Final exam	30%
Class participation	10%

Student scores in the course will be translated into course grades as follows:

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

Disability Accommodation Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Course Schedule

	Topics	Reading	Other
Week 1	The all hazards approach to homeland security		
Week 2	Prevalence and consequences of various hazards & threats	Readings 1 & 2	
Weeks 3-5	Natural disasters	Reading 3 Steinberg book	Project 1 Paper 1
Week 6	Epidemics	Reading 4	Presentation 1
Weeks 7-9	Accidents and technology	Evan & Manion book	Project 2 Paper 2
Week 10	War, insurgency & other forms of armed conflict	Reading 5	Presentation 2
Weeks 11-13	Terrorism including WMD	Reading 6 Hoffman book	Project 3 Paper 3

	Topics	Reading	Other
Week 14	Cyber crime, transnational crime, organized crime etc.	Readings 7 & 8	Presentation 3
Week 15	Wrapping up		Final exam due

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Loss Prevention & Safety <hr/> College Justice & Safety <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Loss Prevention & Safety M.S. (Major __, Option <u>X</u> ; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee 9-18-2006 Graduate Council*	9-18-2006 Yes*** <input type="checkbox"/> No <input type="checkbox"/>	_____ Council on Academic Affairs
College Curriculum Committee 9-22-2006 General Education Committee* NA Teacher Education Committee* NA	9-22-2006 NA NA	Approved X Disapproved 10-19-06 Faculty Senate** 11-06-06 Board of Regents** Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add an option in Homeland Security to the Master of Science in Loss Prevention & Safety Program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2007</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>Several programs have already been created at the Bachelor level. The College of Justice and Safety has a National reputation in the areas that comprise homeland security, i.e. Emergency Response, Fire Protection, Hazardous Materials, Security, Emergency Medicine, and Risk Assessment/Management. Expressed interest from professionals in the field and current LPS students for an opportunity to specialize in homeland security at the Master level.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Per agreement with the Board of Regents, Tuition Revenue may be utilized by the College for additional personnel costs.</p> <p>Operating Expenses Impact: Program of Distinction revenue will be utilized to initiate program. Tuition revenue can be utilized for future operational costs.</p>
<p>Equipment/Physical Facility Needs: Existing Facilities will be utilized.</p>
<p>Library Resources: Some additional texts will be added, and a minimal number of new journals requested. Current journal offerings will be reviewed so as to substitute the new journals for current journals with lesser need. In addition, students will be encouraged to make use of internet resources as much as possible to obtain additional reference material.</p>

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

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

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

New or Revised* Catalog Text

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

1. For a new program, provide the catalog description as being proposed.
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New or Revised* Program Text
(*Use ~~striketrough~~ for deletions and underlines for additions.)

Master of Science

Loss Prevention and Safety Program

~~Course~~ Core Requirements.....18 hours

LPS 815, 822, 826, 833, 865, 880

Support Courses.....12 hours

Twelve hours selected from the following:

LPS 827, 828, 829, 839, 841, 845, 890, INS 876, INS 878

Thesis or electives.....6 hours

LPS 898 or electives

Total Curriculum Requirements.....36

Master of Science

Option in Homeland Security

Core Requirements.....18 hours

LPS 815, 822, 826, 833, 865, 880

Option Requirements12 hours

HLS 800, 810, 820, 830

Thesis or Electives.....6 hours

LPS 898 or Approved Electives

Total Curriculum Requirements.....36

The Master of Science degree in Loss Prevention & Safety (LPS) which includes the Option in Homeland Security may be completed online. In addition to satisfying Eastern Kentucky University's (EKU) requirements for admission or for provisional admission, to an online program requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Contact the LPS Graduate Coordinator for additional details.