

11-15-2007

Council on Academic Affairs Minutes, Nov 15, 2007

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES
November 15, 2007

Members Present: Scott Amundsen, Rich Boyle, Larry Collins (representing Allen Ault), Lindsey Cross, Ed Davis, Michael Foster, Gary Kuhnhenh, Kim Naugle, Jaleh Rezaie, Heidi Terry, Fred Ruppel (representing Liz Throop), Janna Vice (Vice Chair), Deborah Whitehouse

Members Absent: Allen Ault, Onda Bennett*, Steve Byrn*, David Eakin, Verna Freer*, E.J. Keeley*, Sandra Moore, Rodney Piercey (Chair), Amanda Sutton*

*indicates prior notification

Non-Members Present: Sheila Adkins, Kelli Carmean, Kathy Daugherty, Katrina Dezarn, Margaret Moore, Julie Robinson, Linda Turner

Dr. Janna Vice called the Council on Academic Affairs to order at 1:35 p.m. on November 15, 2007.

APPROVED

Approval of the Minutes – October 18, 2007

The minutes were approved as distributed with the addition of one clarification that specifies the types of exception forms the Registrar's Office should receive from the colleges.

Enrollment Management

Academic Testing

APPROVED

Curriculum Proposal Credit-By-Examination Proposal Summer 2008
Credit-By-Examination was revised to remove exams for BIO 100, 171, 301, 303; NSC 330; HSA 305, 314; and to add an exam for CON 121. The exams being removed were created by faculty no longer with the College of Arts & Sciences, and the College wishes to review them according to current faculty.

APPROVED

Curriculum Proposal College-Level Examination Program (CLEP®) Revision
The Principles of Accounting exam title was revised to Financial Accounting (for ACC 201).

Enrollment Management – (Continued)Developmental Education**APPROVED**

Policy Revision Developmental Education Policy Spring 2008
 The policy was approved as amended (removing part c. from the original submitted document). The Council members addressed the concern about a need for an increased number of advisors within the Colleges to handle effectively the increased number of students that would be able to declare a major. The members also expressed estimated cost concerns with the addition of College advisors. Ultimately, the policy is united with the institutional effectiveness of the individual Colleges, which is joined to the University Strategic Plan.

College of Arts & SciencesDepartment of Anthropology, Sociology, and Social Work**APPROVED**

Course Revision ANT 470 Field Methods in Archaeology Summer 2008
 Revise course from schedule type 1 to schedule type L (lecture with lab included); revise prerequisite to include “minimum grade of B;” add catalog text “May be repeated up to six hours providing the dig site differs;” revise maximum number of hours from 8 to 6; revise credit hours from 3-8 to 3.

Department of Foreign Languages and Humanities**APPROVED**

Course Revision HUM 124 Humanities & the Search for Meaning Summer 2008
 Revise course description; add General Education blocks IIIA and IIIB.

Course Revision HUM 226 The Search for Meaning: The Ancient World Summer 2008
 Revise course description.

Course Revision HUM 228 The Search for Meaning: The Modern World Summer 2008
 Revise course description.

Course Revision HUM 300 Humanity in the Postmodern Age Summer 2008
 Revise course description; remove prerequisites.

Course Revision JPN 201 Intermediate Japanese I Summer 2008
 Add General Education block VIII.

Course Revision JPN 202 Intermediate Japanese II Summer 2008
 Add General Education block VIII.

College of Arts & Sciences – (Continued)

APPROVED

Course Revision FCC 227 Japanese Culture and Civilization Summer 2008
Add General Education blocks IIIB and VII (AH).

Department of Government

APPROVED

New Course POL 101S Introduction to American Government: Summer 2008
Service Learning
Add new course to reflect Service Learning component.

College of Business & Technology

Department of Accounting, Finance, and Information Systems

APPROVED

Course Revision ACC 301 Principles of Accounting—Intermediate Fall 2008
Add prerequisite equivalencies STA 215, STA 270; MAT 211 or 124 or 261; CMS 210;
grade of “C” or better.

Course Revision ACC 441 Auditing Fall 2008
Add prerequisite CIS 335; remove prerequisite QMB 200; revise “C-” to “C.”

Department of Management, Marketing, Administrative Communication

APPROVED

Course Revision CCT 290 Office Systems Applications Fall 2008
Add CSC 104 as a prerequisite option.

WITHDRAWN

New Course PGM 349 Cooperative Study: Professional Golf Management
New Course PGM 349 Applied Learning: Professional Golf Management

College of Education

Department of Counseling and Educational Psychology

APPROVED

New Course COU 860 Student Development Theory in Higher Ed. Summer 2008
New Course COU 861 Overview of Legal Issues in Higher Ed. Summer 2008
New Course COU 862 Policy and Finance in Higher Education Summer 2008
Create new courses to enhance educational preparation for students.

College of Education – (Continued)

APPROVED

Program Revision Human Services M.S. Summer 2008
Drop Community Agency option; remove COU 804 and 846 from core requirements; add COU 860, 861, and 862 to Student Personnel Services option and remove POL 876 and 878.

Department of Curriculum and Instruction

APPROVED

Course Revision ELE 445 Foundations of Reading/Language Arts Summer 2008
Add prerequisite of EDF 203; add prerequisite/corequisite of EDF 319.

APPROVED

Program Revision Elementary Education (P-5) Teaching B.S. Summer 2008
Elementary English & Communications Emphasis
Replace ENG 301 with ENG 303 in program requirements.

Program Revision Middle Grade Education (5-9) Teaching B.S. Summer 2008
Middle Grades English & Communications Emphasis
Replace ENG 301 with ENG 303 in program requirements.

Program Revision Middle Grade Education (5-9) Teaching B.S. Summer 2008
Middle Grades Social Studies Emphasis
Replace ENG 301 with ENG 303 in program requirements.

APPROVED

Program Revision Master of Arts in Teaching Admission Requirements Summer 2008
Revise admission requirements to require PRAXIS II scores for Middle and Elementary options.

Informational Item Center for Educational Research in Appalachia
The Council was asked to review the materials and refer suggestions and comments to Jack Herlihy or Kim Naugle.

College of Health Sciences

Department of Baccalaureate and Graduate Nursing

APPROVED

Program Revision Nursing Pre-RN B.S.N. Summer 2008
Add NSC 496 to major requirements; reduce free electives from 9-10 to 7-8 hours.

College of Health Sciences – (Continued)

Department of Health Promotion and Administration

APPROVED

Course Revision HEA 855 Epidemiology and Risk Management Summer 2008
Revise title from “Epidemiology & Risk Management” to “Principles of Epidemiology;”
catalog text revision.

APPROVED

Drop Course HEA 780 Evaluation of Health Promotion Programs Summer 2008
Drop Course HEA 798 Health Promotion and Program Planning Summer 2008

APPROVED

Program Revision Minor in School Health, P-12 (Teaching) Summer 2008
Add OTS 335 as a corequisite.

Program Revision Secondary Education, School Health Option Summer 2008
Remove HEA 800 and HEA 794 and add HEA 810 and 804 to option requirements.

Department of Medical Practice Management

APPROVED

New Course MAS 370 Medical Coding Career Preparation Fall 2008
Create new course to prepare students for national coding certificate examinations.

APPROVED

Program Revision Medical Coding Certificate Fall 2008
Add MAS 360 and MAS 370 to major requirements; add CIS 212 or CSC 104 to supporting
course requirements.

Department of Occupational Therapy

APPROVED

Course Revision OTS 302 Practicum in OS II: Life Narratives Summer 2008
Add OTS 335 as corequisite.

APPROVED

New Course OTS 499 Constructs of Occupation Summer 2008
Create new course to prepare students for Occupational Therapy M.S. program.

New Course OTS 883 Change and Complexity in OBP Summer 2008
Create new course for content previously offered in Special Topics (OTS 875).

Discussion / Informational Items

1. Retention and Graduation Task Force
 - a. Academic, administrative, and assistance proposals to enhance EKU's student retention and graduation.

2. Faculty Senate approved the following items on November 5, 2007:
 - a. Geography & Geology Department Name Change
 - b. Correctional & Juvenile Justice Studies A.A. – Program Suspension
 - c. Correctional & Juvenile Justice Studies M.S. – Program Revision
 - d. Youth Work Certification Program – Program Revision
 - e. Fire & Safety Engineering Technology A.A. – Program Suspension

Good of the Order

Dr. Vice adjourned the Council on Academic Affairs at 4:15 p.m.



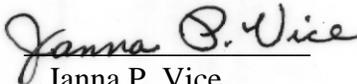
EASTERN KENTUCKY UNIVERSITY

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Provost's Office
Associate Provost
Academic and Faculty Affairs

Coates 212
521 Lancaster Avenue
Richmond, Kentucky 40475-3163
(859) 622-2076 Fax (859) 622-6518

TO: Members of the Council on Academic Affairs

FROM: 
Janna P. Vice
Interim Associate Provost

DATE: November 6, 2007

RE: Meeting—Council on Academic Affairs

The Council on Academic Affairs will meet on Thursday, November 15, at 1:30 p.m. in Student Services Building, 549. The agenda and attachments are available through the Council on Academic Affairs Web site at: www.academicaffairs.eku.edu/committee/academic_council/. To track curriculum changes, refer to the Proposal Summary available at: www.academicaffairs.eku.edu/committee/academic_council/reference/Proposal%20Summary.pdf.

If you cannot attend the meeting, please contact Sarah McCartt either by phone at 622-1247 or e-mail sarah.mccartt@eku.edu.

COUNCIL ON ACADEMIC AFFAIRS AGENDA

November 15, 2007

1. Call to Order
 2. Approval of the Minutes – October 18, 2007
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Enrollment Management

Academic Testing

<i>Curriculum Proposal</i>	Credit-By-Examination Proposal
<i>Curriculum Proposal</i>	College-Level Examination Program (CLEP®) Revision

Developmental Education

<i>Policy Revision</i>	Developmental Education Policy
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College of Arts & Sciences

Department of Anthropology, Sociology, and Social Work

<i>Course Revision</i>	ANT 470 Field Methods in Archaeology	Summer 2008
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Department of Foreign Languages and Humanities

<i>Course Revision</i>	HUM 124 Humanities & the Search for Meaning	Summer 2008
<i>Course Revision</i>	HUM 226 The Search for Meaning: The Ancient World	Summer 2008
<i>Course Revision</i>	HUM 228 The Search for Meaning: The Modern World	Summer 2008
<i>Course Revision</i>	HUM 300 Humanity in the Postmodern Age	Summer 2008
<i>Course Revision</i>	JPN 201 Intermediate Japanese I	Summer 2008
<i>Course Revision</i>	JPN 202 Intermediate Japanese II	Summer 2008
<i>Course Revision</i>	FCC 227 Japanese Culture and Civilization	Summer 2008

Department of Government

<i>New Course</i>	POL 101S Introduction to American Government: Service Learning	Summer 2008
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College of Business & Technology

Department of Accounting, Finance, and Information Systems

<i>Course Revision</i>	ACC 301 Principles of Accounting—Intermediate	Fall 2008
<i>Course Revision</i>	ACC 441 Auditing	Fall 2008

Department of Management, Marketing, Administrative Communication

<i>Course Revision</i>	CCT 290 Office Systems Applications	Fall 2008
<i>New Course</i>	PGM 349 Cooperative Study: Professional Golf Management	Summer 2008

College of Business & Technology (Continued)

<i>New Course</i>	PGM 349 Applied Learning: Professional Golf Management	Summer 2008
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College of Education

Department of Counseling and Educational Psychology

<i>New Course</i>	COU 860 Student Development Theory in Higher Ed.	Summer 2008
<i>New Course</i>	COU 861 Overview of Legal Issues in Higher Ed.	Summer 2008
<i>New Course</i>	COU 862 Policy and Finance in Higher Education	Summer 2008
<i>Program Revision</i>	Human Services M.S.	Summer 2008

Department of Curriculum and Instruction

<i>Course Revision</i>	ELE 445 Foundations of Reading/Language Arts	Summer 2008
<i>Program Revision</i>	Elementary Education (P-5) Teaching B.S. Elementary English & Communications Emphasis	Summer 2008
<i>Program Revision</i>	Middle Grade Education (5-9) Teaching B.S. Middle Grades English & Communications Emphasis	Summer 2008
<i>Program Revision</i>	Middle Grade Education (5-9) Teaching B.S. Middle Grades Social Studies Emphasis	Summer 2008
<i>Program Revision</i>	Master of Arts in Teaching Admission Requirements	Summer 2008
<i>Informational Item</i>	Center for Educational Research in Appalachia	

College of Health Sciences

Department of Baccalaureate and Graduate Nursing

<i>Program Revision</i>	Nursing Pre-RN B.S.N.	Summer 2008
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Department of Health Promotion and Administration

<i>Course Revision</i>	HEA 855 Epidemiology and Risk Management	Summer 2008
<i>Drop Course</i>	HEA 780 Evaluation of Health Promotion Programs	Summer 2008
<i>Drop Course</i>	HEA 798 Health Promotion and Program Planning	Summer 2008
<i>Program Revision</i>	Minor in School Health, P-12 (Teaching)	Summer 2008
<i>Program Revision</i>	Secondary Education, School Health Option	Summer 2008

Department of Medical Practice Management

<i>New Course</i>	MAS 370 Medical Coding Career Preparation	Fall 2008
<i>Program Revision</i>	Medical Coding Certificate	Fall 2008

Department of Occupational Therapy

<i>Course Revision</i>	OTS 302 Practicum in OS II: Life Narratives	Summer 2008
<i>New Course</i>	OTS 499 Constructs of Occupation	Summer 2008
<i>New Course</i>	OTS 883 Change and Complexity in OBP	Summer 2008

Discussion / Informational Items

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Good of the Order



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Transition and University Services
Academic Testing

Student Services Building Room 327
SSB CPO 64
521 Lancaster Avenue
Richmond, Kentucky 40475-3164
(859) 622-1281 Fax (859) 622-8830

TO: Gary Kuhnhen, Interim Associate Vice President Enrollment Management 

FROM: Marlene Neal, Coordinator, Office of Academic Testing 

VIA: Karen Sue Cain, Director Transition and University Services 

DATE: November 1, 2007

RE: Credit-by-examination Proposal for the Council of Academic Affairs

Students can demonstrate competence attained through educational experiences other than university instruction by means of exams such as departmental exams and CLEP® tests. The following proposals are a result of departmental requests for additions and removals for credit through the credit-by-examination process.

The Office of Academic Testing submits the attached lists which include the revisions listed below.

Departmental Credit-by-Examination (CBE) changes:

- Removal of BIO 100, 171, 301, and 303 exams
- Removal of NSC 330 exam
- Removal of HSA 305 and 314 exams
- Addition of an examination for CON 121

CLEP® changes:

- The Principles of Accounting examination was renamed Financial Accounting and receives credit for ACC 201.



Office of Academic Testing
Credit-by-Examination Proposal

To be presented to the Council on Academic Affairs
November 15, 2007

Students can demonstrate competence attained through educational experiences other than university instruction by means of exams such as departmental exams and CLEP® tests. The following proposals are a result of departmental requests for additions and removals for credit through the credit-by-examination process.

The Office of Academic Testing submits the attached revised lists of credit-by-examinations for approval by the Council with credits awarded beginning fall 2007.

Proposal Name	Recommendation	Rational for Revision	Cost	Effective Date
CBE *BIO 100 *BIO 171 *BIO 301 *BIO 303	Removal per departmental request.	Per departmental request	-0-	Fall 2007
CBE *NSC 330	Removal per departmental request.	Per departmental request	-0-	Fall 2007
CBE *CON 121	Addition per departmental request.	Per departmental request	-0-	Fall 2007
CBE *HSA 305 *HSA 314	Removal per departmental request.	Per departmental request	-0-	Fall 2007
CLEP *Principles of Accounting	Removal from CLEP listing.	Removal of software as of July 1, 2007	-0-	Fall 2007
CLEP *Financial Accounting	Editorial change.	The test was formally called Principles of Accounting and is now entitled Financial Accounting.	-0-	Fall 2007

Office of Academic Testing
Credit-by-Examination Proposal

To be presented to the Council on Academic Affairs
November 15, 2007

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Proposal Name	Recommendation	Rational for Revision	Cost	Effective Date
CBE *BIO 100 *BIO 171 *BIO 301 *BIO 303	Removal per departmental request.	Per departmental request	-0-	Fall 2007
CBE *NSC 330	Removal per departmental request.	Per departmental request	-0-	Fall 2007
CBE *CON 121	Addition per departmental request.	Per departmental request	-0-	Fall 2007
CBE *HSA 305 *HSA 314	Removal per departmental request.	Per departmental request	-0-	Fall 2007
CLEP *Principles of Accounting	Removal from CLEP listing.	Removal of software as of July 1, 2007	-0-	Fall 2007
CLEP *Financial Accounting	Editorial change.	The test was formally called Principles of Accounting and is now entitled Financial Accounting.	-0-	Fall 2007

Revised to include Revision

Proposal for College-Level Examination Program (CLEP®) for Eastern Kentucky University

The College Board offers a **College-Level Examination Program (CLEP®)** that includes tests for various subject areas. These tests recognize a student's comprehensive subject knowledge acquired through independent or prior study. EKU accepts credit for these examinations according to the following guidelines. No credit is given for exams without equivalent courses at EKU. In order to receive credit, a student must complete the Credit-by-Examination form available from the Office of Academic Testing, SSB Room 327. Information about the College-Level Examination Program (CLEP®) can be found at <http://www.testing.eku.edu>. The Office of Academic Testing administers CLEP® tests for currently enrolled EKU students. Please contact 859-622-1281 for testing information.

CLEP® Test	Minimum Score	Credit Hours	Equivalent EKU Course(s)
American Government	50	3	POL 101
American Literature	50	3	ENG 350 or ENG 351
Analyzing and Interpreting Literature			No course credit given.
Biology	50	4	BIO121
Calculus	50	4	MAT 124
Chemistry	50	3	CHE 111/115
College Algebra	55	3	MAT 107
Precalculus	50	5	MAT 109
College Mathematics	50	3	MAT 105
English Composition (with essay)	50	3	ENG 101
English Composition (without essay)			No course credit given.
English Literature	50	3	ENG 352 or ENG 353
Financial Accounting	53	3	ACC 201
French Language	50	6	FRE 101 and FRE 102
Freshman College Composition			No course credit given.
German Language	50	6	GER 101 and GER 102
History of the United States I	60	3	HIS 202
History of the United States II	60	3	HIS 203
Human Growth and Development			No course credit given.
Humanities	50	3	HUM 124
Information Systems and Computer Applications	50	3	CIS 212
Introduction to Educational Psychology			No course credit given.
Introductory Business Law			No course credit given.
Introductory Psychology	50	3	PSY 200
Introductory Sociology	50	3	SOC 131
Principles of Accounting	50	3	ACC 201
Principles of Macroeconomics	50	3	ECO 231
Principles of Management	56	3	MGT 300
Principles of Marketing	56	3	MKT 300
Principles of Microeconomics	50	3	ECO 230
Social Sciences and History			No course credit given.
Spanish Language	50	6	SPA 101 and SPA 102
Trigonometry	50	3	MAT 108
Western Civilization I	60	3	HIS 231
Western Civilization II	60	3	HIS 232

Revised to include revisions

A number of academic departments at Eastern Kentucky University have developed their own examinations for credit as an extension of the CLEP® program. These examinations are similar in nature to the CLEP® exams. Enrolled ECU students interested in attempting to earn credit through departmental examinations should contact the Academic Testing Office, SSB 327. For information on the exams that are available for challenge, costs, and procedures for registering call (859) 622-1281 or visit www.testing.eku.edu.

[Click here](#) to download the Departmental Examination Form in PDF format. **Students must return completed form to the Office of Academic Testing BEFORE taking the exam.**

Area	Course Description	Credit Hours	Type of Test
ACC 201	Introduction to Financial Accounting	3	DEPT
ASL 101	American Sign Language I	3	DEPT
ASL 102	American Sign Language II	3	DEPT
ASL 201	American Sign Language III	3	DEPT
ASL 202	American Sign Language IV	3	DEPT
ASL 301	American Sign Language V	3	DEPT
ASL 302	American Sign Language VI	3	DEPT
ART Studio	Optional by DEPT. - Portfolio Required	Variable	DEPT
AVN 192	Professional Aeronautics	5	DEPT
AVN 194A	Private Pilot	1	DEPT
AVN 220	Instrument Pilot: Ground	3	DEPT
AVN 220A	Instrument Pilot: Flight	1	DEPT
AVN 300	Commercial Pilot: Ground	2	DEPT
AVN 300A	Commercial Pilot: Flight	1	DEPT
AVN 310	Flight Training Analysis I	4	DEPT
AVN 310A	Flight Training Techniques I	1	DEPT
AVN 320	Flight Training Analysis II	2	DEPT
AVN 320A	Flight Training Techniques II	1	DEPT
AVN 400	Multi-Engine Pilot: Ground	1	DEPT
AVN 400A	Multi-Engine Pilot: Flight	1	DEPT
CHS 105	Survey of Medical Terminology	1	DEPT
CIS 212	Introduction to Computer Information Systems	3	DEPT
CLS 300	Clinical Laboratory Administration	2	DEPT
CLS 303	Clinical Laboratory Skills	1	DEPT
CLS 305	Analysis of Body Fluids	2	DEPT
CLS 308	Clinical Serology	2	DEPT
CLS 309	Clinical Immunology	1	DEPT
CLS 310	Hematology & Coagulation	5	DEPT
CLS 320	Immunohematology	3	DEPT
CLS 346	Clinical Chemistry	5	DEPT
CLS 350	Bacteriology & Virology	5	DEPT
CLS 355	Mycology & Parasitology	4	DEPT
CLS 431	Clinical Correlations	3	DEPT
CLT 201	Urinalysis	1	DEPT
CLT 202	Hematology	3	DEPT
CLT 203	Clinical Chemistry	3	DEPT
CLT 204	Immunology/Blood Banking	2	DEPT
CLT 207	Technical Correlations	2	DEPT
CLT 208	Clinical Techniques	1	DEPT
CLT 209	Diagnostic Microbiology	5	DEPT

CON 121	Introduction to Construction	3	DEPT
CTE 204	Related Science, Math., & Tech. In Occupations I	3	DEPT
CTE 205	Manipulative Skills in Occupations I	3	DEPT
CTE 206	Related Knowledge: Occupations I	3	DEPT
CTE 304	Related Science, Math., & Tech. In Occupations II	3	DEPT
CTE 305	Manipulative Skills in Occupations II	3	DEPT
CTE 306	Related Knowledge: Occupations II	3	DEPT
ECO 230	Principles of Economics I	3	DEPT
ECO 231	Principles of Economics II	3	DEPT
EET 251	Electricity & Electronics	3	DEPT
EET 252	Digital Circuits	3	DEPT
EET 257	Electronic Circuits & Devices	3	DEPT
EMC 110	Introduction to Emergency Medical Care	6	DEPT
EMC 225	Introduction to Pharmacology	3	DEPT
EMC 240	Introduction to Electrocardiography	3	DEPT
FRE 101	Conversational French I	3	DEPT
FRE 102	Conversational French II	3	DEPT
FRE 201	Intermediate Conversational French I	3	DEPT
FRE 202	Intermediate Conversational French II	3	DEPT
GCM 211	Graphic Communications	2	DEPT
GCM 212	Graphic Communications Laboratory	1	DEPT
GEO 101	Introduction to Geography	3	DEPT
GER 101	Conversational German I	3	DEPT
GER 102	Conversational German II	3	DEPT
GER 201	Intermediate Conversational German I	3	DEPT
GER 202	Intermediate Conversational German II	3	DEPT
HEA 285	Health Across the Lifespan	2	DEPT
HNF 311	Practical Applications in Health Information Technology	2	DEPT
HSA 100	Introduction to Health Science Field	3	DEPT
HSA 203	Fundamentals of Medical Science	4	DEPT
HSA 306	Medical Nosology	3	DEPT
HSA 372	Health Care Reimbursement	3	DEPT
HSA 401	Legal Issues in Health Care	3	DEPT
HSA 406	Health Care Quality Management	3	DEPT
INS 370	Principles of Risk & Insurance	3	DEPT
INT 101	Introduction to Manufacturing	3	DEPT
INT 195	Computer Aided Drafting	3	DEPT
INT 202	Quality Control	3	DEPT
INT 238	Industrial Materials	3	DEPT
INT 330	Dimensional Metrology	3	DEPT
MAS 100	Introduction to Medical Assisting	3	DEPT
MAS 200	Medical Terminology I	3	DEPT
MAS 201	Medical Terminology II	3	DEPT
MAS 355	Medical Office Claims Procedures	3	DEPT
MGT 300	Principles of Management	3	DEPT
MKT 300	Principles of Marketing	3	DEPT
MUH 272	Music Literature	3	DEPT
MUS 181	Beginning Theory I	4	DEPT
MUS 182	Beginning Theory II	4	DEPT
MUS 230	String Instruments I	1	DEPT
MUS 251	Brass Instruments Class I	1	DEPT

MUS 351	Woodwind Instruments Class I	1	DEPT
PHY 101	Concepts of the Physical World	3	DEPT
PHY 131	College Physics I	5	DEPT
PHY 132	College Physics II	5	DEPT
PHY 201	University Physics I	5	DEPT
PHY 202	University Physics II	5	DEPT
RST 310	Real Estate Principles	3	DEPT
RST 320	Real Estate Law	3	DEPT
SPA 101	Conversational Spanish I	3	DEPT
SPA 102	Conversational Spanish II	3	DEPT
SPA 201	Intermediate Conversational Spanish I	3	DEPT
SPA 202	Intermediate Conversational Spanish II	3	DEPT
SPA 206	Conversational Fluency	3	DEPT
TEC 161	Computer Applications in Technology	3	DEPT
TEC 190	Technical Graphics	3	DEPT
TEC 255	Web Publishing	3	DEPT

Last updated November 1, 2007

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Precalculus	50	5	MAT 109
College Mathematics	50	3	MAT 105
English Composition (with essay)	50	3	ENG 101
English Composition (without essay)			No course credit given.
English Literature	50	3	ENG 352 or ENG 353
Financial Accounting (formerly: Principles of Accounting)	53	3	ACC 201
French Language	50	6	FRE 101 and FRE 102
Freshman College Composition			No course credit given.
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Trigonometry	50	3	MAT 108
Western Civilization I	60	3	HIS 231
Western Civilization II	60	3	HIS 232

Current listing

A number of academic departments at Eastern Kentucky University have developed their own examinations for credit as an extension of the CLEP® program. These examinations are similar in nature to the CLEP® exams. Enrolled EKU students interested in attempting to earn credit through departmental examinations should contact the Academic Testing Office, SSB 327. For information on the exams that are available for challenge, costs, and procedures for registering call (859) 622-1281 or visit www.testing.eku.edu.

[Click here](#) to download the Departmental Examination Form in PDF format. **Students must return completed form to the Office of Academic Testing BEFORE taking the exam.**

Area	Course Description	Credit Hours	Type of Test
ACC 201	Introduction to Financial Accounting	3	DEPT
ASL 101	American Sign Language I	3	DEPT
ASL 102	American Sign Language II	3	DEPT
ASL 201	American Sign Language III	3	DEPT
ASL 202	American Sign Language IV	3	DEPT
ASL 301	American Sign Language V	3	DEPT
ASL 302	American Sign Language VI	3	DEPT
ART Studio	Optional by DEPT. - Portfolio Required	Variable	DEPT
AVN 192	Professional Aeronautics	5	DEPT
AVN 194A	Private Pilot	1	DEPT
AVN 220	Instrument Pilot: Ground	3	DEPT
AVN 220A	Instrument Pilot: Flight	1	DEPT
AVN 300	Commercial Pilot: Ground	2	DEPT
AVN 300A	Commercial Pilot: Flight	1	DEPT
AVN 310	Flight Training Analysis I	4	DEPT
AVN 310A	Flight Training Techniques I	1	DEPT
AVN 320	Flight Training Analysis II	2	DEPT
AVN 320A	Flight Training Techniques II	1	DEPT
AVN 400	Multi-Engine Pilot: Ground	1	DEPT
AVN 400A	Multi-Engine Pilot: Flight	1	DEPT
BIO 100	Introductory Biology	3	DEPT
BIO 171	Human Anatomy	3	DEPT
BIO 301	Human Physiology	3	DEPT
BIO 303	Human Heredity & Society	3	DEPT
CHS 105	Survey of Medical Terminology	1	DEPT
CIS 212	Introduction to Computer Information Systems	3	DEPT
CLS 300	Clinical Laboratory Administration	2	DEPT
CLS 303	Clinical Laboratory Skills	1	DEPT
CLS 305	Analysis of Body Fluids	2	DEPT
CLS 308	Clinical Serology	2	DEPT
CLS 309	Clinical Immunology	1	DEPT
CLS 310	Hematology & Coagulation	5	DEPT
CLS 320	Immunohematology	3	DEPT
CLS 346	Clinical Chemistry	5	DEPT
CLS 350	Bacteriology & Virology	5	DEPT
CLS 355	Mycology & Parasitology	4	DEPT
CLS 431	Clinical Correlations	3	DEPT
CLT 201	Urinalysis	1	DEPT
CLT 202	Hematology	3	DEPT
CLT 203	Clinical Chemistry	3	DEPT

CLT 204	Immunology/Blood Banking	2	DEPT
CLT 207	Technical Correlations	2	DEPT
CLT 208	Clinical Techniques	1	DEPT
CLT 209	Diagnostic Microbiology	5	DEPT
CTE 204	Related Science, Math., & Tech. In Occupations I	3	DEPT
CTE 205	Manipulative Skills in Occupations I	3	DEPT
CTE 206	Related Knowledge: Occupations I	3	DEPT
CTE 304	Related Science, Math., & Tech. In Occupations II	3	DEPT
CTE 305	Manipulative Skills in Occupations II	3	DEPT
CTE 306	Related Knowledge: Occupations II	3	DEPT
ECO 230	Principles of Economics I	3	DEPT
ECO 231	Principles of Economics II	3	DEPT
EET 251	Electricity & Electronics	3	DEPT
EET 252	Digital Circuits	3	DEPT
EET 257	Electronic Circuits & Devices	3	DEPT
EMC 110	Introduction to Emergency Medical Care	6	DEPT
EMC 225	Introduction to Pharmacology	3	DEPT
EMC 240	Introduction to Electrocardiography	3	DEPT
FRE 101	Conversational French I	3	DEPT
FRE 102	Conversational French II	3	DEPT
FRE 201	Intermediate Conversational French I	3	DEPT
FRE 202	Intermediate Conversational French II	3	DEPT
GCM 211	Graphic Communications	2	DEPT
GCM 212	Graphic Communications Laboratory	1	DEPT
GEO 101	Introduction to Geography	3	DEPT
GER 101	Conversational German I	3	DEPT
GER 102	Conversational German II	3	DEPT
GER 201	Intermediate Conversational German I	3	DEPT
GER 202	Intermediate Conversational German II	3	DEPT
HEA 285	Health Across the Lifespan	2	DEPT
HNF 311	Practical Applications in Health Information Technology	2	DEPT
HSA 100	Introduction to Health Science Field	3	DEPT
HSA 203	Fundamentals of Medical Science	4	DEPT
HSA 305	Health Information Standards	3	DEPT
HSA 306	Medical Nosology	3	DEPT
HSA 314	Advanced Medical Nosology	3	DEPT
HSA 372	Health Care Reimbursement	3	DEPT
HSA 401	Legal Issues in Health Care	3	DEPT
HSA 406	Health Care Quality Management	3	DEPT
INS 370	Principles of Risk & Insurance	3	DEPT
INT 101	Introduction to Manufacturing	3	DEPT
INT 195	Computer Aided Drafting	3	DEPT
INT 202	Quality Control	3	DEPT
INT 238	Industrial Materials	3	DEPT
INT 330	Dimensional Metrology	3	DEPT
MAS 100	Introduction to Medical Assisting	3	DEPT
MAS 200	Medical Terminology I	3	DEPT
MAS 201	Medical Terminology II	3	DEPT
MAS 355	Medical Office Claims Procedures	3	DEPT
MGT 300	Principles of Management	3	DEPT
MKT 300	Principles of Marketing	3	DEPT

MUH 272	Music Literature	3	DEPT
MUS 181	Beginning Theory I	4	DEPT
MUS 182	Beginning Theory II	4	DEPT
MUS 230	String Instruments I	1	DEPT
MUS 251	Brass Instruments Class I	1	DEPT
MUS 351	Woodwind Instruments Class I	1	DEPT
NSC 330	Clinical Drug Therapy	3	DEPT
PHY 101	Concepts of the Physical World	3	DEPT
PHY 131	College Physics I	5	DEPT
PHY 132	College Physics II	5	DEPT
PHY 201	University Physics I	5	DEPT
PHY 202	University Physics II	5	DEPT
RST 310	Real Estate Principles	3	DEPT
RST 320	Real Estate Law	3	DEPT
SPA 101	Conversational Spanish I	3	DEPT
SPA 102	Conversational Spanish II	3	DEPT
SPA 201	Intermediate Conversational Spanish I	3	DEPT
SPA 202	Intermediate Conversational Spanish II	3	DEPT
SPA 206	Conversational Fluency	3	DEPT
TEC 161	Computer Applications in Technology	3	DEPT
TEC 190	Technical Graphics	3	DEPT
TEC 255	Web Publishing	3	DEPT

Last updated January 3, 2007



Enrollment Management

Developmental Education Policy Revision with CAA Approvals 11-15-2007

Revise the developmental education policy to:

- a) allow students to take up to 13 credit hours with two developmental education need areas,
- b) create registration holds on students not completing developmental requirements in two semesters of enrollment, and
- c) allow summer enrollments that are not restricted by the need to take developmental coursework first.

Current Policy Statement:

Information concerning the developmental education program and related policies and restrictions begins on page 36 of the 2007-08 ECU Undergraduate Catalog.

The developmental education program at ECU helps students achieve academic success by developing or enhancing skill level proficiencies in the areas of reading, writing, and mathematics needed for success in college-level courses.

At ECU, all students must demonstrate basic skill proficiencies in these areas as determined by the ACT or SAT tests or University placement test scores. The following policies relate to developmental enrollment and completion requirements for degree seeking students and enrollment restrictions. Not all requirements are being revised.

Developmental Enrollment and Completion Requirements

- 1) All full- or part-time students with developmental requirements in two or more areas must take GSO 102 in the first semester of enrollment.
- 2) All full- or part-time students with developmental requirements, identified by the ACT and local placement testing, are required to enroll in the specified developmental course(s) during their first and each subsequent semester of enrollment, including summer, at ECU until all developmental requirements are completed.
- 3) Part-time students must enroll in any required developmental course(s) before attempting coursework which carries academic credit, other than GSO 102.
- 4) Students with developmental requirements are allowed a maximum of two consecutive terms of University enrollment to successfully complete each required course.
- 5) Students with developmental requirements must complete all required developmental courses by the end of the term in which they attempt their 45th credit hour, including developmental hours. Withdrawal from a developmental course counts as one semester of University enrollment toward the attempted completion of developmental requirements.
- 6) Students not completing developmental requirements as outlined above will be developmentally dismissed from the University until the developmental deficiencies are remediated by some alternative means such as taking the appropriate course(s) at another institution or demonstrating proficiency with ACT scores.

Restrictions with Developmental Requirements that will be included in this policy revision are:

- a) Students with two or more developmental area requirements are restricted to 12 hours of University enrollment, unless otherwise specified by admission status.

Rationale and Benefit of Revision:

Several procedural changes have taken place since the implementation of the above policies and procedures that allow for managing enrollment of students with developmental needs in alternative ways. Those changes and needs are outlined below.

a) Many exceptions are given for students to take a 13th credit hour if they enter with two developmental education areas. Several of these exceptions relate to students who want to enroll in a one hour physical fitness or CPR course or a one hour music or art course needed to keep a scholarship. Therefore, it is the recommendation that the policy limiting enrollment to 12 hours be changed to 13 hours of enrollment for students with two developmental education need areas.

b) We now are able to easily identify students with developmental needs and notify those not enrolled in required coursework to do so. We have registration holds that can be applied to restrict enrollments if students are not appropriately enrolled in needed coursework. Dismissing students is not in the best interest of the University for those students who have not been appropriately informed about the need to register for needed developmental coursework. The recommended policy change is that students who do not complete a needed developmental course in two semesters of enrollment have a registration hold. The hold will be lifted as the student registers for the needed developmental course. Students with developmental needs will still be held to completing all developmental requirements within 45 hours of enrollment, including developmental coursework, so that the student does make progress towards a degree. Students not completing all developmental requirements during the 45th hour of enrollment, including developmental coursework, will be developmentally dismissed.

c) If students will not be dismissed after two terms of enrollment when one is a summer term, the policy can be revised so that information on summer enrollments is not included. This has been a necessary revision since it is often not possible for all ECU campuses to offer developmental coursework during the summer session. We want to encourage students to take developmental courses prior to their first fall semester and during summer sessions to complete needed requirements. We also want to encourage students to begin or continue their work toward degree during summer terms.

Process changes will be needed if the proposal is approved to allow students more than two subsequent terms of enrollment to complete developmental education coursework. Holds will be applied for those students not enrolled in needed courses but second and subsequent repeats have not been addressed. The following change is submitted for consideration to the second or subsequent repeat procedure:

The Office of Transition and University Services will have responsibility for authorizing second and subsequent repeats of all developmental education courses (090 and 095 level courses). Currently, second and subsequent repeats are authorized by college deans. However, under the current developmental education dismissal policy, the deans of the five colleges do not authorize second or subsequent repeats for developmental courses. This is because students are developmentally dismissed if they have not successfully completed a developmental course within two semesters of enrollment and it is the decision of the Readmission Appeals Committee to allow the dismissed student a third enrollment. To maintain consistency for repeating courses in the future, should the new policy be approved, students repeating a developmental course for the second or subsequent time will meet with Transition and University Services staff to discuss developmental policy, student proficiency options, and completion of the exception form.

TARGETED GROUP/AUDIENCE:

Students entering underprepared in the essential skill areas of English, mathematics, and reading.

TIMELINE:

The change will be implemented by Spring 2008, if approved.

ESTIMATED COST (AND/OR RELATED SAVINGS):

This should be a no cost item for the University because of the positive impact on retention.

ACTION STEPS:

1. Prepare proposal to go to Council on Deans, CAA, Faculty Senate, Board of Regents and other appropriate committees.
2. Adjust the catalog, website, and training materials to reflect the new policy.
3. Provide training for all related offices and university advisors concerning the new policy.

ASSESSMENT (TBD):

Monitor the readmission, persistence, and graduation rates of students not meeting the entering with developmental needs to determine the impact of the new policy.



EASTERN KENTUCKY UNIVERSITY

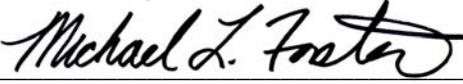
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Fax: 859 622 1451

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MEMORANDUM

TO: Council on Academic Affairs

FROM: 
Dr. Michael Foster, Interim Assistant Dean
College of Arts and Sciences

DATE: October 30, 2007

SUBJECT: Agenda Items for 11-15-07 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the November 15, 2007 meeting of the Council on Academic Affairs.

AGENDA

Department of Anthropology Sociology and Social Work **Course Revision**

ANT 470 – Change from lecture to lecture with lab course

Department of Foreign Languages and Humanities

Revised Course Descriptions

1. HUM 124 – Simplify course descriptions based on SACS recommendations
2. HUM 226
3. HUM 228
4. HUM 300

Course Revision

1. JPN 201- Revised for General Education. (Approved by GE committee and College committee).
2. JPN 202- Revised for General Education. (Approved by GE committee and College committee).
3. FCC 227- Revised for General Education. (Approved by GE committee and College committee).

Department of Government

New Course

1. POL 101S – Designated Service Learning course



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

Part I

(Check one)	Department Name	Anthropology, Sociology and Social Work
<input type="checkbox"/> New Course (Parts II, IV)	College	A & S
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ANT 470
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	
<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:	<u>Date</u>	
Departmental Committee	Sept 27, 2007	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		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.***
		Date
		NA
		11/15/2007
		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.)
 Change course from lecture to lecture with lab course. Prerequisite (ANT 350) changed from no minimum grade required to prerequisite must be passed with a minimum of a "B."

A. 2. Effective date: (Example: Fall 2001)
 Summer 2008

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

B. The justification for this action:

This is a field and lab course but for some reason was listed only as a lecture course. This form changes the classification of the course while not changing course content.

Changing the minimum grade for the prerequisite (ANT 350) to B will better ensure that students are intellectually prepared for the demands of working with real, irreplaceable, and sometimes delicate archaeological materials under difficult outdoor conditions.

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

Personnel Impact:

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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

New or Revised* Catalog Text

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

ANT 470 Field Methods in Archaeology. (3-8) A. Prerequisite: ANT 350 (~~must be passed with a minimum of a B~~). A hands-on study of archaeological field methods including to both excavating excavation techniques and as well as some laboratory classifications and the analysis of evidence archaeological remains. Attention given to accurate reporting and analysis. May be repeated up to six hours providing the dig site is different.

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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)*
ANT	470	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>8</u> <u>6</u>	
3-8	Lecture 1	Laboratory 4	Other	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
L	4	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.

ANT 350 (B)

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.

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

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

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

Part I

(Check one)	Department Name	FRLH
<input type="checkbox"/> New Course (Parts II, IV)	College	A&S
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HUM 124
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Humanities and the Search for Meaning
<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:	<u>Date</u>	
Departmental Committee	4/4/07	Graduate Council*
		Date 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	9/17/07	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	10/29/2007	11/15/2007
Teacher Education Committee*	NA	Faculty Senate**
		NA
		Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested:	Minor change in course description. Course content unchanged.
A. 2. Effective date:	Summer 2008
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	This action permits greater academic freedom in course design than did the previous course description.
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact:	Current personnel adequate.
Operating Expenses Impact:	Current expenses adequate.
Equipment/Physical Facility Needs:	Current equipment adequate.
Library Resources:	Current resources adequate.

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

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

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

New or Revised* Catalog Text

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

~~**HUM 124 Humanities and the Search for Meaning. (3) I, II. Seniors must have approval of the department chair. No credit after earning nine or more hours of general education humanities. Through study of works of literature, visual art and music, this course introduces students to integrated thinking as a way of living meaningfully in today's world. An introduction to the comparative and interdisciplinary study of culture. Gen. Ed. IIIA/IIIB.**~~

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)*
HUM	124	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 24	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N, A	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>FRLH</u> College <u>A&S</u> *Course Prefix & Number <u>HUM 226</u> *Course Title (30 characters) <u>The Search for Meaning: The Ancient World</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: Departmental Committee	<u>4.4.07</u> Date	Graduate Council* Council on Academic Affairs
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Approved <input checked="" type="checkbox"/> Disapproved _____
College Curriculum Committee General Education Committee* Teacher Education Committee*	<u>9/17/07</u> <u>10/29/2007</u> <u>NA</u> Date	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>11/15/2007</u> Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** 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.) Minor change in course description. Course content unchanged. A. 2. Effective date: (Example: Fall 2001) Summer 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This action permits greater academic freedom in course design than did the previous course description.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Current personnel adequate. Operating Expenses Impact: Current expenses adequate. Equipment/Physical Facility Needs: Current equipment adequate. Library Resources: Current resources adequate.	

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

HUM 226 The Search for Meaning: The Ancient World. (3) I,II. ~~Through study of selected works of literature, philosophy, visual art, and music this course focuses on the significant ideals of ancient and medieval cultures and on the integrative processes that gave rise to them.~~ Comparative and interdisciplinary approaches to the study of culture in the ancient world. Gen Ed. IIIA / IIIB.

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)*
HUM	226	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____	Cip Code (first two digits only) 24		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N, A	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Humanities 226
THE SEARCH FOR MEANING: THE ANCIENTWORLD
Section 11102, MWF 10:10-11, Wallace 349
3 credits, Gen. Ed. Block III & VII

Professor: Stuart Kendall

Office: Case Annex 347

Office Hours: MWF 9-10, 11-1:15, and by appointment

Email: stuart.kendall@eku.edu

Description: Comparative and Interdisciplinary approaches to the study of culture in the ancient world.

General Education Objectives: Students will learn to

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

Course Objectives:

1. Use appropriate methods of critical thinking to examine the form and content of artistic, literary, philosophical and/or religious works from ancient and medieval cultures.
2. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works from ancient and medieval cultures.
3. Distinguish the methods that underlie the search for knowledge in ancient and medieval cultures.
4. Synthesize knowledge that will deepen understanding of life, and will inform personal choices about issues of public importance.

Requirements: Students will be evaluated by four equally weighted short answer and multiple choice tests scheduled regularly throughout the semester. Each test will be returned to the student prior to the following test so that the student may assess his or her performance in the course. No extra credit will be offered. 90-100=A; 80-89=B; 70-79=C; 60-69=D; 59>F

Academic Integrity: Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

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.

Attendance and Expectations: Students are expected to attend class. Students are expected to read or otherwise prepare materials prior to class. Students are expected to bring the required books and other materials to class when those materials are under consideration. Students are expected to participate in class appropriately. Classroom discussion will prepare students for the test. Your grade in this class is your responsibility.

Note: I reserve the right to make changes in this syllabus as necessary throughout the semester. Any such changes will be announced in class.

Required readings:

The Epic of Gilgamesh trans. Stephen Mitchell (Free Press, 2006) ISBN: 0743261690

Euripides, *Four Plays: Medea, Hippolytus, Heracles, Bacchae* trans. Stephen Esposito (Focus Publishing) ISBN 158510048X

The Book of Job trans. Stephen Mitchell (Perennial) ISBN 0060969598

Bhagavad Gita trans. Stephen Mitchell (Three Rivers Press) ISBN 0609810340

Lao Tzu, *Tao Te Ching* trans. Stephen Mitchell ISBN 014044131X

Additional required materials will include handouts and images available via the internet.

Schedule of topics by week

Aug 20	Introduction; Cave Painting http://www.culture.gouv.fr/culture/arcnat/lascaux/en/ http://www.culture.gouv.fr/culture/arcnat/chauvet/en/ http://museodealtamira.mcu.es/ingles/indexprova2.html http://donsmaps.com/venus.html
Aug 27	Cave Painting cont.
Sept 3	No class Monday ; Cave Painting cont.
Sept 10	Test One ; Gilgamesh
Sept 17	Gilgamesh
Sept 24	Gilgamesh
Oct 1	Gilgamesh Test Two
Oct 8	Fall Break Monday and Tuesday; The Bacchae
Oct 15	The Bacchae; No class Friday
Oct 22	The Bacchae; Test Three

Oct 29	Job
Nov 5	Bhagavad Gita; No class Friday
Nov 12	Bhagavad Gita
Nov 19	Test Four ; Thanksgiving
Nov 26	Tao Te Ching
Dec 3	Tao Te Ching; Review
Dec 10	Final Exam Week

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 <u>FRLH</u> College <u>A&S</u> *Course Prefix & Number <u>HUM 228</u> *Course Title (30 characters) <u>The Search for Meaning: The Modern World</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	Date <u>4.4.07</u>	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	Date <u>9/17/07</u>	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/15/2007</u>
General Education Committee*	Date <u>10/29/2007</u>	Faculty Senate** <u>NA</u>
Teacher Education Committee*	Date <u>NA</u>	Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Minor change in course description.	
A. 2. Effective date: (Example: Fall 2001) Summer 2008	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This action permits greater academic freedom in course design than did the previous course description.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Current personnel adequate. Operating Expenses Impact: Current expenses adequate. Equipment/Physical Facility Needs: Current equipment adequate. Library Resources: Current resources adequate.	

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

HUM 228 The Search for Meaning: The Modern World. (3) I,II. ~~Study of selected works of literature, philosophy, visual art, and music since the European Renaissance with emphasis on the creativity and responsibility of the individual.~~ Comparative and interdisciplinary approaches to the study of culture in the modern world. Gen Ed. IIIA / IIIB.

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)*
HUM	228	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 24	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N, A	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Humanities 228
THE SEARCH FOR MEANING: THE MODERN WORLD
Section 11106, TTh 9:30-10:45, Wallace 349
Section 11107, TTh 11-12:15, Wallace 349
3 credits, Gen. Ed. Block III & VII

Professor: Stuart Kendall

Office: Case Annex 347

Office Hours: MWF 9-10, 11-1:15, and by appointment

Email: stuart.kendall@eku.edu

Description: Comparative and interdisciplinary approaches to the study of culture in the modern world.

Objectives: Students will learn to

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

Requirements: Students will be evaluated by four equally weighted short answer and multiple choice tests scheduled regularly throughout the semester. Each test will be returned to the student prior to the following test so that the student may assess his or her performance in the course. No extra credit will be offered. 90-100=A; 80-89=B; 70-79=C; 60-69=D; 59>F

Academic Integrity: Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

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.

Attendance and Expectations: Students are expected to attend class. Students are expected to read or otherwise prepare materials prior to class. Students are

expected to bring the required books and other materials to class when those materials are under consideration. Students are expected to participate in class appropriately. Classroom discussion will prepare students for the test. Your grade in this class is your responsibility.

Note: I reserve the right to make changes in this syllabus as necessary throughout the semester. Any such changes will be announced in class.

Required readings

René Descartes, *Discourse on Method and Related Writings* [Penguin Classics, ISBN: 0140446990]

François La Rochefoucauld, *Maximes* [Oxford World's Classics, ISBN: 0192806491]

Thomas Jefferson, *The Portable Thomas Jefferson* [Penguin, ISBN: 0140150803]

Walt Whitman, *Leaves of Grass, 1855 edition* [Penguin Classics, ISBN: 0140421998]

Friedrich Nietzsche, *Beyond Good and Evil* [Penguin Classics, ISBN: 014044923]

Albert Camus, *The Stranger* (trans. Matthew Ward) [Vintage, ISBN: 0679720200]

Additional required materials may include handouts, images available via the internet, and films shown and discussed in class. If materials are discussed in class, students are responsible for those materials.

Schedule of topics by week

Aug 20	Rembrandt, Vermeer, Ruysdael http://www.wga.hu/ http://essentialvermeer.20m.com/
Aug 27 th	Descartes, <i>Discourse on Method</i> [pgs. 5-80]
Sept 3 rd	No classes Monday;
Sept 10	cont.; EXAM;
Sept 17 th	Bucher, Watteau, Fragonard;
Sept 24 th	La Rochefoucauld, <i>Maximes</i> [pgs. 11-190]
Oct 1 st	David; Jefferson, <i>The Portable Thomas Jefferson</i> , selections on politics, religion, science, and education [pgs. 23-144, 172-76, 180-205, 208-17, 227-8, 235-41, 251-53, 259-60, 290-95, 303-4, 308-321, 332-346, 352-60, 366-67, 379-386, 388-90, 395-98, 414-15, 418-28, 464-67, 470, 474, 483-85, 490-94, 501, 509-517, 533-44, 564-67, 581]
Oct 8 th	Fall break, Monday-Tuesday; Jefferson, cont.
Oct 15 th	cont.
Oct 22 nd	EXAM; Photography
Oct 29 th	Whitman, <i>Leaves of Grass</i> [pgs. 1-86; 116-23];
Nov 5	Van Gogh; Nietzsche, <i>Beyond Good and Evil</i> [No class Thursday]
Nov 12	cont.

Nov 19th
Nov 26th
Dec 3rd
Dec 10th

EXAM; Thanksgiving

Giacometti, Bacon; Camus, *The Stranger*
cont.

FINAL EXAM TBA

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 <u>FRLH</u> College <u>A&S</u> *Course Prefix & Number <u>HUM 300</u> *Course Title (30 characters) <u>Humanity in the Postmodern Age</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	Date <u>4.4.07</u>	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	Date <u>9/17/07</u>	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/15/2007</u>
General Education Committee*	Date <u>10/29/2007</u>	Faculty Senate** <u>NA</u>
Teacher Education Committee*	Date <u>NA</u>	Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Minor change in course description. Removal of prerequisite to facilitate enrollment.	
A. 2. Effective date: (Example: Fall 2001) Summer 2008	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This action permits greater academic freedom in course design than did the previous course description.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Current personnel adequate. Operating Expenses Impact: Current expenses adequate. Equipment/Physical Facility Needs: Current equipment adequate. Library Resources: Current resources adequate.	

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

HUM 300 Humanity in the Postmodern Age. (3) A. ~~Prerequisites: HUM 226 or ENG 211 and Hum 228 or ENG 212. Students will reflect on key questions about modern and postmodern life as they emerge in literature, philosophy, visual culture and music since 1945. Comparative and interdisciplinary approaches to the study of culture since 1945.~~
Gen. Ed. VII (AH).

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)*
HUM	300	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 24	
1	3	N, A	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. HUM 226 or ENG 211 and HUM 228 or ENG 212

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) X	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3) X	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

HUM 300
HUMANITY IN THE POSTMODERN AGE
Section 16023, MWF 1:25-2:15, Wallace 349
3 credit hours, Gen. Ed. III & VII

Professor: Stuart Kendall

Office: Case Annex 347

Office Hours: MWF 9-10, 11-12, MW 2:30-4:30 and by appointment

Email: stuart.kendall@eku.edu

Description: Comparative and interdisciplinary approaches to the study of culture since 1945.

General Education Objectives: Students will learn to

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

Course Objectives:

1. Use appropriate methods of critical thinking to examine the *form* and *content* of artistic, literary, philosophical and/or religious works from contemporary culture.
2. Analyze the *values*, *cultural context*, and *aesthetic qualities* of artistic, literary, philosophic, and/or religious works from contemporary culture.
3. Distinguish the *methods* that underlie the search for knowledge across the disciplines in contemporary culture.
4. *Synthesize knowledge* that will deepen understanding of life, and will inform personal choices about issues of public importance.

Attendance and Expectations: Students are expected to attend class. Students are expected to read or otherwise prepare materials prior to class. Students are expected to bring the required books and other materials to class when those materials are under consideration. Students are expected to participate in class appropriately. Classroom discussion will prepare you for the test. If you do not participate, you will not be prepared. Your grade in this class is your responsibility.

Requirements: Four non-cumulative, equally weighted exams will determine your grade. The exams will be returned to you, each prior to the next, so that you can assess your evolving grade in the course. 90-100=A, 80-89=B, 70-79=C, 60-69=D, <60=F

Academic Integrity: Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

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.

Required Reading:

Fineberg, *Art Since 1940* (Prentice Hall; 2 edition, 2003) ISBN: 0131833219

Weill, *Graphic Design: A History* (Harry N Abrams, 2004) ISBN: 0810991241

McCluhan, *War and Peace in the Global Village* (Gingko Press, 2001) ISBN: 1584230746

Lyotard, *The Postmodern Condition* (University of Minnesota Press, 1984) ISBN: 0816611734

Kaczynski, *The Unabomber Manifesto* (Filiquarian Publishing, 2005) ISBN: 159986990X

Additional required materials include handouts, images viewed via the internet, and films shown and discussed in class.

Schedule by week:

Aug 21	Abstract Expressionism, Fineberg, 20-31; 74-113; 128-147
Aug 28	cont.
Sept 4	No class Monday; Neo-Dada, Fineberg 172-221
Sept 11	cont.; Test One
Sept 18	Graphic Design, Weill, <i>Graphic Design: A History</i>
Sept 25	cont.
Oct 2	Pop Art, Fineberg 197-206, 237-241, 244-266
Oct 9	Fall Break Monday; cont.; Minimalism, Fineberg, 294-322;
Oct 16	cont.; Test Two
Oct 23	McLuhan, <i>War and Peace in the Global Village</i>
Oct 30	Lyotard, <i>The Postmodern Condition</i>
Nov 6	Kaczynski, <i>The Unabomber Manifesto</i> ; Test Three;
Nov 13	Pluralism, Fineberg, 376-393, 466-477, 478-503;
Nov 20	Matthew Barney, <i>Cremaster 3</i> ; Thanksgiving
Nov 27	Fineberg, 323-331, 356-363; Andy Goldsworthy, <i>Rivers and Tides</i>
Dec 4	cont.; review
Dec 11	Final Exam Week

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 <u>Foreign Languages & Humanities</u> College <u>A&S</u> *Course Prefix & Number <u>JPN 201</u> *Course Title (30 characters) <u>Intermediate Japanese I</u> *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	08/15/07	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs _____
College Curriculum Committee	09/24/07	Approved <input checked="" type="checkbox"/> Disapproved _____ 11/15/2007
General Education Committee*	09/24/07	Faculty Senate** <u>NA</u>
Teacher Education Committee*	NA	Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add general education credit (Block VIII) to the course description for JPN 201.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>This course was approved by the General Education Committee on Sept. 24, 2007. We need to revise the Catalog text to include the general education category.</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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

JPN 201 Intermediate Japanese I. (3) A. Recommended: JPN 102 or equivalent proficiency. Continuation of JPN 102. Practice in writing kanji, reading, and speaking on cultural topics for diverse social settings requiring increasingly complex structural patterns. Students entering JPN 201 by referral or placement receive six hours credit for JPN 101 and 102 if they make an “A” or “B” in 201. Gen. Ed. VIII.

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

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

New or Revised* Program Text

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

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)*
JPN	201	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

DEPARTMENT OF FOREIGN LANGUAGES AND HUMANITIES

JPN 201

Ms. Kari Levin
Case Annex 352
kari.levin@eku.edu

JPN 201 Intermediate Japanese I. (3) I, II. Recommended: JPN 102 or equivalent proficiency (e.g. with two or three years of successful high school Japanese). Japanese conversation, grammar, and communicative language skills, with increased emphasis on developing basic writing and reading skills. Taught in a context of Japanese and Japanese cultures. Laboratory work required. Students entering JPN 201 by referral or placement receive six hours credit for JPN 101 and 102 if they make an “A” or “B” in 201.

Text : Tohsaku, Yookoso! : An invitation to contemporary Japanese. 3rd ed. (Boston: McGraw-Hill, 2005) with accompanying workbook/laboratory manual. Sound discs and a videocassette are housed in the Media Lab. This edition has been prepared to meet the specific needs of our courses (JPN 101, 102 and 201) here at EKU. All students must have their own copy of the textbook. All students are invited to make themselves familiar with the software in the Media Lab (Case Annex 370).

General Education Goals and Objectives:

JPN 201 is a general education course that is designed to help students:

- Communicate effectively in Japanese by applying skills in reading, writing, speaking, and listening (General Education Goal one). Students will demonstrate ability to respond appropriately to concepts and information communicated in the target language.
- Use appropriate methods of critical thinking (General Education Goal two). Students will show ability to apply analogous patterns of language in different situations.
- Integrate knowledge of foreign language and culture that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal eight). Students will demonstrate awareness of how the target culture differs in attitudes and practices from their own.

The primary emphasis in all lower level language courses is on building communication skills, as stated in general education goal one, so that students will be able to speak the target language and to understand the language when they hear it spoken by other people. From the beginning they also develop reading skills as they deduce the meaning of new vocabulary from context and through recognition of cognates, and they develop basic writing skills through revising and recombining sentence elements. In keeping with general education goal two, the students thus learn the language by perceiving structural patterns and then expanding upon them to create new sentences and different ways of expressing their own ideas and opinions. Since all our language courses are taught in the context of other cultures, the students also satisfy general education goal eight as they describe cultural differences and compare their own attitudes and practices with those of people who speak the target language.

Specific Course Objectives of JPN 201:

Students will demonstrate the ability to:

- Use Japanese to request and exchange information about higher education and daily aspects of academic life.
- Read about, and discuss in Japanese, issues of daily life and events, using the past tense appropriately.
- Acquire the necessary information, as a student abroad, to understand the retail system and find appropriate retail outlets and restaurants.

- Communicate orally with good pronunciation and appropriate vocabulary and sentence structure.
- Analyze Japanese culture to permit further exploration and discussion of that culture.

Course Requirements: Grades will be based on the following tests and activities:

Homework	20%
Quizzes	40%
Midterm	20%
Final	20%
Total	100%

Attendance Policy: Japanese languages require the active participation of the students in each class day's activities. Students are expected to attend and take part in every meeting of this course. Students should not miss class except in case of personal illness, critical illness or death in the immediate family, or for university-excused activities. Students who miss a class are still responsible for in-class work, assignments on the syllabus, and supplemental assignments and homework added whenever there is a need. Students with excessive absences (more than ten percent of the total number of classes per semester) will fail the course.

Make-up Policy: As several quizzes are given during the course of the semester, the five lowest quiz grades (including those quizzes failed due to absences) will be dropped. No make-up quizzes, therefore, will be given. Students must be present for the mid-term and final examinations. Absence from either examination will result in an F in the course.

Homework: Assigned pages must be read before coming to class. Homework is due before the next class as it is designed to review the lesson learned on the day of attendance. Any student who is having difficulties with the course should make an appointment to see the instructor or just come in during regularly scheduled office hours.

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.*

Course outline

- Week 1 Review.
Hobbies and pastimes. Leisure activities. Interrogative patterns. Five new kanji.
- Week 2 Kanji Quiz (KQ) 1.
Japanese sports. Skill levels and abilities. Giving and receiving praise. Ten new kanji.
- Week 3 KQ 2.
Nominalizers. Adding appropriate grammatical elements /no/ or /koto/ to plain form of verb or adjective to make predicates into noun-modifying clauses. Ten new kanji.
- Week 4 Quiz 1, KQ 3.
Family. Family members = what to call one's own versus what to call another's.

Expressing respect and politeness. People. Humble and respective forms. Ten new kanji.

- Week 5 KQ 4.
Time expressions. Present progressive, “have you already ...?” Expressions of respect and politeness. Ten new kanji.
- Week 6 KQ 5.
Relative clauses. Responding to compliments. Ten new kanji.
- Week 7 Midterm Exam.
Foods and beverages. Expressing preferences. Meals and restaurants. Five new kanji.
- Week 8 KQ 6.
Expressing experience and desire. Places to eat. Types of food. Ten new kanji.
- Week 9 KQ 7.
Cooking terms. Flavors and tastes. Having the experience of doing something. Ten new kanji.
- Week 10 KQ 8.
Expressing intent. Trying something in order to see what it is like. Expressing simultaneous actions. Ten new kanji.
- Week 11 Quiz 2, KQ 9
Shops and stores. Selling and buying. Temporal clauses. Ten new kanji.
- Week 12 KQ 10.
Shopping. Colors. Indefinite pronoun /no/. Ten new kanji.
- Week 13 KQ 11.
Clothes. Sales and bargains. Customer service. “Put on” and “take off” verb sets which correspond to specific items of clothing. Ten new kanji.
- Week 14 KQ 12.
Whether or not. Imbedded /kadouka/ usage. Giving reasons with verb affix /shi/. Ten new kanji.
- Week 15 Review. Ten new kanji.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Foreign Languages & Humanities A&S JPN 202 Intermediate Japanese II
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	08/15/07	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	09/24/07	Approved _____ Disapproved _____
General Education Committee*	09/24/07	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.) Add general education credit (Block VIII) to the course description for JPN 202.	
A. 2. Effective date: (Example: Fall 2001) Summer 2008	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course was approved by the General Education Committee on Sept. 24, 2007. We need to revise the Catalog text to include the general education category.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

JPN 202 Intermediate Japanese II. (3) A. Recommended: JPN 201 or equivalent proficiency. Continuation of JPN 201 to strengthen student's ability to interact in more diverse social settings requiring increasingly complex structural patterns. Students entering JPN 202 by referral or placement receive nine hours credit for JPN 101, 102, and 201 if they make an "A" or "B" in 202. Gen. Ed. VIII.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
JPN	202	Summer 2008	AS <input type="checkbox"/> x JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

DEPARTMENT OF FOREIGN LANGUAGES AND HUMANITIES

JPN 202

**Ms. Kari Levin
Case Annex 352
kari.levin@eku.edu**

JPN 202 Intermediate Japanese II. (3) I, II. Recommended: JPN201 or equivalent proficiency (e.g. with three or four years of successful high school Japanese). Japanese conversation, grammar, and communicative language skills, with increased emphasis on developing basic writing and reading skills. Taught in a context of Japanese and Japanese cultures. Laboratory work required. Students entering JPN 202 by referral or placement receive nine hours credit for JPBN 101, 102, and 201 if they make an “A” or “B” in 202.

Text : Nagara. Japanese for Everyone. Gakken, Ltd. 1990. All students must have their own copy of the textbook. All students are invited to make themselves familiar with the software in the Media Lab (Case Annex 370).

General Education Goals and Objectives:

JPN 202 is a general education course that is designed to help students:

- Communicate effectively in Japanese by applying skills in reading, writing, speaking, and listening. (General Education Goal one) Students will demonstrate ability to respond appropriately to concepts and information communicated in the target language.
- Use appropriate methods of critical thinking. (General Education Goal two) Students will show ability to recognize and apply analogous patterns of language in different situations.
- Integrate knowledge of foreign language and culture that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (General Education Goal eight) Students will demonstrate awareness of how the target culture differs in attitudes and practices from their own

The primary emphasis in all lower level language courses is on building communication skills, as stated in general education goal one, so that students will be able to speak the target language and to understand the language when they hear it spoken by other people. From the beginning they also develop reading skills as they deduce the meaning of new vocabulary from context and through recognition of phonetic cognates, and they develop basic writing skills through revising and recombining sentence elements. In keeping with general education goal two, the students thus learn the language by perceiving structural patterns and then expanding upon them to create new sentences and different ways of expressing their own ideas and opinions. Since all our language courses are taught in the context of other cultures, the students also satisfy general education goal eight as they describe cultural differences and compare their own attitudes and practices with those of people who speak the target language.

Specific Course Objectives of JPN 202:

Students will demonstrate the ability to:

- Use Japanese to request and interpret information about visiting someone at home, using interrogative pronouns and accurate verb tenses.
- Read about, and discuss in Japanese, employment situations and doing household chores, using adjectival conjugations and noun-modifying clauses appropriately.
- Acquire the necessary information and formulate plans for transportation purposes, using the present progressive and plain past tenses correctly.
- Communicate orally with good pronunciation and appropriate vocabulary and sentence structure.
- Analyze Japanese culture to permit further exploration and discussion of that culture.

Course Requirements: Grades will be based on the following tests and activities.

Homework	20%
Quizzes	40%
Midterm	20%
Final	20%
Total	100%

In order to best utilize what has been learned, short quizzes are given every other class, including kanji quiz for every ten new kanji and new grammar covered since the last quiz. Additionally, there are chapter quizzes, midterm and final exams. Actively participating in class is equivalent of having oral exam in every class. Therefore, the class attendance and the performance count 30% toward the semester grade.

Attendance Policy: Japanese languages require the active participation of the students in each class day's activities. Students are expected to attend and take part in every meeting of this course. Students should not miss class except in case of personal illness, critical illness or death in the immediate family, or for university-excused activities. Students who miss a class are still responsible for in-class work, assignments on the syllabus, and supplemental assignments and homework added whenever there is a need. Students with excessive absences (more than ten percent of the total number of classes per semester) will fail the course.

Make-up Policy: As several quizzes are given during the course of the semester, the five lowest quiz grades (including those quizzes failed due to absences) will be dropped. No make-up quizzes, therefore, will be given. Students must be present for the mid-term and final examinations. Absence from either examination will result in an F in the course.

Homework: Assigned pages must be read before coming to class. Homework is due before the next class as it is designed to review the lesson learned on the day of attendance. Any student who is having difficulties with the course should make an appointment to see the instructor or just come in during regularly scheduled office hours.

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.*

JPN 202 Course Outline

- | | |
|--------|---|
| Week 1 | Review. At the sushi bar, after dinner, making an international phone call. Specific and relative times, telling what you want to do. New kanji. |
| Week 2 | Kanji Quiz (KQ) 1.
Travel, transportation, and schedule. Plain form of verbs and their conjugations. Talking about the office. Offering explanation or justification "You see." Ten new kanji. |
| Week 3 | KQ 2.
Sightseeing. Qualifying statements using "however." Contrastive use of the particle /wa/. Ten new kanji. |

- Week 4 KQ 3, Quiz 1.
Expressing commands, admonishment, and obligation. Prenominal use of /no/. “That will be fine.” Ten new kanji.
- Week 5 KQ4.
Travel guide. Directions. Governmental departments. Ten new kanji.
- Week 6 KQ5.
Houses, furnishings, and appliances. Telling of a past experience. Stating a plan or intention. Ten new kanji.
- Week 7 KQ6, Midterm Exam.
Expressing a purpose, giving/receiving, and permission. Five new kanji.
- Week 8 Household chores and offering advice. Indicating a degree of certainty. Ten new kanji.
- Week 9 KQ7.
Expressing different states of actions, describing a preparatory action. Ten new kanji.
- Week 10 KQ8, Quiz 2.
Transportation. Transitive and intransitive verbs. Ten new kanji.
- Week 11 KQ9.
Reasons or exclamations. Doing something while doing something else. Expressing attempts and results. Ten new kanji.
- Week 12 KQ 10, Quiz 3.
Emphatic use of /mo/. Listing more than one object. Expressing a just completed action. Ten new kanji.
- Week 13 KQ 11.
Expressing giving and receiving. Change of state. Ten new kanji.
- Week 14 KQ 12.
Visiting someone at home. Making a guest feel at home. Transitive and intransitive verb pairs. Offering to do something.
Cultural experience (simulation)
- Week 15 Review. Final Exam.

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 Foreign Languages & Humanities <hr/> College A&S <hr/> *Course Prefix & Number FCC 227 <hr/> *Course Title (30 characters) Japanese Culture and Civilization <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 08/15/07	
Departmental Committee		<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i>		
	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	<u>Date</u> 09/24/07	Graduate Council*
General Education Committee*	<u>Date</u> 09/24/07	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved
Teacher Education Committee*	<u>Date</u> NA	Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
		<u>Date</u> 11/15/2007
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add general education credit, categories IIIB and VII (AH), to the course description for FCC 227.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>This course was approved by the General Education Committee on Sept. 24, 2007. We need to revise the Catalog text to include the general education categories.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: none</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

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

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

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

New or Revised* Catalog Text

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

FCC 227 Japanese Culture and Civilization. (3) A. Introduction to the unique values and traditions of the Japanese as reflected in their aesthetic, intellectual, and other cultural achievements. Taught in English. Gen. Ed. IIIB or VII (AH).

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
FCC	227	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

DEPARTMENT OF FOREIGN LANGUAGES & HUMANITIES

FCC 227: Japanese Culture and Civilization

Ms Kari Levin
Case Annex 352
kari.levin@eku.edu

Texts:

Japanese Culture, 4th ed. By H. Paul Varley ISBN: 0-8248-2152-1

Silence by Shusaku Endo, ISBN 0800871863

Black Rain by Masui Ibuse. ISBN 087011364X

Snow Country by Yasunari Kawabata, ISBN 0679761047

Zen and Japanese Culture by Daisetz Suzuki, ISBN 1567311245

Supplementary handouts to be provided by the instructor

Course Description: Introduction to the unique values and traditions of the Japanese nation and of as reflected in their aesthetic, intellectual, and other cultural achievements. Taught in English.

General Education Goals and Objectives:

FCC 227 is a general education course that is designed to help students:

- Use appropriate methods of critical thinking to examine issues and to identify solutions. (General Education Goal 2) Students will demonstrate the ability to discuss the relationships between the history of Japan and the artistic and cultural achievements of the Japanese people.
- Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophical, and/or religious works. (General Education Goal 6) Students will demonstrate the ability to analyze works by selected Japanese writers from important periods of Japan's cultural history.
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, and history. (General Education Goal 7) The student will learn to use various methods for building on class work through in-depth discussion of reading assignments both in class and in formal essay work.
- Integrate knowledge of Japanese culture that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (General Education Goal 8) Students will demonstrate awareness of how the target culture differs in attitudes and practices from their own.

Course Objectives:

Students will demonstrate the ability to:

- Identify certain important works and movements, ideas, people and places, events from the cultural history of Japan.
- Analyze a selection of those works and movements both on their own terms and as they represent the Japanese spirit.
- Integrate their knowledge to discuss a particular period in Japanese cultural history, explaining to what extent individual cultural elements are the products of the age.
- Evaluate differences and similarities between aspects of Japanese culture and aspects of their own.
- Research information on selected cultural topics for a term project.

Course Outline:

FCC 220 focuses on the cultural and philosophical achievements of the French people and of certain other Francophone peoples as they reflect general traditions and the inspiration and creations of individuals. Course materials cover a wide range set against a chronological background from prehistoric times to today. Against this background, the course presents for each age a selection of representative cultural ideas and works. In light of the strongly held French belief that all aspects of life may be considered as potential "works of art", this course deals not only with painting, sculpture, architecture, music, religion, philosophy, etc., but also with such areas as film, clothing fashions, food and wine, and others.

The last part of FCC 220 deals with such topics as the French system of government, education and law, French science and technology, etc. However, since France has a very high-context culture, these cannot be divorced from the study of what we may call "Culture with a capital C", a study that makes up the bulk of this course. After the section on the sixteenth century is reached, this course begins one of its major themes: the contacts (both historical

and cultural) between France and the United States. This theme is developed throughout the rest of the course and provides questions on all tests.

Course Requirments:

1. **Attendance Policy:** Absences not exceeding 10% of the total number of classes are provided in case they are needed for emergencies or for participation in university-sponsored activities. Emergencies are defined as circumstances beyond the student's control such as personal illness or critical illness or death in the immediate family. This policy means that any student missing more than 10% of the class meetings cannot pass the course.
2. **Quizzes on assigned materials:** Be prepared for a quiz each week (we may or may not have one every week). Quizzes may sometimes be in the form of take-home essay assignments. There will be no make-up quizzes.
3. **Completion of two examinations:** Examinations will include essay questions.

Evaluation:

- | | |
|-------------------------------------|------------|
| 1. Scores on two unit examinations: | 200 points |
| 2. Accumulated quiz points: | 50 points |
| 3. Class Participation | 100 points |
| Total: | 350 points |

The final letter grade will be assigned on the basis of your achievement at the end of the semester. Numerical ranges for the letter grades are as follows:

A – 322-350

B – 283-321

C – 245-282

D – 210-244

F – Below and including 209

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.

Topical Outline of Assignments

Week 1	Introduction: Course objectives Course requirements Evaluation criteria Discuss book situation, readings, self-introductions, literature/culture issues
Week 2	<u>Japanese Culture</u> Chapter 1, The Emergence of Japanese Civilization DT: Yayoi period, wa, kami Major sources: <i>Kojiki</i> , <i>Nihon-ki</i>
Week 3	<u>Japanese Culture</u> Chapter 2, The Introduction of Buddhism DT: Mahayana Buddhism, Hinayana Buddhism, Shotoku's Seventeen Article "Constitution" Major sources: <i>Manyoshu</i> PR: <i>Silence</i> Chapter 1
Week 4	<u>Japanese Culture</u> Chapter 3, The Court at its Zenith DT: Japanese Buddhism in the Heian Period; Aesthetic Values: miyabi, mono no aware Major source: <i>Kokinshu</i> PR: <i>Silence</i> Chapters 2, 3, 4
Week 5	<u>Japanese Culture</u> Chapters 4-7 DT: Samurai society, Kamakura period, Shogun, Aesthetic values, Buddhist sects: Shinran, Nichiren, Zen Major sources: <i>Heiki Monogatari</i> , <i>Hojiki</i> PR: <i>Silence</i> Chapters 5, 6, 7, 8
Week 6	<u>Japanese Culture</u> Chapters 8-10 DT: Challenges against Neo-Confucianism, Zen Buddhism, Loyalty over filial piety, Rise of Nationalism, Meiji Restoration, Matthew Perry, Meiji Intellectuals, Meiji Constitution, the Japan-China War, the Japan-Russia War, recognition of "The People," Confessional Literature PR: <i>Silence</i> Chapters 9-10
Week 7	<u>Exam 1 (= midterm)</u>
Week 8	<u>Zen and Japanese Culture</u> Chapters 1-3 DT: What is Zen? Zen Buddhism for Action, Zen and art, Zen and Confucianism PR: <i>Black Rain</i> Preface, Chapters 1-3
Week 9	<u>Zen and Japanese Culture</u> Chapters 4-6 DT: Review/reflect upon chapters 1-6 PR: <i>Black Rain</i> 4-8
Week 10	<u>Zen and Japanese Culture</u> Chapters 7-9 DT: Zen and Samurai, Bushido (ch 4-6) PR: <i>Black Rain</i> 9-11
Week 11	DT: Zen and Haiku, Zen and the art of Tea (ch 7-9) PR: <i>Black Rain</i> 12-16, <i>Snow Country</i> Intro, Part 1
Week 12	DT: Zen and architecture PR: <i>Black Rain</i> 17-20, <i>Snow Country</i> Part 2
Week 13	Review for final examination; study guide distributed and discussed
Week 14	Project Presentations
Week 15	Project Presentations

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 101S
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Intro to Amer Govt: Svc Lrning
<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:	<u>Date</u>	
Departmental Committee	10/5/2007	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	10/15/2007	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/15/2007
General Education Committee*	9/27/2007	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 create a POL 101 course that incorporates service learning and is designated as a service learning course.

A. 2. Effective date: (Example: Fall 2001)
 Summer 2008

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

B. The justification for this action:
 Courses with service learning components can now be identified with an S following the course number. This will allow courses to be easily identified by students and tracked for assessment purposes. This course meets the requirements set forth by the University Service-Learning Committee.

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

Personnel Impact:
 none

Operating Expenses Impact:
 none

Equipment/Physical Facility Needs:
 None

Library Resources:
 none

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

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

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

New or Revised* Catalog Text

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

POL 101S: Introduction to American Government: Service Learning (3): Principles, functions, and basic political institutions of the American system of government at the national level enhanced with a service-learning component. Credit will not be awarded to students who have credit for POL 101. Gen. Ed. VB, VC, or VII (SBS).

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)*
POL	101S	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 45	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N, A, P	FR _____ JR _____	
B	3		SO _____ SR _____	
D	3			
E	3	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 _____	
K	3			
S	3			
T	3	Thesis _____		
V	3	Internship _____		
W	3	Independent Study _____		
Y	3	Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit not allowed with POL 101
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) X	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3) X		VII (3)	VIII (3)
IC (3)				VC (3) X			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

POL 101S
Introduction to American Government
Spring 2008
T/TH 12:30-1:45
Combs 114

Dr. Kendra Stewart
Office hours:
Office: 215 McCreary Hall
Phone: 622-4390
Email: kendra.stewart@eku.edu

Required Text

A Novel Approach to Politics.(2006) Douglas Van Belle and Kenneth M. Mash.
Washington, DC:CQ Press.

The New York Times

Course Objective

(As adopted by the Department of Government for all sections of POL 101)

The objective of this course is to allow the student to gain a more comprehensive understanding of American government, especially institutions and processes that are responsible for the formulation and execution of public policy. Upon completion of this course, you should be able to understand contemporary political events more fully.

General Education Goals

POL 101 S is a general education course that is designed to help students:

1. Use appropriate methods of **critical thinking** and quantitative analysis (General Education Goal 2).
2. Use political events, institutions and issues to analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities (General Education Goal 4).
3. Understand the methods that underlie the search for knowledge in the social and behavioral sciences (General Education Goal 7).
4. Integrate political knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

Students will learn how political scientists use qualitative and quantitative methods to study political institutions, processes and behavior. Throughout the course students are required to use critical thinking to understand and evaluate democratic traditions and to better understand the importance of engaged citizenship. Finally, the study of political

science requires that students integrate knowledge of political institutions, processes and behavior throughout the course.

Political Science Learning Objectives

POL 101 S is a political science course that forwards the following objectives for the undergraduate major

1. Civic engagement: Students will gain political literacy, including enhanced appreciation of the importance of political participation and public service and through increased opportunities for civic engagement (Objective A).
2. Critical Thinking, Methodology, and Communications: Students will become more discerning consumers of political events, messages and processes by applying theories and methodologies of political science and through effective oral and written communication (Objective B).
3. Substantive Knowledge of Political Science: Students will understand the institutions, processes and values that underpin political behavior and events (Objective C).
4. Diversity in Politics: Students will become more aware of the political impact that social cleavages and cultural contexts can produce in American democracy as well as in other political systems (Objective D).

Specific Course Objectives

The General Education Goals identified above are achieved through the study of political process, behavior and institutions and through participation of the service learning project. More specifically, students will study American government using political concepts, which provide a formal framework for public policy, political behavior and government actions and institutions. In this course, students will demonstrate the ability to:

1. Explain the basic institutions and processes of American politics.
2. Discuss the role of citizens in our democracy and demonstrate an understanding of their own roles in the political process
3. Apply concepts in American government to examples drawn from their everyday lives
4. Discuss current political events and describe their own positions
5. Describe the forms of political participation and measure the effects of participation by various groups
6. Explain the effects of social, economic, cultural, geographic and psychological factors upon political ideology and political preferences
7. Compare political arguments and consider new information in relation to those arguments
8. Assess the impact of political choices and policies upon themselves and upon society as a whole

Service Learning

EKU defines service learning as “An academic experiential educational method in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to: gain further understanding of course content, develop critical thinking skills, and develop an enhanced sense of civic responsibility.” This course is a service learning course in which students will work with P-12 social studies teachers and students selected from our service region for a minimum of 15 hours over the semester. EKU students will learn the basics of American Government through course readings and lectures and then be asked to teach these basic concepts to elementary, middle and high school students through a variety of approaches and projects. Projects will include community involvement, information technology application, and active learning. Through this experience, students will demonstrate civic engagement and develop a better understanding of the role of public education in America.

Assignments and Grading

Students are expected to read all assigned readings prior to class and participate in discussions. There will be teaching assignments that you will be required to complete throughout the semester. At the end of the semester, each student group will present a poster session of their experiences and activities. Reflective essays will also be assigned twice throughout the semester.

All students will be required to read the *New York Times* during the week. We will open each class with discussions of current events in government and how they are connected to the course content.

The course grade will break down as follows:

Final Exam	200
Teaching assignments	200
Poster presentation	100
Reflection assignments	50
<u>Participation</u>	<u>100</u>
 TOTAL	 650

The following grading scale will be used in determining your final grade:

585-650=A; 520-586=B; 455-519=C; 390-454=D; 389 and below=F

This course will use the Blackboard program to supplement class discourse. You will be able to participate in discussions, check announcements, locate websites, and check your grades through this site. If you are unfamiliar with this program, contact academic computing for scheduled training sessions – 622-8400.

Midterm Grades

Midterm grades will be posted on Banner by _____. This grade will be based on the first exam, one assignment and online course discussions.

Attendance Policy

Regular attendance is expected as a matter of university policy and also is a sign of a serious and mature student. Attendance will be taken daily. If you must be absent, the best policy is to communicate with the professor. Please do not let excessive absences damage your reputation and grade.

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. **Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.**

Disability Statement

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

Course Schedule

Please come to class prepared by completing the following text readings by the assigned

date. The professor reserves the right to amend the course schedule only when necessary. If any revisions are made, the professor will notify the students and post an updated syllabus on Blackboard.

Week

1	Course Introduction Chapter 1
2	Constitutional Democracy Chapter 2
3	Federalism Chapter 3
4	Civil Liberties Chapter 4 <i>New York Times</i>
5	Civil Rights Chapter 5 <i>New York Times</i> <i>First Exam</i>
6	Public Opinion Chapter 6 <i>New York Times</i>
7	Political Participation Chapter 7 <i>New York Times</i>
8	Political Parties Chapter 8 <i>New York Times</i>
9	Interest Groups Chapter 9 <i>New York Times</i>
10	The News Media Chapter 10 <i>New York Times</i> <i>Second Exam</i>
11	Congress Chapter 11

12	<i>Classroom visits</i>
13	The Presidency Chapter 12
14	The Bureaucracy Chapter 13
15	The Courts Chapter 14

Service Learning Course Application

Department submitting application Government

Date of Submittal: September 27, 2007

Name of faculty teaching this course: Dr. Kendra Stewart

Email kendra.stewart@eku.edu Phone 859/622-4390

Course name and number POL 101 S

Number of credit hours 3

Check the appropriate box: New Course Existing Course

Will other sections of the course be offered without service-learning? Yes No

How many sections of the course will be offered? 1 SL version

What community organization/agency will the students be working with? How did you determine their need?

Various Secondary Schools

How many hours of service per semester will students be required to complete?

15 hours

What reflective assignment(s) will students be required to complete?

journals

Have you incorporated an experiential educational activity that is connected to academic content as described in the syllabus?

Yes No

Additional comments to complement the syllabus:

Service-Learning Committee Approval: Approved Denied

Date of Approval: September 27, 2007

Signatures: [Signature]
Kate Williams &/or Sara Zeigler, EKV Service-Learning Committee Co-Chairs



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business and Technology
Office of the Associate Dean

214 Business & Technology Center
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1574 FAX: (859) 622-1413
Ed.Davis@eku.edu • www.cbt.eku.edu

MEMORANDUM

TO: Council of Academic Affairs
FROM: 
Dr. William E. Davis, Interim Associate Dean
College of Business & Technology

DATE: November 5, 2007

SUBJECT: Curriculum Revisions

Please consider the following curriculum changes in the College of Business & Technology at the Council of Academic Affairs meeting on November 15, 2007:

AFIS:

1. Course Revisions

Program	Revision	Page Numbers
ACC 301	To include equivalent prerequisites to existing prerequisites.	AFIS 1 – AFIS 3
ACC 441	To remove QMB 200 and add CIS 335 as a prerequisite.	AFIS 4 – AFIS 6

MMAC:

1. Course Revisions

Course	Revision	Page Numbers
CCT 290	To add CSC 104 as an option to CIS 212 for the prerequisite for CCT 290	MMAC 1 – MMAC 3
PGM 349	Create a PGM specific course for PGA/PGM cooperative education	MMAC 4 – MMAC 7
PGM 349	All courses in the cooperative education program have the applied learning component in the event a student is employed in a non-paying position	MMAC 8 – MMAC 11

Thank you!

WED/ss

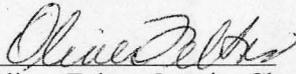




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Department of Accounting, Finance,
and Information Systems

521 Lancaster Avenue
108 BTC
Richmond, KY 40475-3102

TO: Council on Academic Affairs
FROM: 
Dr. Oliver Feltus, Interim Chair
DATE: October 30, 2007
SUBJECT: Curriculum Proposals

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

The Department of Accounting, Finance and Information Systems:

Proposal	Action	Page
ACC 301	To include equivalent prerequisites to existing prerequisites.	AFIS 1
ACC 441	To remove QMB 200 and add CIS 335 as a prerequisite.	AFIS 4





EASTERN KENTUCKY UNIVERSITY

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Department of Management, Marketing, and Administrative Communication

Business & Technology Center, Room 011
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Office: 859-622-1377
Fax: 859-622-2359
www.management.eku.edu
Dr. Lana Carnes, Interim Chair

TO: Council on Academic Affairs
FROM: *Lana W. Carnes*
Lana Carnes, Interim Chair
MMAC Department
DATE: November 5, 2007
SUBJECT: Course Revisions

Please consider the following proposals from the MMAC Department

Course	Action	Page
CCT 290	To add CSC 104 as an option to CIS 212 for the prerequisite for CCT 290	MMAC 1
PGM 349	Create a PGM specific course for PGA/PGM cooperative education	MMAC 4
PGM 349	All courses in the cooperative education program have the applied learning component in the event a student is employed in a non-paying position	MMAC 8

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

Part I

(Check one)	Department Name	MMAC
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CBT
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	PGM 349
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Cooperative Study: Professional Golf Management
<input type="checkbox"/> New Program (Part III)	*Program Title	Marketing: Professional Golf Management
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option <u>XX</u> ; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/07/07	Graduate Council*	N/A
Is this a SACS Substantive Change?	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	10/19/2007	Approved _____ Disapproved _____	
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 create PGM specific cooperative education course to meet the requirements of the PGA of America accreditation committee.

A. 2. Effective date: Summer 2008

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

B. The justification for this action:
 To meet the accreditation requirements of the PGA of America. The PGA of America accreditation committee requires PGM students to complete 16 months of cooperative education before graduation.

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.)

PGM 349 Cooperative Study (1): Prerequisites: minimum GPA 2.25 and admission to PGM. Co-curricular work experience under PGM staff and field supervisors. The student is assigned duties and responsibilities approved by PGM Program Coordinator or Director of PGA/PGM and the PGA member on-site. A contract outlining student responsibility is required and must be signed by the student, supervising professional and a PGM staff member prior to placement. Freshmen, sophomores, juniors and seniors enrolled in PGA/PGM are eligible to enroll in PGM 349. Transfer students are eligible after one semester on campus. Hours earned will count toward major.

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)*
PGM	349	Summer 2008	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
1-6	Lecture _____	Laboratory _____	Other <u>XX</u>	52
				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)	
C	1	S	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.	Admission to PGA/PGM Program; 2.25 GPA
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.)

MMAC 6

Cooperative Education Experience
PGA/Professional Golf Management™
PGM 349: 1 credit hour
40 hours per week x 12 weeks

Instructor: Kim Kincer/Eddy Renio
Office: B&T Center
Phone: 859.622.4976
E-mail: kim.kincer@eku.edu
Eddy.renio@eku.edu

Required Text: PGA/PGM™ Manuals

Course Description:

Experiential learning in all aspects of the golf industry acquired through a twelve-week cooperative education experience at an approved Cooperative Education site. Students are assigned duties and responsibilities consistent with the appropriate PGA/PGM™ educational level to supplement knowledge gained in PGM courses and PGA/PGM™ Work Experience. Students are required to submit a Mid-Term Student Evaluation Report and a Final Student Evaluation. Cooperative Education placement is made by the PGA/PGM™ Program Coordinator in consultation with the student. All Cooperative Education experiences are subject to the approval of the Program Coordinator.

Student Learning Objectives:

After completing the Cooperative Education experience a student will:

1. Apply PGA/PGM™ learning objectives to 'hands-on' learning opportunities.
2. Identify the many job opportunities within the golf industry (head golf professional; director of golf; assistant golf professional; teaching professional; tournament administrator, etc.).
3. Demonstrate knowledge in a variety of aspects of golf course operations to include (but not limited to) customer service; golf car fleet management; rules of golf; tournament operations; merchandising operations; club repair and club fitting; and the fundamentals of teaching.
4. Demonstrate knowledge in the day-to-day operation and management of a golf facility or industry organization.
5. Develop supervising and delegating skills through interaction with facility staff.
6. Develop communications skills through day-to-day customer relationships; reading industry news; writing tips for facility newsletters; and team building activities with fellow staff members.
7. Develop time management and task completion skills.

Course Requirements:

1. Complete and update personal resume to include PGM 349A-N Cooperative Education experience.
2. Twelve week, 40 hours per week, work schedule required.
3. Passing grade as determined by the supervisor's Final Evaluation of the student and the PGA/PGM™ Work Experience Activities completed.
4. Student and Supervisor Mid-Term Evaluation is due July 1st. Student and Supervisor Final Evaluation is due August 10th.
5. **Failure to turn in a PGA/PGM™ Work Experience Activity Kit by September 8, 2008 will result in the student receiving a grade of unsatisfactory for the Cooperative Education experience, PGM 349.**

PGA/PGM™ Requirements:

Each student must successfully complete the appropriate Work Experience Activities in the PGA/PGM™ Manuals. A student's PGA/PGM Work Experience Kit with the completed activities must be turned in by a date to be determined before going out on co-op. Students will receive an assignment sheet designating which Work Experience Activities to complete prior to leaving campus.

Academic Integrity Statement:

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. Academic honesty is expected from every student. Cheating and plagiarism will not be tolerated. At a minimum, anyone found guilty of academic dishonesty in any form will receive a grade of zero for the work in question. The maximum penalty will be a failing grade for the course. Additional sanctions may be taken if warranted. The Academic Integrity Policy may be found at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Statement of Disability:

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 Students with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at disabilities@eku.edu or by telephone at 859.622.2933 V/TDD. Upon individual request, this syllabus can be made available in alternate forms

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

Part I

(Check one)	Department Name	Department of Accounting, Finance & Information Systems	
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ACC 301	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Principles of Accounting--Intermediate	
<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:	<u>Date</u>		<u>Date</u>
	8/16/07	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	10/19/07	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/15/2007
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 include equivalent prerequisites to existing prerequisites

A. 2. Effective date: (Example: Fall 2001)
 Fall 2008

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

B. The justification for this action: Reduce the numbers of manual substitutions for courses equivalent to Prerequisites for this course

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

ACC 301 Principles of Accounting—Intermediate. (3) I, II. Prerequisites: ACC 201, 202, 250, ECO 230, QMB 200 (or STA 215 or 270), 240 (or MAT 211 or 124 or 261); and CMS 100 or 210 with a grade of “~~C-~~” “C” or better in each course. Proficiency in spreadsheet and word processing capability is required. Financial statements, current assets, investments, current and long-term liabilities, acquisitions, use and retirement of plant and equipment.

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)*
ACC	301	Fall 2008	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	AFIS
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. ACC 201, 202, 250, ECO 230, QMB 200 (or STA 215 or 270), 240 (or MAT 211 or 124 or 261); and CMS 100 or 210 with grades of “C-” “C” or better in each course

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form. (*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Department of Accounting, Finance & Information Systems Business & Technology ACC 441 Auditing
Proposal Approved by: _____ Date _____ Date _____		
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Graduate Council* _____ NA		
Council on Academic Affairs _____		
College Curriculum Committee 1019/2007 Approved <input checked="" type="checkbox"/> Disapproved _____ 11/15/2007		
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 remove QMB 200 and add CIS 335 as a prerequisite A. 2. Effective date: (Example: Fall 2001) Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: QMB 200 is not needed as a prerequisite to ACC 441 because it is a prerequisite to another course (ACC 301) in the Accounting curriculum. CIS 335 is a supporting course that teaches skills needed in ACC 441.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

ACC 441. Auditing I. (3) I, II. Prerequisites: ACC 302, CIS 335 and CCT 300, ~~and QMB 200~~ with grades of "C" "C" or better. Professional ethics; accountant's legal responsibility; internal control; general arrangement and procedure of an audit; assess accounts; liability accounts; operating accounts; the audit report.

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)*
ACC	441	Fall 2008	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	AFIS
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.	ACC 302, CIS 335 and CCT 300, QMB 200 with grades of “C-” “C” or better
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

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

Part I

(Check one)	Department Name	Management, Marketing, & Admin Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	College of Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CCT290
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Office Systems Applications
<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:	<u>Date</u>	
Departmental Committee	8/16/2007	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	10/19/07	Council on Academic Affairs 11/15/2007
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: To add "or CSC104" as an option to CIS212 for the prerequisite

A. 2. Effective date: Fall 2008

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

B. The justification for this action: CSC104 is the equivalent of CSC212 (crosslinked in the computer) and by making it another option in the prerequisite area this will solve the problem for the need of filling out the many Exceptions to University Policy for Prerequisites due to students taking CSC104 instead of CSC212 prior to enrolling in CCT290.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

CCT 290 Office Systems Applications. (3) I, II. Prerequisite: CIS 212 or CSC104 or CCT 250. Emphasis on advanced applications of integrated office software as productivity tools

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

Course prefix (3 letters) CCT	Course Number (3 Digits) 290	Effective Term (Example: Fall 2001) Fall 2008	College/Division: AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* MMAC
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	CIS 212 or CSC104 or CCT 250
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	MMAC	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CBT	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	PGM 349	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Applied Learning: Professional Golf Management	
<input type="checkbox"/> New Program (Part III)	*Program Title	Marketing: Professional Golf Management	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option <u>XX</u> ; Minor ____, or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/07/07	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	10/29/07	Approved ____ Disapproved ____	WITHDRAWN
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 create PGM specific cooperative education course to meet the requirements of the PGA of America accreditation committee.

A. 2. Effective date: (Example: Fall 2001)
 Summer 2008

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

B. The justification for this action:
 To meet the accreditation requirements of the PGA of America. The PGA of America accreditation committee requires PGM students to complete 16 months of cooperative education before graduation.

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.)

PGM 349 Cooperative Study (1): Prerequisites: minimum GPA 2.25 and admission to PGM. Co-curricular work experience under PGM staff and field supervisors. The student is assigned duties and responsibilities approved by PGM Program Coordinator or Director of PGA/PGM and the PGA member on-site. A contract outlining student responsibility is required and must be signed by the student, supervising professional and a PGM staff member prior to placement. Freshmen, sophomores, juniors and seniors enrolled in PGA/PGM are eligible to enroll in PGM 349. Transfer students are eligible after one semester on campus. Hours earned will count toward major.

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)*
PGM	349	Summer 2008	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
1-6	Lecture _____	Laboratory _____	Other <u>XX</u> 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)	
C	1	S	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.	Admission to PGA/PGM Program; 2.25 GPA
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.)

Applied Learning
PGA/Professional Golf Management™
PGM 349: 1 credit hour
40 hours per week x 12 weeks

Instructor: Kim Kincer/Eddy Renio
Office: B&T Center
Phone: 859.622.4976
E-mail: kim.kincer@eku.edu
Eddy.renio@eku.edu

Required Text: PGA/PGM™ Manuals

Course Description:

Experiential learning in all aspects of the golf industry acquired through a twelve-week Applied Learning education experience at an approved Applied Learning site. Students are assigned duties and responsibilities consistent with the appropriate PGA/PGM™ educational level to supplement knowledge gained in PGM courses and PGA/PGM™ Work Experience. Students are required to submit a Mid-Term Student Evaluation Report and a Final Student Evaluation. Applied Learning placement is made by the PGA/PGM™ Program Coordinator in consultation with the student. All Applied Learning experiences are subject to the approval of the Program Coordinator.

Student Learning Objectives:

After completing the Applied Learning experience a student will:

1. Apply PGA/PGM™ learning objectives to 'hands-on' learning opportunities.
2. Identify the many job opportunities within the golf industry (head golf professional; director of golf; assistant golf professional; teaching professional; tournament administrator, etc.).
3. Demonstrate knowledge in a variety of aspects of golf course operations to include (but not limited to) customer service; golf car fleet management; rules of golf; tournament operations; merchandising operations; club repair and club fitting; and the fundamentals of teaching.
4. Demonstrate knowledge in the day-to-day operation and management of a golf facility or industry organization.
5. Develop supervising and delegating skills through interaction with facility staff.
6. Develop communications skills through day-to-day customer relationships; reading industry news; writing tips for facility newsletters; and team building activities with fellow staff members.
7. Develop time management and task completion skills.

Course Requirements:

1. Complete and update personal resume to include PGM 349A-N Applied Learning experience.
2. Twelve week, 40 hours per week, work schedule required.
3. Passing grade as determined by the supervisor's Final Evaluation of the student and the PGA/PGM™ Work Experience Activities completed.
4. Student and Supervisor Mid-Term Evaluation is due July 1st. Student and Supervisor Final Evaluation is due August 10th.
5. **Failure to turn in a PGA/PGM™ Work Experience Activity Kit by September 8, 2008 will result in the student receiving a grade of unsatisfactory for the Applied Learning experience, PGM 349.**

PGA/PGM™ Requirements:

Each student must successfully complete the appropriate Work Experience Activities in the PGA/PGM™ Manuals. A student's PGA/PGM Work Experience Kit with the completed activities must be turned in by a date to be determined before going out on co-op. Students will receive an assignment sheet designating which Work Experience Activities to complete prior to leaving campus.

Academic Integrity Statement:

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. Academic honesty is expected from every student. Cheating and plagiarism will not be tolerated. At a minimum, anyone found guilty of academic dishonesty in any form will receive a grade of zero for the work in question. The maximum penalty will be a failing grade for the course. Additional sanctions may be taken if warranted. The Academic Integrity Policy may be found at www.academicintegrity.eku.edu Questions regarding the policy may be directed to the Office of Academic Integrity.

Statement of Disability:

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 Students with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at disabilities@eku.edu or by telephone at 859.622.2933 V/TDD. Upon individual request, this syllabus can be made available in alternate forms

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

Part I

(Check one)	Department Name	MMAC	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CBT	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	PGM 349	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Cooperative Study: Professional Golf Management	
<input type="checkbox"/> New Program (Part III)	*Program Title	Marketing: Professional Golf Management	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option <u>XX</u> ; Minor ____, or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/07/07	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	10/29/07	Approved ____ Disapproved ____	WITHDRAWN
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 create PGM specific cooperative education course to meet the requirements of the PGA of America accreditation committee.

A. 2. Effective date: (Example: Fall 2001)
 Summer 2008

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

B. The justification for this action:
 To meet the accreditation requirements of the PGA of America. The PGA of America accreditation committee requires PGM students to complete 16 months of cooperative education before graduation.

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 ~~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.)

PGM 349 Cooperative Study (1): Prerequisites: minimum GPA 2.25 and admission to PGM. Co-curricular work experience under PGM staff and field supervisors. The student is assigned duties and responsibilities approved by PGM Program Coordinator or Director of PGA/PGM and the PGA member on-site. A contract outlining student responsibility is required and must be signed by the student, supervising professional and a PGM staff member prior to placement. Freshmen, sophomores, juniors and seniors enrolled in PGA/PGM are eligible to enroll in PGM 349. Transfer students are eligible after one semester on campus. Hours earned will count toward major.

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)*
PGM	349	Summer 2008	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
1-6	Lecture _____	Laboratory _____	Other <u>XX</u> 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)	
C	1	S	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.	Admission to PGA/PGM Program; 2.25 GPA
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

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Kim Naugle, Ph.D, Associate Dean
Office of the Dean
College of Education

420 Bert Combs Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Phone: (859) 622-1175 Fax: (859) 622-5061
bill.phillips@eku.edu

To: Council on Academic Affairs
From: Dr. Kim Naugle
Re: Agenda for November 15, 2007 Council on Academic Affairs Meeting
Date: November 1, 2007

Agenda

A. College of Education

- i. Department of Counseling and Educational Psychology
 - a. **New Course:**
 - i. COU 860: Student Development Theory in Higher Education pages 1-7
 - ii. COU 861: Overview of Legal Issues in Higher Education pages 8-13
 - iii. COU 862: Policy and Finance in Higher Education pages 14-19
 - b. **Program Revision:**
 - i. Human Services pages 20-21
- ii. Department of Curriculum and Instruction
 - a. **Course Revision:**
 - i. ELE 445: Foundations of Reading/Language Arts pages 22-24
 - b. **Program Revision:**
 - i. Elementary English/Communications Emphasis pages 25-26
 - ii. Middle Grades English/Communications Emphasis pages 27-28
 - iii. Middle Grades Social Studies Emphasis pages 29-31
 - iv. Master of Arts in Teaching pages 32-33
- iii. Information Only
 - a. **CERA** pages 34-37



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.	Counseling and Educational Psychology Education COU 860 Student Development Theory in Higher Education Banner: Student Dev Theory in HE Human Services (Student Personnel Services in Higher Education) (Major ____, Option <u>X</u> ; Minor ____; or Certificate ____) _____
--	---	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	8/16/07	Graduate Council*	10/29/07
<i>Is this a SACS Substantive Change?</i> <input checked="" type="checkbox"/> Yes**** <input type="checkbox"/> No		Council on Academic Affairs	11/15/07
College Curriculum Committee	10/2/07	Approved <input checked="" type="checkbox"/> Disapproved	
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 ECU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add a new course: Student Development Theory in Higher Education

A. 2. Effective date: (Example: Fall 2001)
 Summer 2008

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

B. The justification for this action:
 Enhance the educational preparation of students in this profession.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

New or Revised* Catalog Text

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

COU 860 Student Development Theory in Higher Education. (3) I, II. This is a theoretical/development course in the introduction to student affairs profession.

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)*
COU	860	Summer 2008	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u>	Laboratory _____	Other _____	
Cip Code (first two digits only) 13				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	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)			

Eastern Kentucky University
Course Syllabus – COU 860
Student Development Theory in Higher Education

Instructor: Dr. James F. Conneely

Office:

E-Mail:

Office Hours:

A. Department of Counseling and Educational Psychology
COU 860 Student Development Theory in Higher Education
3 Credit Hours

B. Course Description:

This course will use a theoretical/developmental approach in the introduction to the student affairs profession.

C. Proposed Required Texts:

- 1) Evans, N.J., Forney, D.S., & Guido-DiBrito, F. (1998). *Student Development in College*.
- 2) Torres, V., Howard-Hamilton, M.F., & Cooper, D.L. (2003). Identity Development of Diverse Populations. ASHE-ERIC Higher Education Report, Vol. 29, Number 6.

D. Student Learning Outcomes:

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

- 1) Articulate, apply and critique the major student development theories in the following categories: environmental, life-span, psychosocial, multicultural identity, cognitive, and leadership.
- 2) Conduct and transcribe an interview for research purposes.
- 3) Evaluate how theory is used in a specific student services office.
- 4) Develop their own moral code based on ethical principles involved in the student affairs profession.
- 5) Explore student growth in enough depth to create their own developmental theory for a specific group of students.
- 6) Assess current issues and challenges facing student affairs professionals.

E. Evaluation: You may earn up to 85 points in this class. The following grading scale will be used.

Grading Scale:

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = 59 % and below

F. Student Progress

The student will have an opportunity to meet with the instructor during class time before mid-term to express concerns, etc.

G. Attendance Policy

Attendance at all class sessions is mandatory. There are no excused absences and assigned work will not be accepted past the due date. Class participation and the processing of experiences are critical components to the learning that will take place in this course and attendance is required.

H. Drop Date

The last day to drop this class without a grade is listed in the ECU Colonel Compass found at <http://www.eku.edu/schedulebook/>. Students will be provided information of their current academic progress in the class prior to the last day to withdraw. At this time they can withdraw without a grade

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

J. Academic Integrity Policy:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

K. Course Outline:

1. Introduction to the class

Syllabus review
Graduate course and program expectations
Introduction to each other

Introduction to student development theory

Articulate, apply, critique model of analysis

My definition of student development

Evans, chapters 1, 2

2. Environmental theories: Maslow, Sanford, Astin, Kuh

Assigned readings: *Student Involvement: A Developmental Theory; Challenging and Supporting Students;*

http://www.indiana.edu/~nsse/pdf/conceptual_framework_2003.pdf (p. 1 only)

1st journal article summary due

3. Lifespan theories: Erikson, Sheehy

Psycho-social theory: Chickering & Reisser

Evans, chapter 3

Assigned readings: *Major Stages in Psychosocial Development; Prologue, Oh Pioneers!*

Bring in music that relates to an assigned vector of development.

4. Cognitive-Structural theories: Perry, Baxter-Magolda

Evans, chapter 8

Assigned reading: *Baxter Magolda's Epistemological Reflection Model*

Developmental interview due

5. Ethical and Moral development theories: Kitchener, Kohlberg

Evans, chapter 10

Assigned reading: *Ethical Principles and Ethical Decisions in Student Affairs*

2nd journal article summary due

6. Leadership theories: Social Change Model; Servant Leadership

Assigned readings: *A Social Change Model of Leadership Development; Leadership for Social Change;* <http://www.greenleaf.org/leadership/servant-leadership/What-is-Servant-Leadership.html>; <http://www.butler.edu/studentlife/hampton/principles.htm>;

7. Transition and Mattering theories: Schlossberg

Evans, chapter 7

Assigned readings: *Marginality and Mattering: Key Issues in Building Community; Marginality, Mattering, and the African American Student*

Mid-term exam questions provided at the end of class

8. Practicum opportunities...local and distant

Guest presenters:

Professional associations

Assigned reading: *The Role of Professional Associations*

Mid-term exam due

9. **Multicultural theories: (Ethnicity, Native American students): Phinney, Horse**
Evans, chapter 5 (pages 79-81)
Join the professional association of your choice
10. **Multicultural theories (African American): Cross, Jackson**
Evans, chapter 5 (pages 69-76)
Guest presenter:
3rd journal article summary due [on either racial identity theory]
11. **Multicultural theories (Latino and Asian students): Ferdman & Gallegos, Kim**
12. **Multicultural theories (GLBT students):**
Evans, chapter 6
Shadow study report due
13. **Multicultural theories: (White and Multiracial students)**
Evans, chapter 5 (pages 76-79)
4th journal article summary due (to be peer reviewed)
14. **Literature Circle on Multicultural theories (women): Gilligan, Belenky/Clinchy/Goldberger/Tarule, Josselson**
Assigned books (choose one): *In a Different Voice*; *Women's Ways of Knowing*; or *Finding Herself: Pathways to Identity Development in Women*.
15. **Current issues and future directions in student affairs**
Guest presenters:
Final paper due
16. **Wrap-Up**

L. Course Requirements:

Developmental interview. In order to learn more about a fellow classmate, and assist with an on-going research project, you will be asked to conduct a structured developmental interview. Questions will be provided for you. You will tape record the interview and then transcribe the interview word-for-word. The tape and the written transcription will be turned in to the instructor on _____. The tape and the written transcription including the grade for the assignment will be returned. (10 points)

Journal article summaries. Four *good* articles on student development theories put into practice will be summarized as a one page typed (10-12 point font) paper due at the beginning of selected class periods. State the purpose, main points, and conclusion of the article and the implications for professional practice you gained from reading the article. The article should come from a scholarly journal and each summary you submit should come from a different journal. Summaries will be turned in at the beginning of class and will not be accepted later. *NOTE: The 4th article summary will be peer reviewed and evaluated by other members of the class.* (20 points for 4 article summaries plus 5 points for peer review = 25 points total)

Mid-term exam. This written take-home exam will be provided on _____ and due on _____. This exam will cover material studied in the first half of the class including readings, class discussions, and implications for practice. Specific guidelines will be presented early in the semester. (20 points)

Literature Circle. Three different books will be used in a discussion of women's identity development on _____. Each student will choose to read one of the three for the class session. This class session will be evaluated by peers. (5 points)

Final project "Write Your Own Theory" research paper. This project involves you reading and thinking carefully about

student development theory and what you believe about students. You will write your own theory of college student development and present it in a research paper format. You may choose the population, but you should be able to provide research and cite relevant sources that led you to your own understanding of student growth, identity, or development that you present. The final paper should be 8-10 pages, (plus a bibliography and visual representation of your model) and is due on _____(15 points)

Participation. Since a portion of the class involves the synthesis, integration, and discussion of assigned readings, past experiences, and current job responsibilities, each student will be graded on the level and the quality of his/her participation. This course is run in seminar/workshop format, which means the success of the class depends on your *active, informed participation* in every activity and discussion. Students will have read the assigned materials carefully and should come to class prepared with questions and points for discussion (10 points)

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 Counseling and Educational Psychology College Education *Course Prefix & Number COU 861 *Course Title (30 characters) Overview of Legal Issues in Higher Education Banner: Overview of Legal Issues in HE *Program Title Human Services (Student Personnel Services in Higher Education) (Major ____, Option <u>X</u> ; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	8/16/07	Graduate Council* 10/29/07
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	10/2/07	Council on Academic Affairs 11/15/07
General Education Committee*	n/a	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	n/a	Faculty Senate** <input type="checkbox"/>
		Board of Regents** <input type="checkbox"/>
		Council on Postsecondary Edu.*** <input type="checkbox"/>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add a new course: Overview and Legal Issues in Higher Education</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Enhance the educational preparation for students in this profession.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

COU 861 Overview and Legal Issues in Higher Education. (3) I, II. Overview of the legal and ethical issues in the student affairs profession.

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)*
COU	861	Summer 2008	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u>	Laboratory _____	Other _____	Cip Code (first two digits only) 13
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
1	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)			

Eastern Kentucky University
Course Syllabus – COU 861
Overview of Legal Issues in Higher Education

Instructor: Dr. James F. Conneely

Office:

E-Mail:

Office Hours:

A. Department of Counseling and Educational Psychology
COU 861 Overview of Legal Issues in Higher Education
3 Credit Hours

B. Course Description:

Overview of the legal and ethical issues in the student affairs profession.

(The purpose of this course is to introduce the learner to the basic and current legal and ethical concepts that face American higher education today, with a focus on Student Affairs issues. Topics to be discussed will be the basis from which higher education law comes, current law (case, state and regulatory), as well as risk management and liability issues for higher education and, more specifically, Student Affairs.)

C. Required Texts

Deaver J. (1992). The Complete Law School Companion. (2nd ed.). New York, N.Y. Wiley & Sons.

D. Student Learning Outcomes:

Students in this course are expected to:

1. Learn, understand and apply the ethical and legal context in which higher education and, in particular, student affairs practitioners operate.
2. Evaluate legal issues in higher education (past and present).
3. Clearly delineate between ethical and legal issues.
4. Demonstrate an understanding of the legal issues most relevant for various student affairs functional areas.
5. Provide analysis of legal cases and university policies
6. Have an increased sensitivity and appreciation for the legal implications of student affairs work and the ability to ask reasonable and thought provoking questions of the university attorney.

E. Evaluation:

Midterm – 25 percent of grade

Final Exam – 25 percent of grade

Research Project – 15 percent of grade

Case Study – 35 percent of grade

The following grading scale will be used.

Grading Scale:

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = 59 % and below

F. Student Progress

The student will have an opportunity to meet with the instructor during class time before mid-term to express concerns, etc.

G. Attendance Policy

Attendance at all class sessions is mandatory. There are no excused absences and assigned work will not be accepted past the due date. Class participation and the processing of experiences are critical components to the learning that will take place in this course and attendance is required.

H. Drop Date

The last day to drop this class without a grade is listed in the EKU Colonel Compass found at

<http://www.eku.edu/schedulebook/>. Students will be provided information of their current academic progress in the class prior to the last day to withdraw. At this time they can withdraw without a grade

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

J. Academic Integrity Policy:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

K. Course Outline:

1. Overview of Postsecondary Law

- Sources of Postsecondary Education Law
- The Public-Private Dichotomy
- Sources and Scope of Authority
- Institutional Liability for Acts of Others
- Institutional Management of Liability Risk

2. The College and the Students

- The Legal Status of Students
- Disciplinary and Grievance Systems
- Disciplinary Rules and Regulations
- Procedures for Suspension, Dismissal, and Other Sanctions
- Student Protest and Demonstrations
- The Special Problems of Hate Speech
- Student Organizations
- Fraternities and Sororities
- Student Housing
- Athletics
- Student Files and Records
- Campus Security

3. The College and the Community

- General Principles
- Relations with Local Police
- Community Access to Institutional Property

4. The College and the State Government

- General Background
- State provision of Public Postsecondary Education
- Other State Regulatory Laws Affecting Postsecondary Education Programs

5. The College and the Federal Government

- Federal Constitutional Powers Over Education
- Federal Regulation of Postsecondary Education
- Americans with Disabilities Act
- Student Right-to-Know Act
- Civil Rights Compliance

6. Educational Associations

- Overview of the Education Associations
- The College and the Accrediting Agencies
- Athletic Associations and Conferences

7. The College and the Business/ Industrial Community

- The Contract Context
- The College as Seller/ Competitor

L. Course Requirements:

Research Project:

As part of a group of two students, you will be responsible for researching in depth a legal issue facing Student Affairs/Higher Education and presenting your findings to the class. One student in the group must present an argument for the issue and one student must present the opposite view. Appropriate court cases must be cited. You are to become the “expert” on the topic. In addition to a 15-minute oral presentation to the class, a written summary must be provided. The instructors must approve the topic researched.

Case Analysis (Brief):

See additional page titled Case Brief Guidelines for more information. You will complete a minimum of 16 assigned case briefs during the semester for class discussion, using the assigned format. You are responsible for e-mailing your brief to the instructors and classmates after each class meeting. There are two research options available to you through the Library website – Loislaw and Lexis-Nexis. For Loislaw, enter UCAL1 for the User Name and GOBEARS for the password. A password is not required for Lexis-Nexis.

Exam:

There will be a mid-term and a final exam.

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 Counseling and Educational Psychology College Education *Course Prefix & Number COU 862 *Course Title (30 characters) Policy and Finance in Higher Education Banner: Policy & Finance in HE *Program Title Human Services (Student Personnel Services in Higher Education) (Major ____, Option <u>X</u> ; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	8/16/07	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 11/15/07 Approved <input checked="" type="checkbox"/> Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
College Curriculum Committee	10/2/07	
General Education Committee*	n/a	
Teacher Education Committee*	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 ECU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add a new course: Policy and Finance in Higher Education</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Enhance the educational preparation of students in this profession.</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.)

COU 862 Policy and Finance in Higher Education (3) I, II. Analysis of governance, policy making, and financial issues in the student affairs profession.

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)*
COU	862	Summer 2008	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u>	Laboratory _____	Other _____	Cip Code (first two digits only) 13
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
1	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)			

Eastern Kentucky University
Course Syllabus COU 862
Policy and Finance in Higher Education

Instructor: Dr. Conneely

Office:

E-Mail:

Office Hours:

- A. Department of Counseling and Educational Psychology
COU 862 Policy and Finance in Higher Education
3 Credit Hours
- B. Course Description:
Analysis of governance, policy making, and financial issues in the student affairs profession.
(This course will provide an overview of budgeting for higher education institutions and nonprofit organizations. In addition to various types of budgets, the entire budget process will be covered, including formulation and execution, strategies and tactics, the budget cycle, budget cuts and priorities, budget evaluation, and economic and political factors. Students will have the opportunity to gain hands-on experience through responding to various budget scenarios and through developing and presenting an actual budget for a university or non-profit organization.)
- C. Required Texts:
Barr, Margaret J. (2002) *Academic Administrators Guide to Budgets & Financial Management*. Jossey-Bass.
Meisinger, Richard J. (1994) *College & University Budgeting, An Introduction for Faculty and Academic Administrators, 2nd Edition*. NACUBO.

Additional Course materials are available on Blackboard which can be accessed from any computer by going to www.eku.edu/onlinelearning/ and then logging on as instructed.

- D. Student Learning Outcomes:
Upon successful completion of this course, students will have an understanding of all of the following:
1. The objective of this course is not to make you an expert on budgeting, but to demystify the budget process.
 2. Through guest lecturers, reading and discussing classic and contemporary literature, and responding to budget scenarios, students will learn the basic concepts and practices of sound budgeting in higher education and nonprofit organizations.
 3. Students will develop an understanding of the terminology needed to participate effectively in the budget process and will apply the skills necessary to make effective budget presentations.
- E. Evaluation:
Evaluation Methods:
- | | |
|---------------------------------------|------|
| I. Participation and Attendance | 15 % |
| II. Issue Paper/Budget Analysis Paper | 25 % |
| III. Article Critique | 10 % |
| IV. Mid-Term Exam | 25 % |
| V. Final Exam | 25 % |
- The following grading scale will be used.
Grading Scale:
A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = 59 % and below

- F. Student Progress
The student will have an opportunity to meet with the instructor during class time before mid-term to express concerns, etc.

- G. Attendance Policy
Attendance at all class sessions is mandatory. There are no excused absences and assigned work will not be accepted

past the due date. Class participation and the processing of experiences are critical components to the learning that will take place in this course and attendance is required.

H. Drop Date

The last day to drop this class without a grade is listed in the EKU Colonel Compass found at <http://www.eku.edu/schedulebook/>. Students will be provided information of their current academic progress in the class prior to the last day to withdraw. At this time they can withdraw without a grade

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

J. Academic Integrity Policy:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

K. Course Outline:

This schedule and associated topics are tentative and may be changed for reasons such as varying progress and interests of the students, scheduling problems with guest speakers, regularly recognized university holidays, or unexpected professional obligations of the instructor.

Classes (Dates TBD)

1. Handouts and discussions
2. Introduction to Finance and Administration
3. Excel Refresher
4. Why Do Budgeting/What Makes Up a Budget/Terminology
Read: College & University Budgeting (Chapter 1)
5. Budget Presentations (Share mission of university and explain Budget and how it supports or does not support mission)
6. Budget Presentations – continued
7. Budgeting at the Institutional Level
Read: College & University Budgeting (Chapter 4)
8. Sources of Revenue and Student Affairs
9. The Budgeting Environment – Economic & Political Factors
10. Dealing With Budget Cuts/Budget Growth
Read: College & University Budgeting (Chapter 5)
11. Budget Presentations (Budget Cuts and defend impact on stakeholders)
12. Budget Presentations – continued
13. Types of Budgets/Performance Based Budgeting/Zero-Based Budgeting
14. The Budgeting Process – Roles & Factors that Shape the Budget
Read: College & University Budgeting (Chapter 3)
15. Outsourcing of Services
Receive Final Budget Assignments

16. Operating Budget v. Capital Budget
17. The Budget Cycle
18. Budget Priorities
19. Budget Presentations

L. Course Requirements:

I. Class participation and attendance:

The subject and nature of the course will require extensive discussion, group work and participation in class activities. Formal lectures will be used sparingly and guest speakers will be used occasionally to develop certain topics. Extensive readings will be required for the course, with certain readings required of everyone, and specific individual readings and oral reports required at other times. Students will be expected to make budget presentations on a regular basis using Excel.

II. Issue Paper/Budget Analysis Paper:

Students have the option of completing an issue paper or budget analysis paper. With either option, the paper must be approximately 10 pages in length, double spaced. Papers must use APA style and will be graded on content, clarity, and quality of research as well as used proper English composition (spelling, grammar, punctuation, and syntax). The completed paper is due **no later than ????** ??, 2006.

Issue Paper: The issue paper must deal with a topic related to budgeting in higher education or a nonprofit organization. The topic must be thoroughly researched and include a description of the significance of the issue addressed, a statement of the problem examined, a critical review of the literature, your personal thoughts on the issue, and implications for policy, practice, and future research. The topic must be selected from the list below or approved in advance by me. A one-page outline of the paper must be submitted no later than ??????.

Possible Topics:

- Performance Based Budgeting
- Politics of Budgeting
- Declining State Funding and Issues of Accountability
- Outsourcing in Higher Education
- Funding Information Technology
- Innovations in Budgeting
- Administrative Structure in Higher Education
- Auxiliary Administration
- Zero-based Budgeting
- Participative Budgeting
- Capital Budgeting
- The Role and Importance of Budgeting
- Policy and Politics in State Budgeting
- Line-Item Budgeting
- Budgeting Control

Budget Analysis Paper: The purpose of this project is to provide you with an opportunity to analyze a “real” budget. This project involves selecting a higher education or non-profit agency budget of personal interest and completing a thorough analysis of revenues and expenditures for the past six years. You are responsible for interviewing the chief financial officer as well as the agency or department head to determine budget roles and strategies and provide a description of the budget process. The paper must contain a description of the politics of the budget. The completed project will be a written analysis of the budget process for the agency, supported with tables, graphs, and an organizational chart. The selected agency must be approved by me and a one-page outline of the paper submitted no later than ??????.

III. Article Critique:

Each student will be responsible for critiquing three articles during the semester. A brief overview (no more than 5 minutes) of each article will be presented to the class and you must be prepared to respond to questions from the class and the instructor. A summary of the article should be prepared to hand out to the class. The written summary should include the major subject and theme of the article; major points made by the author; and conclusion and suggestions that are made, as well as your critique of the article.

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 Counseling and Educational Psychology College Education *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title Human Services M.S. (Major ____, Option <u>X</u> ; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 8/16/07	Graduate Council* <u>Date</u> 10/29/07
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	09/4/07	Approved <u>X</u> Disapproved _____ <u>Date</u> 11/15/07
General Education Committee*	N/A	Faculty Senate** <u>Date</u> 12/10/07
Teacher Education Committee*	N/A	Board of Regents** <u>Date</u> 04/22/08
		Council on Postsecondary Edu.*** <u>Date</u> 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.) 1. Drop the Community Agency Option. Changes in state law and national certification limited this option. Current students will be allowed to complete this option. No new students will be admitted beginning with the Spring 2008 term. 2. Revise the Student Personnel Services in Higher Education Option. Three new courses have been developed to better meet current standards. A. 2. Effective date: (Example: Fall 2001) Summer 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Spring 2008	
B. The justification for this action: 1. Change in state licensure laws and accreditation policy. 2. The curriculum needed to be updated to meet current practices.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

MASTER OF ARTS

Human Services: Student Personnel Services in Higher Education

CURRICULUM REQUIREMENTS

Major Requirements 36 hours
Core ~~21~~ 15 hours
COU ~~804, 813, 840, 846~~, EPY 816, 839, 869.

Student Personnel Services
in Higher Education ~~12~~ 15 hours
COU 844, 845, 860, 861, 862, ~~POL 876, 877~~.

~~Community Agencies Option~~ 12 hours
~~COU 803, 847, HEA 795, MGT 860~~.

Electives ~~3~~ 6 hours
To be selected with advisor approval.

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 Curriculum & Instruction College Education *Course Prefix & Number ELE 445 *Course Title (30 characters) Foundation of Read./Lang. Arts *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.								
Proposal Approved by:		<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><u>Date</u></td> <td style="width: 50%; text-align: center;"><u>Date</u></td> </tr> <tr> <td style="border: none;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Departmental Committee 3/29/07 Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td style="width: 50%; border: none;"> Graduate Council* n/a Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 11/15/2007 </td> </tr> <tr> <td style="border: none;"> College Curriculum Committee 4/3/07 General Education Committee* N/A Teacher Education Committee* 4/24/07 </td> <td style="border: none;"> Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** n/a n/a </td> </tr> </table> </td> </tr> </table>	<u>Date</u>	<u>Date</u>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Departmental Committee 3/29/07 Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td style="width: 50%; border: none;"> Graduate Council* n/a Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 11/15/2007 </td> </tr> <tr> <td style="border: none;"> College Curriculum Committee 4/3/07 General Education Committee* N/A Teacher Education Committee* 4/24/07 </td> <td style="border: none;"> Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** n/a n/a </td> </tr> </table>	Departmental Committee 3/29/07 Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council* n/a Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 11/15/2007	College Curriculum Committee 4/3/07 General Education Committee* N/A Teacher Education Committee* 4/24/07	Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** n/a n/a
<u>Date</u>	<u>Date</u>								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Departmental Committee 3/29/07 Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td style="width: 50%; border: none;"> Graduate Council* n/a Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 11/15/2007 </td> </tr> <tr> <td style="border: none;"> College Curriculum Committee 4/3/07 General Education Committee* N/A Teacher Education Committee* 4/24/07 </td> <td style="border: none;"> Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** n/a n/a </td> </tr> </table>	Departmental Committee 3/29/07 Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council* n/a Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 11/15/2007	College Curriculum Committee 4/3/07 General Education Committee* N/A Teacher Education Committee* 4/24/07	Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** n/a n/a					
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.									

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add the following prerequisites: Prerequisite: EDF 203 Pre-requisite / Co-requisite EDF 319</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Students need knowledge and skills that are met through EDF 203 and 319 during this course. Currently, there is no prerequisite other than a minimum 2.5 GPA. While most advisors recommend that students take courses in the sequence EDF 103 or 310, 203, and 319, ELE / EMG 445, occasionally students will register for the course in error.</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: N/A</p>

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

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

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

New or Revised* Catalog Text

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

ELE 445 Foundations of Reading/

Language Arts. (3) I, II. Cross listed as EMG 445.

Prerequisites: junior standing and 2.5 GPA; EDF 203. Prerequisite / Corequisite: EDF 319. An An overview of reading/language arts components P-5, teacher competencies, organization and planning for instruction. Twenty field/clinical hours

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ELE	445	Summer 2008	AS _____ JS _____ BT _____ EM _____ ED <u>x</u> _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Cip Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR <u>x</u> _____
			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.

EDF 203

Course Prefix and No.

Test Scores

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

2.5

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.

EDF 319

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.

EMG 445

Course Prefix and No.

Course Prefix and No.

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Curriculum & Instruction Education Elementary English & Communications Emphasis (Major ____, Option <u>x</u> ; Minor ____; or Certificate ____) Graduate Council* Council on Academic Affairs Approved <u>X</u> Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
Proposal Approved by:		<u>Date</u>
Departmental Committee	<u>3/28/07</u>	<u>n/a</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	<u>4/10/07</u>	<u>11/15/2007</u>
General Education Committee*	<u>n/a</u>	<u>n/a</u>
Teacher Education Committee*	<u>4/27/07</u>	<u>n/a</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) <i>Replace ENG 301 requirement with ENG 303.</i></p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2008</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><i>ENG 303 is a new course developed by the English Department entitled, "Advanced Composition for Teachers," which prepares pre-service English / language arts teachers in the types of writing required for the Kentucky Writing Portfolio (personal expressive, literary, transactive and reflective). While meeting the overall goals of ENG 301, it will better prepare English / language arts teachers to teach writing.</i></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:</p>

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

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

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

English/Communications: ENG 210 (block IIIB) and 211 or 212; ENG 510, 520, or EME 551; CMS 100 (block IC); ENG 350, 351, or 359; and six hours selected from ENG ~~304~~, 303, 405, or 410.

Current Program Description:

ELEMENTARY EDUCATION (P-5)

TEACHING (B.S.)

CIP Code: 13.1202

English/Communications: ENG 210 (block IIIB) and 211 or 212; ENG 510, 520, or EME 551; CMS 100 (block IC); ENG 350, 351, or 359; and six hours selected from ENG 301, 405, or 410.

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

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

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

English and Communications 24 hours
ENG 210 (block IIIB) and 211 or 212; 350 or 351;
ENG 410; LIB 501, CMS 100 (block IC), and six
hours selected from ENG ~~301, 302, 303~~, and 405, 510, 520,
or EME 551.

Current Program Description:

MIDDLE GRADE EDUCATION (5-9)

TEACHING (B.S.)

CIP Code: 13.1203

English and Communications 24 hours
ENG 210 (block IIIB) and 211 or 212; 350 or 351;
ENG 410; LIB 501, CMS 100 (block IC), and six
hours selected from ENG 301, 302, 405, 510, 520,
or EME 551.

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

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

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

Social Studies 24 hours
ECO 120 (block VIII); GEO 200 or 220 (block VB);
HIS 202; HIS 203 or HIS 303, 304, 305, 308, 401, 402, 403, 404, 405, 406, or 424; HIS 246 (block VA); HIS 247 (block VC) or HIS 320, 336, 339, 343, 344, 345, 363, 374, 383, 385;
POL 100 or 101(block VIII); and 3 hours selected from ANT 120, 325, SOC 131, or 345.
Must take at least one HIS course at the 300 or 400 level.

Current Program Description

MIDDLE GRADE EDUCATION (5-9)

TEACHING (B.S.)

CIP Code: 13.1203

Upon completion of a degree in Middle Grade Education, students will: 1) demonstrate the broad general background knowledge, dispositions, and skills necessary to function as a literate, informed, active citizens, and to serve as a model for middle level students; 2) demonstrate the pedagogical skills and content knowledge necessary to meet Kentucky's New Teacher Standards in middle level classrooms; 3) demonstrate the appropriate dispositions to effectively meet the diverse needs of middle level students found in public schools.

Major Requirements 40 hours

Middle Grade Core 15 hours

EMG 430, 445, 447, and six hours from 491, 492, 493, or 494.

Professional Education Requirements 25 hours

EDF 103, 203, 319, 413, SED 401, and EMG 499.

Supporting Course Requirements 48 hours

Options 24 hours

Students seeking middle grade (5-9) certification must select **two** areas of emphasis from: English and communications, mathematics, science, social studies. Twenty four hours are required in each area.

English and Communications 24 hours

ENG 210 (block IIIB) and 211 or 212; 350 or 351; ENG 410; LIB 501, CMS 100 (block IC), and six hours selected from ENG 301, 302, 405, 510, 520, or EME 551.

COLLEGE OF EDUCATION

COLLEGE OF EDUCATION

118 2006 - 2007 EKU UNDERGRADUATE CATALOG

Education

Mathematics 24 hours

MAT 106 (block II), 201, 202, 203, 205, 211 or 261 (block VIII); 303, and STA 270 (block VIII).

(Students are advised to take CSC 104 as a symbolics option prior to enrolling in MAT 205 unless they already possess skills comparable to those acquired in CSC 104.) Students whose secondary education did not include a course equivalent to MAT 107 will need to take the course prior to enrolling in MAT 211, 261, 303, or STA 270.

Science 24-26 hours

BIO 102 (block IVA), CHE 100, PHY 102 (block VIII), GLY 102 (block VIII), CNM 599, AST 130 or 135, GEO 215 and 3 hours selected from AST 330, BIO 121, BIO 131, BIO 141, BIO 303, BIO 317, GLY 109, GLY 304, GLY 307, PHY 131.

Social Studies 24 hours

ECO 120 (block VIII); GEO 200 or 220 (block VB), HIS 202, 203, HIS 246 (block VA), 247 (block VC); POL 100 or 101(block VIII); and 3 hours selected from ANT 120, 325, SOC 131, or 345.

General Education Requirements 33-42 hours

Standard General Education program, excluding courses identified as "GEW" in area of emphasis. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement 1 hour

EDO 100.

Free Electives 2-4 hours

Total Curriculum Requirements 128-129 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 Curriculum & Instruction College Education *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title Master of Arts in Teaching (Major ____, Option ____, Minor ____, or Certificate ____) _____ *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	August 16, 2007	Graduate Council* 10/29/07
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	September 4, 2007	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/15/2007
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	September 25, 2007	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 ECU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Change PRAXIS II admission requirements so that PRAXIS II content exam(s) are required for the middle and elementary option.	
A. 2. Effective date: Summer 2008	
A. 3. Effective date of suspended programs for currently enrolled students: Not applicable	
B. The justification for this action: Middle school MAT applicants have always been required to pass a PRAXIS II content exam in their certification area – the catalog was in error. In the MAT elementary program, applicants are expected to already know elementary content (math, science, social studies, English) and program faculty have determined that the PRAXIS II content exam is a more reliable measure than a transcript analysis.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none Library Resources: none	

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

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

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

Admission — Students seeking admission to the program must:

1. Submit an application to the Graduate School indicating a bachelor's degree including all transcripts from accredited colleges attended except Eastern Kentucky University.
2. Provide evidence of the following prior to being accepted into the program:
 - a. Master's degree OR 3.0 overall undergraduate GPA OR 3.0 in the last 60 hours of coursework.
 - b. Acceptable Graduate School Admission exams by one of the following:
GRE 350 verbal and 350 quantitative*
*Applicants who completed the GRE prior to October 1, 2002 must meet the following:
1100 total score or may use the following formula to meet the GPA and GRE requirements:
Minimum 2.75 GPA and minimum 1000 GRE to apply the formula $GPA \times GRE = \text{minimum } 3300$.
Miller's Analogy Exam 35.
 - c. Major (or equivalent) in the field in which certification is being sought (only for secondary candidates others are reviewed for appropriate course content).
 - d. PRAXIS II scores in the desired certification area with the exception of ~~elementary, middle grade, secondary (art and music)~~.
 - e. A professional resume.
 - f. An autobiography documenting relevant life/work/educational experience.
 - g. Three letters of reference.
 - h. Complete two written disposition assignments given by the department.
 - i. Complete an interview with the Master of Arts in Teaching.

CENTER FOR EDUCATIONAL RESEARCH IN APPALACHIA

EASTERN KENTUCKY UNIVERSITY

Dr. Doug Whitlock
President
Eastern Kentucky University

Dr. Rodney Piercey
Provost
Eastern Kentucky University

Dr. Bill Phillips
Dean
College of Education
Eastern Kentucky University

August 27, 2007

Eastern Kentucky University

College of Education

Center for Educational Research in Appalachia

Eastern Kentucky University (EKU) has established the Center for Educational Research in Appalachia (CERA) to identify, research, and analyze policy issues that impact P-16 public schools in Appalachia. CERA is a vehicle for agencies to collaboratively research problems and disseminate results amongst various constituencies. Initially focused on 70 school districts in Kentucky counties designated as Appalachian by the Appalachian Regional Commission, the long-term goal of the organization is to establish a multi-state organization serving P-16 public schools throughout the 13 state Appalachian Region.

The Center for Educational Research in Appalachia operates as a partnership between Eastern Kentucky University and all Appalachian Kentucky school districts. The Center's Advisory Board includes the following: the CERA Director, Jack Herlihy; the CERA Research Director, Jerry Johnson; the Director of EKU's Center for Appalachian Studies, Alan Banks; the Executive Director the Kentucky Long Term Policy Research Center, Michael Childress; a representative from the National Council of Professors of Educational Administration (NCPEA), Ted Creighton; an Appalachian representative, Linda Martin; a representative from EKU, Aaron Thompson; a representative from the Rural School and Community Trust, Marty Strange; three central office administrators from Appalachian Kentucky Districts, Ed McNeil, Jeanne Lee, Abbie Combs; two sitting principals from Appalachian Kentucky Districts, Jeff Saylor, April Mounce; two regional Achievement Gap Coordinators, Sue Davis, Carol Christian; a representative from the Board of Education from Appalachian Kentucky district, Verlon Prewitt; and a KASA Representative, Wayne Young. The CERA Advisory Board has been established to guide the development and implementation of a comprehensive approach to improving educational policy and practice for the benefit of Appalachian schools.

The Center's research team consists of: the director, the research director, and a research committee comprised of three superintendents, three Educational Leadership faculty members, and research assistant, and additional support staff. The research team's agenda initially focuses on Kentucky school reform issues and helps guide the legislature in future decisions, laws, and policies. CERA also coordinates and funds specific research projects that are deemed critically important to school reform. A research journal will be published on each project and disseminated to all members of the partnership. An annual report will be provided to appropriate agencies and organizations.

Mission

The mission of CERA is to provide research and policy analysis support for all public schools in Appalachian Kentucky and, ultimately, the broader Appalachian region. We recognize that Appalachian schools and communities face unique challenges and possess unique strengths with which to face those challenges, and we believe that sustaining and improving rural schools requires unique knowledge bases and specific technical and practitioner skills.

Vision

CERA has a full complement of stakeholders for Appalachian education. Together the stakeholders establish and implement a relevant research agenda to improve education in Kentucky.

Goals

1. To promote the use of research stewardship and to share successful practices in order to improve opportunities in Appalachian Kentucky and the thirteen-state Appalachian region.
2. To facilitate continuous sponsorship of research that will affect positive changes in all public schools in Appalachian Kentucky and the thirteen-state Appalachian region.
3. To seek continual funding for research-based applications that affect Appalachian schools.
4. To provide a vehicle for participating school districts to continue to communicate a strong positive position for all Appalachian children.

5. To provide a research based body of knowledge by using the National Council for Professors of Educational Administration (NCPEA) *Connexions* Knowledge Based Project.

Rationale

Experience has shown us at Eastern Kentucky University that Appalachian schools must have a voice. As this organization evolves in providing specific research to inform educational policy and practice in Appalachia, the new EdD Program at ECU will provide increased outreach and services to students in the region and beyond.

1. All research projects will include a thorough survey of the academic literature surrounding the research problem.
2. An investigation and review of relevant P-16 practices in the service areas.
3. Presentation and interpretation of research results with an emphasis on recommendations for practitioners.
4. Specific needs of individual schools in the service area.
5. Vehicles for communication with publications, practitioners, and policy makers in identifying issues and needs and translating those to research questions.

Advisory Board

Jack Herlihy – Director
(jack.herlihy@eku.edu)

Jerry Johnson – Research Director
(jerry.johnson@eku.edu)

Alan Banks – Center for Appalachian Studies Director
(alan.banks@eku.edu)

Michael Childress – KY Long Term Policy Research Ctr.
(michael.childress@lrc.ky.gov)

Ted Creighton – NCPEA Representative
(tcreigh@vt.edu)

Linda Martin – Appalachian Representative
(linda.martin@ruraledu.org)

Aaron Thompson – ECU Representative
(aaron.thompson@eku.edu)

Marty Strange – Rural Trust Representative
(marty.strange@ruraledu.org)

Ed McNeil – Central Office administrator – Corbin
(ed.mcneil@corbin.kyschools.us)

Jeanne Lee – Central Office administrator – Harlan
(jeanne.lee@harlan.kyschools.us)

Abbie Combs – Central Office administrator – Perry
(abbie.combs@perry.kyschools.us)

Jeff Saylor – Bell County High School Principal
(jeff.saylor@bell.kyschools.us)

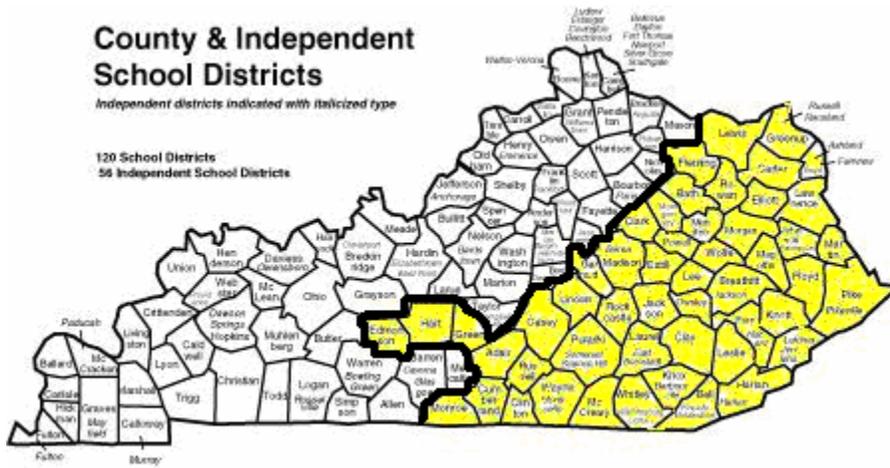
April Mounce – Burnside Elementary School Principal (april.mounce@pulaski.kyschools.us)

Sue Davis - Regional Achievement Gap Coordinator
(sue.davis@education.ky.gov)

Carol Christian – Regional Achievement Gap Coordinator
(carol.christian@eku.edu)

Verlon Prewitt – Estill County Board of Education Member
211 W. Cedar Grove Rd
Irvine, KY 40336
606-723-4595

Wayne Young – KASA Representative
(wayne@kasa.org)



County & Independent School Districts List

Adair, Ashland Independent, Barbourville Independent, Bath, Bell, Berea Independent, Boyd, Breathitt, Carter, Casey, Clark, Clay, Clinton, Corbin Independent, Cumberland, East Bernstadt Independent, Edmonson, Elliott, Estill, Fairview Independent, Fleming, Floyd, Garrard, Greenup, Harlan, Harlan Independent, Hart, Hazard Independent, Jackson, Jackson Independent, Jenkins Independent, Johnson, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, Madison, Magoffin, Martin, McCreary, Menifee, Middlesboro Independent, Monroe, Montgomery, Monticello Independent, Morgan, Owsley, Paintsville Independent, Perry, Pike, Pikeville Independent, Pineville Independent, Powell, Pulaski, Raceland Independent, Rockcastle, Rowan, Russell, Russell Independent, Science Hill Independent, Somerset Independent, Wayne, Whitley, Williamsburg Independent, Wolfe.

Dues

School district enrollment 0-2000	\$500
School district enrollment 2001-5000	\$1,000
School district enrollment 5001+	\$1,500

The Eastern Kentucky University College of Education has waived the dues structure for the next three years. Each school district located in the service area will be a member for the first three years at no cost.

Plan for the Next Two Years

- | | |
|------------------------------------|---|
| October – November 2007: | Two day symposium for representatives from each of the 70 counties and independent school districts. |
| December – March 2007-2008: | Analyze descriptive data and pose research questions. |
| April – May 2008: | +Research Conference to define research
+Reports of Appalachian Research projects in progress in Kentucky
+Plan next year’s symposium/research conference |
| October – November 2008: | Symposium and Research Conference repeat |



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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Dr. Deborah Whitehouse, Assoc. Dean
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TO: Council on Academic Affairs

FROM: Deborah Whitehouse
Dr. Deborah Whitehouse, Associate Dean

SUBJECT: Agenda Items

DATE: November 5, 2007

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on November 15, 2007.

Baccalaureate & Graduate Nursing

Revision to Program –

BSN

Add NSC496 to the core

Eff: Summer 2008
Page CHS 3

Health Promotion and Administration

Revision

HEA855

Epidemiology and Risk Management

Eff. Summer 2008
Page CHS 4 - 8

Dropped

HEA780

Evaluation of Health Promotion Programs

Eff. Summer 2008
Page CHS 9

HEA798

Health Promotion and Program Planning

Eff. Summer 2008
Page CHS 10

Program Revisions

Minor School Hlth P-12 Option

Changes to course numbers required these changes in the minor.

Eff. Summer 2008
Page CHS 11

MS-Ed Opt. School Hlth**Eff. Summer 2008**

Option is changed to reflect changes in courses in the School Health Option. Hea 800 and HEA 794 have been suspended and HEA 810 is now required of all option students. HEA 804 is the course that replaced HEA 794.

Page CHS 12 – 13

Medical Practice Management**NEW Course MAS370**

Medical Coding Career Preparation
(Syllabus attached – amended)

Eff. Fall 2008

Page CHS 14 – 16

Revision to Program**Eff. Fall 2008****Medical Coding Certificate** Add MAS360, 370 and CIS212 or CSC104

Page CHS 17

Occupational Therapy**Revise Course OTS302****Eff. Summer 2008**

Adding OTS335 to the co requisites (OTS302 is a co-requisite of OTS335)

Page CHS 18 - 19

NEW Course OTS499**Eff. Summer 2008**

Add as a required prep course for Option 2 of MS program (this will replace OTS802 which is being dropped) (Include syllabus showing changes to OTS802 reflecting the undergraduate level)

Page CHS 20 - 22

NEW Course OTS883**Eff. Summer 2008**

Course previously offered as OTS 875 Special Topics, needed for occupational therapists in Ph.D. in Rehabilitation Sciences taking required disciplinary courses at EKU

Page CHS 23 - 26

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

Part I

(Check one)	Department Name	Baccalaureate & Graduate Nursing
<input type="checkbox"/> New Course (Parts II, IV)	College	Health 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	Nursing Pre-RN (B.S.N.)
<input checked="" 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:	<u>Date</u>		<u>Date</u>
Departmental Committee	04/20/2007	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/17/07	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/15/2007
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: To change an elective course to a required course.

A. 2. Effective date: Fall 2008

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

B. The justification for this action: NSC 496 has been strongly recommended in the past as an elective to improve students' chances of graduation and of success on the licensure exam. Because of its importance, the faculty has recommended the course be a required course.

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

Personnel Impact: None. The course is already being offered.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

New or Revised* Program Text (*Use strikethrough for deletions and <u>underlines</u> for additions.)	
Nursing Pre-RN (B.S.N.)	
Major Requirements	65 67 hours
NSC 232, 242, 252, 330, 332, 350, 380, 386, 390, 392, 396, 480, 484, 486, 492, 495, <u>496</u> .	
Supporting Course Requirements	25-26 hours
BIO 171, 273 or CLT 209, 301, CHE 105, 107, NFA 201, STA 215 or 270, 3 hours of general education PSY, and 3 additional hours of general education social science.	
General Education Requirements	27 hours
Standard General Education program, excluding blocks IVB, VB, VC, VI, VII (QS), and VIII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
University Requirement	1 hour
HSO 100.	
Free Electives	9-10 7-8 hours
Total Curriculum Requirements	128 hours

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

Part I

(Check one)	Department Name	Health Promotion and Administration
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 855
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Epidemiology and risk Management
<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:	<u>Date</u>	
Departmental Committee	11-08-06	Graduate Council*
		<u>Date</u> 09-10-07
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	11-29-06	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	11/15/2007
Teacher Education Committee*	NA	Faculty Senate**
		NA
		Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: Revise the course title and description for HEA 855.

A. 2. Effective date: Summer 2008

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

B. The justification for this action: This course is used by MPH students in the community health education and environmental health options. An environmental health course was developed to handle the "Risk Management" material separately and, therefore, it needs to be removed to make it truly an introductory course in Epidemiology.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)
 HEA 855 Principles of Epidemiology and Risk Assessment. (3) A. A study of the distribution and determinants of disease in injury. Research methodologies for human research, ~~assessment and management of risk and~~ disease surveillance techniques will be emphasized.

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)*
HEA	855	Summer 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF HEALTH PROMOTION AND ADMINISTRATION

COURSE: HEA 855 – Principles of Epidemiology - 3 credit hours
Fall 2007

INSTRUCTOR: TBD

COURSE DESCRIPTION:

This course is a study of the distribution and determinants of disease and injury. Research methodologies for human research and disease surveillance techniques will be emphasized.

OBJECTIVES:

1. Apply basic terminology and definitions of epidemiology to evaluate public health problems in terms of magnitude, person, place, and time
2. Assess key sources for epidemiologic data
3. Assess and evaluate public health issues as determinants of population health and illness
4. Apply basic epidemiologic measures to formulate relevant inferences to illuminate public health issues
5. Assess appropriate methods for epidemiologic research
6. Formulate epidemiologic information for communication to diverse audiences

EVALUATION METHODS:

1. Ability to apply the basic terminology and definitions of epidemiology to define public health problems in terms of magnitude, person, place, and time will be evaluated through class discussions, in-class and homework assignments, and exams.
2. Ability to assess key sources for epidemiologic data will be assessed through written assignments and exams.
3. Ability to apply basic epidemiologic measures to make relevant inferences for illuminating public health issues will be evaluated through in-class and homework assignments, class discussions, and exams.
4. Ability to assess & evaluate public health issues as determinants of population health and illness will be evaluated through class discussions, in-class and homework assignments, exams, final research paper and presentation.
5. Ability to assess appropriate methods for epidemiologic research will be evaluated through class discussions, in-class and homework assignments, and exams.
6. Ability to formulate epidemiologic information for communication to diverse audiences will be evaluated through class discussion and a final research paper and presentation.

COURSE RELATIONSHIP TO MPH PROGRAM

This course is a core course for the MPH graduate degree at EKU. As such, it 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. Participate in professional development, scholarship, service, and educational activities that contribute to public health.

3. 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).
4. 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.

REQUIRED TEXTS:

Aschengrau, A., Seage, G.R. (2003). *Essentials of Epidemiology in Public Health*. Jones & Bartlett Publishers: Boston, Massachusetts.

RECOMMENDED TEXTS:

Last, J. (ed.) (2001) *A Dictionary of Epidemiology (4th Edition)*. Oxford University Press: New York.

Nelson, K.E., & Williams, C.M. (2007). *Infectious Disease Epidemiology: Theory and Practice (2nd Edition)*. Jones & Bartlett Publishers: Boston, Massachusetts.

COURSE REQUIREMENTS:

1. All students will be expected to attend class, to participate in class by completing and discussing the assigned readings, and to complete two examinations.
2. All students will complete 3 homework assignments to be given in class.
3. Students will select a topic, prepare an outline of the proposed research paper and a first draft describing the epidemiology of a disease or condition of your choice. The purpose of doing an outline is to encourage students to start thinking about and working on the paper.
4. Students will prepare a research paper with a minimum of 6 and maximum of 8 typed pages (excluding references), double-spaced with 1" margins using 12-point, Times-Roman font. You will need a minimum of 10 references from professional journals at least 75% of which come from journals within the last 5 years. No more than 3 articles can come from the same journal. You must use APA format. This paper should describe the epidemiology of an infectious or chronic disease or condition. The paper should include, but not be limited to:
 - a) Disease definition
 - b) What are the known risk factors?
 - c) Epidemiology of the condition - incidence and or prevalence, how it varies by age, sex, race, geographical area (host and environmental characteristics), the person, place, and time
 - d) What would be the effects on utilization of health services and costs associated with conditions (adverse outcomes avoided)? What are the public health implications of the disease?
 - e) What are the problems in studying this disease or condition (i.e. is it difficult to define, diagnose, find cases for epidemiological studies)
 - f) What are the problems in defining exposure to potential risk factors? (i.e. is there a quantitative or qualitative measure? Are measures reliable and valid? Can we accurately assess past exposures?)
 - g) What conclusions do you draw about the research so far?
 - h) What should be the next step in this research area? What research questions (i.e. hypotheses) should be proposed?
5. Prepare and present a PowerPoint presentation about your research paper.
6. The paper outline/draft, final paper and presentation must be submitted via Blackboard.

Instructions for each will come under separate cover.

COURSE EVALUATION:	Points:
2 Exams @ 100 Points Each	200
3 Homework Assignments @ 25 points each	75
Research Paper Outline & Draft	25
Research Paper 100	
PowerPoint Presentation of Paper	50
<hr/> TOTAL	<hr/> 450

GRADING:

A	90.0 - 100%	(≥ 405 points)
B	80.0 – 89.9%	(360 to 404 points)
C	70.0 - 79.9%	(315 to 359 points)
D	60.0 - 69.9%	(270 to 314 points)

MIDTERM GRADES: Student homework grades and a grade on their midterm exam will be posted on Blackboard before the mid-point of the course. Students are encouraged to ask about their progress and grades at any time during the course.

CLASS ATTENDANCE POLICY:

1. Regular class attendance is expected of all students.
2. Class attendance will be recorded at the beginning of EACH scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record. Tardies will be considered one-third of an absence.
3. A student missing twenty percent or more of the hours the class meets shall be assigned an "F" grade. Twenty percent of absences for the class is interpreted as six hours (6). This policy may be waived by the instructor, but only when at least half the absences are due to participation in approved University activities or legitimate medical excuses.
4. At the discretion of the instructor, any time away from class in excess of the number of hours credit allotted to the course may negatively influence the student's grade. One-third of a letter grade will be deducted for EACH absence over two hours.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures, but the responsibility for initiating make-up work rests with the student.
6. Each faculty member is to notify, in writing, all class members of the attendance policy. This is to be done on one of the first days of the semester.
7. Attendance regulations shall begin with the first scheduled meeting of the class regardless of when the student enrolls.

TECHNICAL ISSUES:

Students will need use of the following software for successful completion of assignments: Microsoft Word, Microsoft PowerPoint, Adobe Reader, and Blackboard. It is the student's responsibility to maintain the course communications technology in functioning order, e.g., your email or access to the Internet. Technical problems are not acceptable excuses for late or unreadable submissions. If there are Blackboard or email problems, please call the ECU technical help desk at 622-3000 for assistance. Example: Submission to Blackboard must be in Microsoft Word or Word-compatible format, not Word Perfect or Works. The normal workable formats are .doc, .rtf (Rich Text Format), or .txt (and sometimes .htm or .html). Programs that produce .wps or .wpd are normally unreadable, but they do include easy methods of saving in one of the acceptable formats. You should know how to do this (or find out--very easy).

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

ACADEMIC INTEGRITY:

“Eastern Kentucky University will honor the University’s Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.”

Please review the specifics of the Eastern Kentucky University Academic Integrity policy at <http://www.academicintegrity.eku.edu/>.

Important note: Several instances of plagiarism have been disastrous for some students, resulting in automatic F grades for the course. Don't even think of going there! Today, there are easy means of spotting and verifying plagiarism; instructors are obliged to pursue suspicious behavior and to enforce EKU policy. Copying from web sites is considered plagiarism.

Week	Tentative Course Topics & Readings
1	Course Intro & Intro to Epidemiology Aschengrau Text: Chapter 1
2	Causality & Measures of Disease Frequency Aschengrau Text: Chapter 15 & 2
3	Measures of Disease Frequency & Comparing Disease Frequencies Aschengrau Text: Chapter 2 & 3
4	Comparing Disease Frequencies Aschengrau Text: Chapter 3
5	Sources of Data Aschengrau Text: Chapter 4
6	Descriptive Epidemiology Aschengrau Text: Chapter 5
7	Exam 1
8	Overview of study designs, Experimental Studies, Cohort Studies Aschengrau Text: Chapters 6, 7 & 8
9	Cohort Studies (cont.), Case-Control Studies, Bias Aschengrau Text: Chapters 8, 9, & 10
10	Evaluating Confounding & Effect Measure Modification Aschengrau Text Chapters: 11 & 13
11	Evaluating Random Error, How to Critique a Study Aschengrau Text: Chapters 12, 14
12	Screening, Surveillance Aschengrau Text: Chapter 16 & Nelson Text: Chapter 4
13	Infectious Disease Epidemiology, Outbreak Epidemiology Nelson Text: Chapters 1, 2, 3, 5
14	Presentations
15	Presentations
16	Exam 2

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	Health Promotion and Administration	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Health Sciences	
<input checked="" type="checkbox"/> XX Course Dropped (Part II)	*Course Prefix & Number	HEA 780	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Evaluation of Health Promotion Programs.	
<input type="checkbox"/> Program Revision (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	08-22-07	Graduate Council*	10/1/07
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> XX		Council on Academic Affairs	
College Curriculum Committee	09-05-07	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/15/2007
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:	Drop HEA 780.
A. 2. Effective date:	Summer 2008
A. 3. Effective date of suspended programs for currently enrolled students:	(if applicable)
B. The justification for this action:	
New course, HEA 825 Planning and Evaluation of Community Health Programs, replaces this course	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: NA	
Operating Expenses Impact: NA	
Equipment/Physical Facility Needs: NA	
Library Resources: NA	

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

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

1. For a new course, provide the catalog text.	
2. For a revised course, provide the current catalog text with the proposed text using striketrough for deletions and <u>underlines</u> for additions.	
3. For a dropped course, provide the current catalog text.	
New or Revised* Catalog Text	
(*Use striketrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	
HEA 780 Evaluation of Health Promotion Programs. (3) I, II. This course will provide an introduction to principles, strategies, and skills for the evaluation of health promotion programs in a variety of settings.	

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	Health Promotion and Administration	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Health Sciences	
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	HEA 798	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Health Promotion and Program Planning	
<input type="checkbox"/> Program Revision (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	08-22-07	Graduate Council*	10/1/07
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	09-05-07	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/15/2007
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:	Drop HEA 798.
A. 2. Effective date:	Summer 2008
A. 3. Effective date of suspended programs for currently enrolled students:	(if applicable)
B. The justification for this action:	
New course, HEA 825 Planning and Evaluation of Community Health Programs, replaces this course	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: NA	
Operating Expenses Impact: NA	
Equipment/Physical Facility Needs: NA	
Library Resources: NA	

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

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

1. For a new course, provide the catalog text.	
2. For a revised course, provide the current catalog text with the proposed text using striketrough for deletions and <u>underlines</u> for additions.	
3. For a dropped course, provide the current catalog text.	
New or Revised* Catalog Text	
(*Use striketrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	
HEA 798 Health Promotion and Program Planning. (3) I. An introduction to principles, strategies, and skills, which are necessary for the planning and implementation of health education and health promotion programs in a diversity of settings.	

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

Part I

(Check one)	Department Name	Health Promotion and Administration
<input type="checkbox"/> New Course (Parts II, IV)	College	Health 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	Minor in School Health, P-12 (Teaching)
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor XX; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	08-22-07	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	09-05-07	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/15/2007
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	09-25-07	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: Change course numbers in the School Health Education Minor. Delete HEA 580 and HEA 598 and Add HEA 480 and HEA 490 to minor requirements

A. 2. Effective date: Summer 2008

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

B. The justification for this action: Changes to course numbers required these changes in the minor.

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

New or Revised* Program Text (*Use strike through for deletions and <u>underlines</u> for additions.)
Minor in School Health Education, P-12 (Teaching)
Minor Requirements.....23
HEA 202, 290, 315, 345, 375 or 592; NFA 201, EME 586, and three hours from HEA 380, 455, 580 , 590, 591, 593, or 598 , <u>480, or 490</u> .

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

Part I

(Check one)	Department Name	Curriculum and Instruction
<input type="checkbox"/> New Course (Parts II, IV)	College	Education
<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	Secondary Education, School Health Option
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major __, Option XX_; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee		Graduate Council* 10/29/07
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	09-05-07	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/15/2007
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	09-25-07	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: Drop Required course HEA 800 and Add Required course HEA 810. Drop 3 hours from course HEA 794 and Add 3 hours from course HEA 804.

A. 2. Effective date: Summer 2008

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

B. The justification for this action:

Option is changed to reflect changes in courses in the School Health Option. Hea 800 and HEA 794 have been suspended and HEA 810 is now required of all option students. HEA 804 is the course that replaced HEA 794.

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

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

MASTER OF ARTS IN EDUCATION

Secondary Education

This curriculum is designed to help students achieve goals and develop competencies in professional education, academic areas and interpersonal relationships.

Admission — In addition to other criteria, a minimum total GRE score of 700 is required in all secondary options. Verbal and quantitative subtest scores of at least 300 are required for clear admission to the MAEd. programs in secondary education.

Professional Education Core 15 hours

EPY 869 3 hours

EPY 839 3 hours

ELE 810, EMG 810, or ESE 863 3 hours

ELE 810 may be taken in P-12 programs.

EMG 810 may be taken by individuals with middle grade certification.

ESE 863 may be taken by individuals with 5-12 or 8-12 certification.

One course from each of the following lists:

A. ESE 774, EMG 806, EPY 816, or SED 800 3 hours

B. EMS 818, 830, 842, 855, 883, or EPY 854 3 hours

Specialization Option 12 hours

Courses selected from student's area(s) of certification.

Electives 3 hours

Minimum Program Total 30 hours

OPTIONS — The Master of Arts in Education in Secondary Education is offered with the following academic specialization options:

School Health Option 12 hours

**HEA 800, 810, 875, 6 hours selected from HEA 790, 792, 793, ~~794~~, 804
795, 807, 855, 880, other options with advisor approval.**

Electives: Students seeking initial certification in Health must complete EME 786.

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

Part I

(Check one)	Department Name	Health Promotion and Administration
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MAS 370
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Medical Coding Career Preparation
<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:		<u>Date</u>	<u>Date</u>
Departmental Committee	September 26, 2007	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/17/07	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/15/2007
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Add a new 1 credit hour course to the Medical Coding Certificate program – MAS 370 – Medical Coding Career Preparation.

A. 2. Effective date: Fall 2008

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

B. The justification for this action: Once students have completed all the coursework for the Medical Coding Certificate this course will serve to help prepare students to take one of the national coding certificate examinations.

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

Personnel Impact: None. One of the medical assisting faculty members will teach the course as part of her summer teaching load.

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: No additional resources will be needed.

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

New or Revised* Catalog Text
(*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<u>MAS 370 – Medical Coding Career Preparation A. (1). Prerequisites: MAS 355, MAS 360. For students who have completed the coursework for the medical coding certificate, this course will serve as a review, update, and synthesis of knowledge and skills for coding.</u>

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)*
MAS	370	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1	Lecture _____	Laboratory _____	Other 1	Cip Code (first two digits only) 51
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	1	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. _____

MAS 355, MAS 360

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)			

Eastern Kentucky University
College of Health Sciences
Department of Health Promotion and Administration
Medical Coding Certificate Program
Summer 2009

Course: Medical Coding Career Preparation (1 credit hour)

Instructor: Joy Renfro, EdD, RHIA, CMA, CCS-P

Office: Dizney 227

Phone: 85-622-6334

Cell: 859-661-2095

E-Mail: joy.renfro@eku.edu

Course Description: MAS 370 – Medical Coding Career Preparation A. (1). Prerequisites: MAS 355, MAS 360. For students who have completed the coursework for the medical coding certificate, this course will serve as a review, update, and synthesis of knowledge and skills for coding.

Class meetings/requirements:

- This class will meet during the first week of the summer term and will meet at least two other times during the summer
- Students will be responsible for regularly checking the Blackboard site for the course
- Students will complete Blackboard assignments and turn them in on time to the Instructor

Textbook: Buck, Carol J., 2009. The Certification Step: Physician Coding Examination Review Guide, Elsevier/Saunders.

Course Objectives:

- Review anatomy and physiology of each body system
- Review and update of reimbursement issues pertaining to health services
- Review and update of CPT/HCPCS Coding systems
- Review and update of ICD-9-CM Coding System
- Completion of practice tests for coding certification examinations

Evaluation Methods:

- Class attendance (10% of grade) * Completion of online quizzes (20% of grade)
- Objective tests (70%) of grade

Grading Scale:

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

Attendance: Attendance is required for the first week of the term as well as two other times during the summer (dates will be determined by class vote).

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

Academic Integrity: Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity Policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

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 Health Promotion and Administration	
<input type="checkbox"/> Course Revision (Parts II, IV)	College Health 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 Medical Coding Certificate	
<input type="checkbox"/> Program Suspended (Part III)	(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	September 26, 2007	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/17/07	Approved <input checked="" type="checkbox"/> Disapproved	11/15/2007
General Education Committee*	NA	Faculty Senate**	
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

- A. 1. Specific action requested:** Add CIS212 of CSC104 (3 hrs.) in computer applications, Add MAS360 (4 hrs.) medical office administration, and MAS370 (1 hr.) certification exam preparation.
- A. 2. Effective date:** Fall 2008
- A. 3. Effective date of suspended programs for currently enrolled students:** Fall 2009

B. The justification for this action: The current medical coding certificate program does not have adequate coverage of basic computer skills, medical practice management systems and electronic health record systems (covered in the medical office administration class). Additionally, students need to obtain adequate preparation for the coding certification exams sponsored by various professional organizations.

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

New or Revised* Program Text (*Use strikethrough for deletions and <u>underlines</u> for additions.) Medical Coding Certificate
Major Requirements.....9 14 hours MAS 200 ³ , 201 ³ , MAS 355 ³ , <u>MAS 360⁴</u> , <u>MAS 370¹</u> .
Supporting Course Requirements.....6- 9 hours BIO 171 ³ , 301 ³ , <u>CIS 212³</u> or <u>CSC104³</u> .
Total Curriculum Requirements.....15 23 hours

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

Part I

(Check one)	Department Name	Occupational Therapy
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 302
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Practicum in OS II: Life Narratives.
<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:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/25/07	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	10/17/07	Approved <input checked="" type="checkbox"/> Disapproved	11/15/2007
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 co-requisite to link the courses, OTS-302 and OTS-335.

A. 2. Effective date: (Example: Fall 2001)
 Summer 2008

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

B. The justification for this action: OTS-302 is already listed as a co-requisite for OTS-335. OTS-302 should list OTS-335 as a co-requisite, as the classes should be taken concurrently. This action will correct the omission and link of the courses.

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

Personnel Impact: None
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

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

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

New or Revised* Catalog Text
(*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
OTS 302 Practicum in OS II: Life Narratives. (3) A. Pre-requisites OTS-301 & 311; Corequisites: OTS-313, OTS-335 & OTS-421. Introduction to life narratives as an assessment of occupation. Active learning experiences focusing on occupation across the lifespan including reflection and portfolio development.

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

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 499
Course Dropped (Part II)	*Course Title (30 characters)	Constructs of Occupation
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	10/2/07	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/17/07	Approved <input checked="" type="checkbox"/> Disapproved	11/15/2007
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: Create OTS498 – required prep for MS Option 2

A. 2. Effective date: Summer 2008

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

B. The justification for this action: To add OTS 498 – Constructs of Occupation to the prerequisites that Option 2 students take to develop foundational knowledge in preparation for entry to the Master of Science in Occupational Therapy program. Course replaces OTS 802.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

OTS 498 Constructs of Occupation (6) A. Prerequisite: undergraduate degree, BIO 171, 301, PSY 200 and STA 215. Synthesis of occupational constructs as they apply to self and others. Emphasis on occupation across the lifespan, design and analysis. Portfolio development emphasizes occupation theme.

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)*
OTS	499	Summer 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
6	Lecture <u>6</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
1	6	Normal	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.	<u>Prerequisite: undergraduate degree, BIO 171, 301, PSY 200 and STA 215.</u>
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)			

**EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

OTS 498 Constructs of Occupation

Instructor: Gordon St. Michel, MPH, OTR/L, FAOTA
Dizney 245, 622-6348 gordon.stmichel@eku.edu

Catalog Description

OTS 498 Constructs of Occupation (6) A. Prerequisite: undergraduate degree, BIO 171, 301, PSY 200 and STA 215. Synthesis of occupational constructs as they apply to self and others. Emphasis on occupation across the lifespan, design and analysis. Portfolio development emphasizes occupation theme.

Course Objectives

Upon completion of the course, the learner will:

1. Synthesize occupational constructs and contexts from a historical and philosophical basis of occupational science and occupational therapy
2. Differentiate between the concepts of occupation and activity in the exploration of self as an occupational being using theoretical perspectives.
3. Seek research evidence to support engagement in occupations.
4. Demonstrate narrative reasoning as communicated through the life interview process.
5. Analyze the contextual elements of occupation.
6. Apply theories of group dynamics, leadership and professional interaction skills.
7. Understand the internal and external factors influencing occupational development throughout the lifespan.
8. Recognize diversity and its impact on the understanding of occupation.
9. Apply a design process to the analysis of occupation.

Required Texts:

American Occupational Therapy Association. (2002) *OT practice framework: Domain and process*. Bethesda, MD: Author

Johnson, D. W., & Johnson, F. F. (2006). *Joining together: Group theory and group skills* (9th ed.). Boston: Allyn & Bacon.

Kail, R. V., & Cavanaugh, J. C. (2007). *Human development: A lifespan view* (4th ed.). Stamford, CT: Wadsworth Publishing.

Pierce, D. (2002). *Occupation by design*. Philadelphia: F. A. Davis.

Course Requirements: All assignments must be completed in this course. Specific assignment criteria will be distributed during class sessions.

Student Progress:

Students will receive graded assignments and individual feedback by the midpoint of the course.

Important Dates:

The last day to withdraw from the course is October 13, 2007

Midterm grades are determined by assignments completed by October 6, 2007

Attendance:

The student is an active learner and benefits from full class attendance and participation. Students will notify the course instructor when he/she will be absent due to illness. Student is expected to be prompt for class.

Americans with Disabilities Act (ADA) 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 VTY. Upon individual request, this syllabus can be made available in alternative forms.

Academic Integrity:

Students are expected to abide by EKU's Academic Integrity Policy. A copy of the policy, including definitions, descriptions, and institutional procedures, is available <http://www.academicaffairs.eku.edu/integrity/>

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

Part I

(Check one)	Department Name	Occupational Therapy
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 883
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Change and Complexity in OBP
<input type="checkbox"/> New Program (Part III)	*Program Title	Occupational Therapy – MS Rehabilitation Sciences -- PhD
<input type="checkbox"/> Program Revision (Part III)		(Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u> </u> Date	
Departmental Committee	4-3-07	Graduate Council* <u> </u> Date 09/10/07
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	4/18/07	Council on Academic Affairs <u> </u> Approved <input checked="" type="checkbox"/> Disapproved <u> </u> 11/15/2007
General Education Committee*	NA	Faculty Senate** <u> </u> NA
Teacher Education Committee*	NA	Board of Regents** <u> </u> NA
		Council on Postsecondary Edu.*** <u> </u> NA

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

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

A. 1. Specific action requested: Create a new course.

A. 2. Effective date: Summer 2008

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

B. The justification for this action: Course previously offered as OTS 875 Special Topics, needed for occupational therapists in Ph.D. in Rehabilitation Sciences taking required disciplinary courses at EKU.

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: Ph.D. in Rehabilitation students who will primarily populate this class offering and will need access to EKU libraries.

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

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

	New or Revised* Catalog Text
<small>(*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small>	
<u>OTS 883 Change and Complexity in OBP. (3) A. Comprehensive critique of disciplinary literature describing professional applications of occupation. Deriving insights into occupation-based practice (OBP) through perspectives from history, systems, chaos, change, and complexity. Action and change research methods for the development of occupation-based practice.</u>	

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)*
<u>OTS</u>	<u>883</u>	<u>Summer 2008</u>	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>Lecture</u>	<u>3</u>	Normal	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)			

OTS 883 Change and Complexity in Occupation-Based Practice (OBP)
3 credit hours

“The intellectual refusal to admit the genuine difficulties of our times institutionalizes the denial of complexity. Perhaps what it comes down to is a willingness to examine and live with complexity.” (Reilly, 1974, p. 26)

Instructor: Doris Pierce, Ph.D., OTR/L, FAOTA, Endowed Chair in Occupational Therapy
Office: 107 Dizney, EKU
Contacts: (859) 622-6302, doris.pierce@eku.edu

Meeting Times: To be determined, 3 hours once weekly.

Meeting Location: To be determined, EKU Campus.

Prerequisite: Acceptance to the Rehabilitation Sciences Ph.D. Program or permission of instructor.

Course Description: Comprehensive critique of disciplinary literature describing professional applications of occupation. Deriving insights into occupation-based practice through perspectives from history, systems, chaos, change, and complexity. Action and change research methods for the development of occupation-based practice.

Required Texts:

- Beitler, M. (2007). *Strategic organizational change (2nd edition)*. New York: Practitioner Press International.
- Bornstein, D. (2006). *How to change the world: Social entrepreneurs and the power of new ideas*. Cambridge: Oxford University Press.
- Molineux, M. (2004). *Occupation for occupational therapists*. Oxford, England: Blackwell Publishing.
- Stringer, E. (2007). *Action research (3rd edition)*. Thousand Oaks, CA: Sage Publications.
- Tracy, S. E. (1912/1980). *Studies in invalid occupation: A manual for nurses and attendants*. New York: Arno Press.
- Wheatley, M. J. (2006). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco, CA: Berret-Koehler.
- Whiteford, G., & Wright-St. Clair, V. (2005). *Occupation and practice in context*. New York: Elsevier.

Course Objectives:

1. Identify trends in the history of occupation-based practice in occupational therapy.
2. Apply theoretical differences between a discipline and a profession to analyze the relationship between occupational science and occupational therapy.
3. Analyze, critique, and contrast current theories of occupation-based practice through a comprehensive examination of disciplinary literature.
4. Synthesize the hallmarks of excellence in occupation-based practice.
5. Identify and describe the primary concepts of selected theories of change that shape discourse across disciplines: such as systems, change, chaos, and complexity theories.
6. Analyze approaches to occupation-based practice using selected theories of change.
7. Describe the key concepts of change research methods.
8. Describe the key concepts of action research methods.
9. Design research to develop occupation-based practice using change or action research methods.
10. Improve theoretical discussion and writing skills.

Attendance Policy: Students are expected to attend all classes, come prepared to contribute significant insights on the readings in discussion, and be responsible for all content covered. If an absence occurs, it will be the student's responsibility to assure his or her understanding of the content covered in the missed session.

Academic Integrity Policy Implementation

Students are expected to abide by EKU's Academic Integrity Policy. A copy of the policy, including definitions, descriptions, and institutional procedures, is available in the University Handbook for Students and is located at <http://www.academicaffairs.eku.edu/integrity/>

Expectation for Outside Work: As per university policy, a minimum of four hours of outside preparation for each hour of class meeting time will be expected.

Instructional Activities:

- Comprehension and Discussion of Readings
- Synthesize Definitions of Primary Concepts of Change Theories
- Collaboratively Develop Lexicon of Concepts of Change
- Distill Personal Perspective on Hallmarks of Excellence in Occupation-Based Practice
- Historical Analyze Historical Change in the Use of Occupation in Practice
- Design a Project Using Change Methods to Improve the Use of Occupation in Real Practice Settings

Grading Scale: Individual assignments, examinations, and final course grade are rounded up at .5, going out one decimal point. The minimum cutoffs of each letter grade are as follows:

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

Standardized Disability Statement for Course Syllabi

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 request, this syllabus can be made available in alternative forms.

Assignments

Seminar Comprehension and Discussion (15%): The purpose of this assignment is to develop the student's ability to synthesize, critique, and collaboratively discuss complex theoretical material related to occupation-based practice. See the listing of readings on the attached class schedule. Please note that completing the readings is an essential portion of this doctoral level course. We will be completing discussion for 3 3-hour seminars each day that we meet, so plan your schedules and prepare

accordingly. Seminar comprehension will be graded by the instructor according to the degree to which the student verbally demonstrates comprehension of all assigned readings and ability to extend that understanding to levels of analysis, synthesis, critique, and application. Comprehension and discussion of assigned readings is expected to include identification and clear understanding of primary concepts and arguments presented by authors, comparative examination of concepts between readings, application of concepts, and critique of the authors' arguments. Effective seminar skills include an appropriate level of participation, an attitude of openness to all views, significant contributions to the group's building of insight into the topic being discussed, succinct and well thought out comments, remaining on topic, fully grounding remarks in the readings, and engaging in critique and debate.

Contributions to the Change Lexicon (25%): The purpose of these 9 short definitional summaries of primary readings on change and complexity are to refine the student's ability to succinctly synthesize primary concepts from challenging theoretical materials, as well as to assist the class in mastering concepts of change and using them to analyze occupation-based practice. All Contributions are due the day the reading is discussed in class. Please bring enough copies of each Contribution to provide one to all members of the class (probably 10). Contributions are not expected to be lengthy or detailed. Briefly define the key concepts of each reading. A Contribution should never exceed a page of single-spaced text. Criteria for grading of the Contributions will include: evident understanding of concepts (50%) and turned in on time (50%). The Contributions will be examined in class, in order for the class to collaboratively develop the Change Lexicon. The Change Lexicon will provide a list of key concepts of change and will be used as a tool for discussion, as well as to support student work on the Historical Analysis and the Change Project.

Hallmarks of Excellence in Occupation-Based Practice (10%): The purpose of this paper is to provide students with a focus for synthesizing a personal statement in regard to the hallmarks of excellence in occupation-based practice that is fully grounded in current theoretical and empirical literature of occupational therapy. Criteria for grading will include: a clearly presented set of hallmarks (30%), a compelling argument regarding each hallmark that is well grounded in the literature (50%), and writing skills (20%) (strong structure of paper, clarity of language, correct use of APA format). Papers over 5 pages including references will not be accepted.

Historical Analysis of the Use of Occupation in Practice Using Change Theories (25%): The purpose of the historical analysis papers is to develop an understanding of the use of occupation in practice within broad dynamic contexts, including: trajectories of historical change in discipline and profession, the influence of grand theories across disciplines, and theories of order and disorder. Apply selected key concepts of systems, chaos, complexity, and/or change theories to analyze one aspect of the use of occupation in practice over history of the profession. Criteria for grading will be the clear and appropriate use of the key concepts of the change theory (30%), insightful application of the change theory to examine change in an aspect of the use of occupation in practice (50%), and writing skills (20%) (strong structure of paper, clarity of language, correct use of APA format). Papers over 10 pages including references will not be accepted.

Change Project to Improve the Use of Occupation in a Practice Setting (25%): The purpose of this assignment is to develop effective methods for improving the use of occupation in practice in real settings through action and change research methods. Change and action research methods will be reviewed in class and a Change Lexicon of key concepts will be synthesized for student use. During the course, students will share progress on development of their Change Project. Criteria for grading will include: clear rationale of need for the Project (20%), insightful description of primary concepts of change theory guiding the Project (20%), effective use of the selected methods (20%), feasibility of finding required resources and setting to support the Project (20%), and comprehensiveness of the Project plan, including measurable objectives and estimated timeline (20%). (Not more than 15 pages in APA format including references).

RETENTION AND GRADUATION TASK FORCE'S
ACADEMIC, ADMINISTRATIVE, AND ASSISTANCE PROPOSALS
TO ENHANCE ECU'S STUDENT RETENTION AND GRADUATION

Presented to the Council on Academic Affairs
November 15, 2007

The attached proposals are a result of the Retention and Graduation Task Force's review of
(a) ECU's retention and graduation data from 2000-2005,
(b) national best practices for retaining students, and
(c) ECU's academic, administrative, and student-assistance policies that, if revised, could enhance students' success.

The ultimate goal of these proposals is to increase degree productivity while maintaining overall high quality of all academic programs.

The Work of the Retention and Graduation Task Force

The Retention and Graduation Task Force, a broad-based group of ECU faculty, students, staff, and administrators, was appointed in September 2006 by President Joanne Glasser.

Scott Amundsen	Academic Advising and Retention
Mike Austin	College of Arts and Sciences
Sue Cain	Transition and University Services
Gary Cordner	College of Justice and Safety
Matthew Glover	Student Representative
Claire Good	Student Affairs
LaCrystal Green	Diversity Office
Mike Hesse	College of Business and Technology
Scott Hunt	College of Justice and Safety
E. J. Keeley	Enrollment Management
Jeff Klein	Student Representative
Brad Marcum	Library
Kim Naugle	College of Education
Charlotte Rich	College of Arts and Sciences
Jack Rutherford	College of Health Sciences
Stacey Street	Institutional Effectiveness
Sarah Tsiang	College of Arts and Sciences
Mary Whitaker	College of Health Sciences
Rodney White	College of Education
Janna Vice, Chair	College of Business and Technology

The Task Force has undertaken an intense study of ECU's retention and graduation patterns from 2000-2001 to 2005-2006, of best practices according to research, and of current ECU initiatives aimed at enhancing student success.

The Task Force acknowledges the divisions of Enrollment Management, Student Affairs, Institutional Effectiveness, and Institutional Research for providing the data, expertise, and guidance needed to conduct the review of student retention and graduation at ECU.

Proposal - Number	Recommendation	Rationale for Revision	Cost	Effective Date
Academic - 1	<p>Categories of Undergraduate Admissions</p> <p>Clarify the categories for student admission by renaming the categories.</p>	<p>Current categories include: full admission, provisional admission, probationary admission, and special. Probationary is misleading.</p> <p>To better recruit and retain students, two categories are proposed:</p> <ol style="list-style-type: none"> 1. Full Admission – meets all requirements. 2. Admission with Conditions – has special needs (e.g., development education requirements or advising needs) 	No Cost	Fall 2008
Academic - 2	<p>Mandatory Declaration of a Major</p> <p>a. Require students who are undeclared by choice to select a college with which to identify.</p> <p>b. Require students to officially declare a major prior to registration during the semester they register for the 45th hour.</p>	<p>Students associated with a major or a college are retained at higher rates.</p> <p>General Studies is an appropriate degree option for students who are uncertain about their major.</p> <p>Undeclared students with two or more developmental education needs will have greater access to academic advising services.</p> <p>More intrusive advising initiatives can be implemented for both undecided and undeclared majors.</p>	<p>Short Term: No Cost</p> <p>Long Term: Advising Support for the colleges</p>	Fall 2008

Proposal - Number	Recommendation	Rationale for Revision	Cost	Effective Date
Academic - 3	<p>Academic Standing</p> <p>Drop the “academic warning” status.</p> <p>Set the standard 2.0 GPA for establishing and maintaining “good standing.”</p>	Current wording is outdated. Students and faculty would benefit from a clearer policy.	No Cost	Spring 2008
Academic - 4	<p>Acceptance of Transfer Credit While on Academic Dismissal</p> <p>Allow students who are academically dismissed from ECU to transfer back to ECU the credit taken during the dismissal period.</p>	<p>ECU's policy does not comply with best practices. Our state peers and benchmarks do not penalize students in this way.</p> <p>Students are more likely to return to ECU if they can transfer their work back to ECU.</p>	No Cost	Fall 2008
Academic - 5	<p>Mandatory Course for Students on Academic Probation</p> <p>Require ECU students to take a mandatory pass/fail advising course if they are placed on academic probation.</p>	For example, students who perform poorly in their 1st semester at ECU need intrusive academic advising.	\$25,000 – instruction \$10,000 – GAs	Fall 2008

Proposal - Number	Recommendation	Rationale for Revision	Cost	Effective Date
Academic - 6	<p>Enforcement of August 1 Deadline for Admission</p> <p>Enforce an August 1 <u>admissions</u> deadline for admitting students “with conditions” and “re-admissions.”</p> <p>Develop an alternative for late admissions, working with them but keeping them out of the retention denominator (such as part-time enrollment, retaking the ACT, waiving any re-admission fees, enrolling in an associate degree, etc.).</p>	<p>Students admitted just prior to or after the first day of classes are truly at a disadvantage. Students may have already missed their allotted days in some courses with strict attendance policies. Data suggest many of these students have development needs, which puts them at a higher risk of not being academically successful and/or withdrawing from the University.</p> <p>During the first week of classes in Fall 2004, 254 developmental students were admitted after the August 1 deadline; in Fall 2005, 108 developmental students; in Fall 2006, 176 developmental students. These are high risk students and less likely to be retained. The first-year retention rate for incoming freshmen admitted after August 1 was 43 percent compared to an overall retention rate of about 65 percent.</p>	Limited	Fall 2008
Academic - 7	<p>Minimum Credit Hours for Baccalaureate Degree</p> <p>Require fewer than 128 credit hours minimum for a baccalaureate degree.</p>	<p>All but three of EKU’s benchmarks require between 120-124 credit hours. Murray State requires 120 hours.</p> <p>A number of EKU degrees require 25-45 hours in free electives.</p>	Limited	Fall 2008

Proposal - Number	Recommendation	Rationale for Revision	Cost	Effective Date
Administrative - 1	<p>Retention and Graduation as part of EKU's Strategic Plan</p> <p>Ask EKU's colleges and departments to state explicit graduation and retention goals in their biennial action plans.</p>	Including retention and graduation goals as part of the Strategic Plan would emphasize the high priority of these goals.	No Cost	2010 (or earlier for action plans)
Administrative - 2	<p>Retention & Graduation as an Agenda Item on Board of Regents subcommittee</p> <p>Include retention and graduation rates as an agenda item for a standing committee of the Board of Regents.</p>	Including retention and graduation goals as part of a standing Board of Regents committee would emphasize their high priority.	No Cost	Fall 2007
Administrative - 3	<p>Accountability of Colleges and Departments</p> <p>Track and report retention and graduation rates for each college and department.</p>	If departments and colleges commit to increasing retention and graduation rates, more faculty and staff will be engaged in these efforts.	No Cost	2007-2008
Administrative - 4	<p>Differentiated Faculty Roles and Workload</p> <p>Design faculty roles and workloads so some faculty can choose to emphasize advising and be adequately rewarded for doing so?</p>	Some faculty have more passion and interest in working with and advising students.	TBD	Fall 2008

Proposal - Number	Recommendation	Rationale for Revision	Cost	Effective Date
Student Assistance - 1	<p>Early Alert/Retention Program</p> <p>Identify students experiencing academic difficulty as early as possible and intervene.</p>	Intervening early when students are having academic difficulty gives them more options.	\$25,000 for two GAs and student worker	Pilot program is running now; Will need funding to expand this Fall 2007.
Student Assistance - 2	<p>Earned Targeted Tuition After Completion of Development Requirements</p> <p>Allow students who complete developmental education and/or pre-college curriculum requirements to receive targeted tuition for the next academic year and thereafter when requirements have been met.</p>	Since many of our under-represented populations enter with developmental needs and are in the targeted tuition areas, this proposal would benefit these students and encourage them to complete their developmental courses earlier so their tuition rates would be lower. Students who have multiple developmental needs would be motivated to attend summer programs like the First Step to College Success program.	No cost initially	Fall 2008
Student Assistance - 3	<p>Mentoring Program</p> <p>Establish a strong, centralized mentoring program with common goals, required reporting, and assessment of efforts for at-risk students.</p>	Mentoring is a “best practice” for increasing retention and graduation rates.	\$10,000	<p>Pilot Spring 2008</p> <p>Provide training in Fall 2008</p>
Student Assistance - 4	<p>Expanded Tutoring Services</p> <p>Expand its Tutoring Services?</p>	Tutoring is one of the three pillars of student success. Students using this service are more likely to graduate.	\$10,000 additional money	Fall 2008

Proposal - Number	Recommendation	Rationale for Revision	Cost	Effective Date
Student Assistance - 5	<p data-bbox="457 228 915 375">Financial Aid/Scholarships for Underserved Students (Non-traditional Undergraduates, Upper-division students, transfers, etc.)</p> <p data-bbox="457 418 915 526">Provide supplemental funding to groups of students who have not been primary targets for financial aid.</p>	<p data-bbox="915 228 1451 412">Non-traditional undergraduates comprise a large group of students who often do not have other sources of assistance. Upper-division may have more loan eligibility, but may also be needy as well.</p>	TBD	Fall 2008
Student Assistance - 6	<p data-bbox="457 631 915 659">Academic Skills Workshops</p> <p data-bbox="457 708 915 773">Provide workshops to address the retention needs of ECU students</p>	<p data-bbox="915 631 1451 1122">The Office of Transition and University Services now has a Coordinator of Academic Skills. The Coordinator focuses on meeting the needs of freshmen and new students transitioning into the university. Although programs and workshops are coordinated through that office, no budget was allocated. The office has worked for the past year identifying and presenting workshops and programs to address the retention needs of ECU students by collaborating with all other offices that offer services to address the needs.</p>	\$7,500	Fall 2008