

4-17-2008

## Council on Academic Affairs Minutes, Apr 17, 2008

Eastern Kentucky University

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**COUNCIL ON ACADEMIC AFFAIRS MINUTES**  
**April 17, 2008**

Members Present: Allen Ault, Onda Bennett, Rich Boyle, Ed Davis, Michael Foster, Verna Freer, Gary Kuhnhenh, Kim Naugle, Jaleh Rezaie, Liz Throop, Janna Vice (vice-chair), Deborah Whitehouse

Members Absent: Scott Amundsen, Steve Byrn, Lindsey Cross, David Eakin, E.J. Keeley, Sandra Moore, Rodney Piercey, Amanda Sutton, Heidi Terry\*

\*indicates prior notification

Non-Members Present: Mark Biermann, Kathy Daugherty, Preston Elrod, Renee Everett, Linda Turner

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Dr. Janna Vice called the Council on Academic Affairs to order at 1:30 p.m. on April 17, 2008.

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***APPROVED***

Approval of the Minutes – March 20, 2008  
The minutes were approved as distributed.

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**College of Arts & Sciences**

Department of Anthropology, Sociology, & Social Work

***APPROVED***

*Program Revision* Social Work (B.S.W.) Fall 2008  
Remove SWK 358 from the major requirements and add SWK 340.

Department of Art & Design

***APPROVED***

*Course Revision* ARH 390 Survey of Art History I Spring 2009  
Revise title to include “Non-Western Art;” add prerequisites (ENG 102 or 105 (B) or HON 102; ART 164 or 200); revise course description; remove Gen. Ed. IIIA.

*Course Revision* ARH 391 Survey of Art History II Spring 2009  
Revise title to include “Western Art;” add prerequisites (ENG 102 or 105 (B) or HON 102; ART 164 or 200); revise course description; remove Gen. Ed. IIIA.

*Course Revision* ART 230 Printmaking I Spring 2009  
Revise prerequisite from ART 101 to ART 100.

College of Arts & Sciences – (Continued)

**APPROVED**

*New Course* ARH 391W Survey of Art History II: Writing Intensive Spring 2009  
*New Course* DES 450 Professional Practices in Graphic Design Spring 2009

Department of Computer Science

**APPROVED**

*Course Revision* CSC 195 Introduction to Discrete Structures Spring 2009  
Add prerequisite of CSC 185; revise course description.

*Course Revision* CSC 440 Applied Software Engineering Spring 2009  
Revise prerequisites to remove CSC 312.

**APPROVED**

*New Course* CSC 185 Intro to Computing Concepts Spring 2009  
*New Course* CSC 313 Intro to Database Systems Spring 2009

**APPROVED**

*Program Revision* Computer Science (B.S.) Fall 2008  
Revise program to include a new option in Computer Security; revise supporting course requirements for the Computer Science (General) option.

Department of English

**APPROVED**

*New Course* ENG 374 Shakespeare at War Spring 2009

Department of Geography & Geology

**APPROVED**

*Course Revision* GEO 200 (100) Regions and Nations of the World Spring 2009  
Revise course number from GEO 200 to GEO 100; revise course description to reflect number change.

**APPROVED**

*Program Revision* Geography (B.A.) Fall 2008  
Revise geography core requirements to reflect recently approved changes.

Department of Music

**APPROVED**

*Course Revision* MUS 281 Intermediate Theory II Spring 2009  
Revise prerequisites to require a minimum grade of “C” in MUS 182.

Department of Philosophy & Religion

**APPROVED**

*Course Revision* REL 301 World Religions Fall 2008  
Revise course description to not allow credit with REL 201W.

College of Arts & Sciences – (Continued)

**APPROVED**

*New Course* REL 301W World Religions: Writing Intensive Spring 2009  
*New Course* REL 350 Buddhism Spring 2009

Department of Physics & Astronomy

*Editorial Change* Three-Two Dual-Degree Engineering Fall 2008  
 Revise catalog text for clarification.

Department of Psychology

**APPROVED**

*Course Revision* PSY 200 Introduction to Psychology Spring 2009  
 Revise catalog text so as not to allow credit with PSY 200W.

*Course Revision* PSY 280 Lifespan Developmental Psychology Spring 2009  
 Revise course title; revise catalog text so as not to allow credit with PSY 280W.

*Course Revision* PSY 300 Social Psychology Spring 2009  
 Add prerequisite option of PSY 200W; revise catalog text so as not to allow credit with PSY 300W.

*Course Revision* PSY 407 (402) Problems in Psychology Spring 2009  
 Revise the course number from PSY 407 to PSY 402; change title to “Independent Work in Psychology.”

**APPROVED**

*New Course* PSY 333 Comparative Psychology Spring 2009  
*New Course* PSY 403 Practicum in Psychology Spring 2009

College of Business & Technology

Department of Accounting, Finance, & Information Systems and Management, Marketing, and Administrative Communication

**APPROVED**

*New Program* Accelerated BBA/MBA Program—3 + 2 Fall 2008  
 Create a 3 + 2 program for accelerated BBA/MBA degree completion.

**APPROVED**

*Program Revision* BBA/ Insurance (B.S.) Fall 2008  
 Revise catalog text to clarify information.

Department of Communication

**APPROVED**

*New Course* BEM 301 Broadcast News Writing Spring 2009

College of Business & Technology – (Continued)

**APPROVED**

*Course Revision* JOU 325 Photojournalism Spring 2009  
Revise course description.

*Course Revision* BEM 370 Electronic Cinema Production Spring 2009  
Add prerequisite of BEM 352.

**APPROVED**

*Program Revision* Broadcasting & Electronic Media Minor Fall 2008  
Remove BEM 415 from requirements.

*Program Revision* Broadcast News Minor Fall 2008  
Remove COM 201, 301, BEM 415, and JOU 401 from requirements; add BEM 301.

*Program Revision* Broadcasting/Electronic Media (B.A.) Fall 2008  
Remove COM 201 and 301 from general option requirements; add BEM 301 to general option requirements; remove COM 201, 301, 445, JOU 305, 325, 480, and PUB 380 from broadcast news option requirements; add BEM 301.

Department of Military Science & Leadership

**APPROVED**

*Course Revision* AFS 112 Leadership Seminar Spring 2009  
Remove corequisite and/or prerequisite.

*Course Revision* AFS 114 Leadership Seminar Spring 2009  
Remove corequisite and/or prerequisite; revise course description.

*Course Revision* AFS 212 Leadership Seminar Spring 2009

*Course Revision* AFS 214 Leadership Seminar Spring 2009

Remove corequisite and/or prerequisite; revise course description.

*Course Revision* AFS 312 Leadership Seminar Spring 2009

*Course Revision* AFS 314 Leadership Seminar Spring 2009

*Course Revision* AFS 412 Leadership Seminar Spring 2009

*Course Revision* AFS 414 Leadership Seminar Spring 2009

Remove corequisite and/or prerequisite.

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**Office of Enrollment Management**

Office of the Registrar

*Editorial Change* Catalog Text Revision – Honors for Baccalaureate Degree Graduates

**POSTPONED**

*Editorial Change* Catalog Text Revision – Certificates and Professional Licensure Programs

*Editorial Change* Catalog Text Revision – Catalog Year

These items were postponed in order to give the Council ample time to check for accuracy.





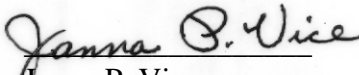
## EASTERN KENTUCKY UNIVERSITY

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Provost's Office  
Associate Provost  
Academic and Faculty Affairs

Coates 212  
521 Lancaster Avenue  
Richmond, Kentucky 40475-3163  
(859) 622-8812

TO: Members of the Council on Academic Affairs

FROM:   
Janna P. Vice  
Interim Associate Provost

DATE: April 10, 2008

RE: Meeting—Council on Academic Affairs

The Council on Academic Affairs will meet on Thursday, April 17, 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/](http://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](http://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](mailto:sarah.mccartt@eku.edu).

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# COUNCIL ON ACADEMIC AFFAIRS AGENDA

April 17, 2008

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1. Call to Order
  2. Approval of the Minutes – March 20, 2008
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## College of Arts & Sciences

### Department of Anthropology, Sociology, & Social Work

*Program Revision* Social Work (B.S.W.) Fall 2008

### Department of Art & Design

*Course Revision* ARH 390 Survey of Art History I Spring 2009

*Course Revision* ARH 391 Survey of Art History II Spring 2009

*Course Revision* ART 230 Printmaking I Spring 2009

*New Course* ARH 391W Survey of Art History II: Writing Intensive Spring 2009

*New Course* DES 450 Professional Practices in Graphic Design Spring 2009

### Department of Computer Science

*Course Revision* CSC 195 Introduction to Discrete Structures Spring 2009

*Course Revision* CSC 440 Applied Software Engineering Spring 2009

*New Course* CSC 185 Intro to Computing Concepts Spring 2009

*New Course* CSC 313 Intro to Database Systems Spring 2009

*Program Revision* Computer Science (B.S.) Fall 2008

### Department of English

*New Course* ENG 374 Shakespeare at War Spring 2009

### Department of Geography & Geology

*Course Revision* GEO 200 Regions and Nations of the World Spring 2009

*Program Revision* Geography (B.A.) Fall 2008

### Department of Music

*Course Revision* MUS 281 Intermediate Theory II Spring 2009

### Department of Philosophy & Religion

*Course Revision* REL 301 World Religions Fall 2008

*New Course* REL 301W World Religions: Writing Intensive Spring 2009

*New Course* REL 350 Buddhism Spring 2009

### Department of Physics & Astronomy

*Editorial Change* Three-Two Dual-Degree Engineering Fall 2008



## Arts & Sciences – (Continued)

### Department of Psychology

<i>Course Revision</i>	PSY 200	Introduction to Psychology	Spring 2009
<i>Course Revision</i>	PSY 280	Lifespan Developmental Psychology	Spring 2009
<i>Course Revision</i>	PSY 300	Social Psychology	Spring 2009
<i>Course Revision</i>	PSY 407	Problems in Psychology	Spring 2009
<i>New Course</i>	PSY 333	Comparative Psychology	Spring 2009
<i>New Course</i>	PSY 403	Practicum in Psychology	Spring 2009

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### **College of Business & Technology**

#### Department of Accounting, Finance, & Information Systems and Management, Marketing, and Administrative Communication

<i>New Program</i>	Accelerated BBA/MBA Program—3 + 2	Fall 2008
<i>Program Revision</i>	BBA/ Insurance (B.S.)	Fall 2008

#### Department of Communication

<i>New Course</i>	BEM 301	Broadcast News Writing	Spring 2009
<i>Course Revision</i>	JOU 325	Photojournalism	Spring 2009
<i>Course Revision</i>	BEM 370	Electronic Cinema Production	Spring 2009
<i>Program Revision</i>	Broadcasting & Electronic Media Minor	Fall 2008	
<i>Program Revision</i>	Broadcast News Minor	Fall 2008	
<i>Program Revision</i>	Broadcasting/Electronic Media (B.A.)	Fall 2008	

#### Department of Military Science & Leadership

<i>Course Revision</i>	AFS 112	Leadership Seminar	Spring 2009
<i>Course Revision</i>	AFS 114	Leadership Seminar	Spring 2009
<i>Course Revision</i>	AFS 212	Leadership Seminar	Spring 2009
<i>Course Revision</i>	AFS 214	Leadership Seminar	Spring 2009
<i>Course Revision</i>	AFS 312	Leadership Seminar	Spring 2009
<i>Course Revision</i>	AFS 314	Leadership Seminar	Spring 2009
<i>Course Revision</i>	AFS 412	Leadership Seminar	Spring 2009
<i>Course Revision</i>	AFS 414	Leadership Seminar	Spring 2009

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### **Office of Enrollment Management**

#### Office of the Registrar

<i>Editorial Change</i>	Catalog Text Revision – Honors for Baccalaureate Degree Graduates
<i>Editorial Change</i>	Catalog Text Revision – Certificates and Professional Licensure Programs
<i>Editorial Change</i>	Catalog Text Revision – Catalog Year

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## College of Justice & Safety

### Department of Safety, Security, & Emergency Management

*New Course*      SSE 871 Risk Management in Schools      Spring 2009

### Department of Correctional & Juvenile Justice Studies

*New Course*      COR 450S: Service Learning in Corrections: \_\_\_\_\_      Spring 2009

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## University Programs

### Women & Gender Studies

*Course Revision*      WGS 399 Gender & Cross Cultural Perspective  
& Society      Spring 2009

*Editorial Change*      Interdisciplinary Minor/Certificate in Women & Gender  
Studies      Spring 2009

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## Office of the Provost

### *Action Item*      Course Syllabus Policy

(Distributed for discussion at the Council on Academic Affairs meeting on March 17, 2008 and at the Faculty Senate meeting on April 7, 2008).

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### Discussion Items

#### Informational Items

1. Proposed new Curriculum Change Form to include "Hybrid Course" option in Part I.
2. Faculty Senate approved the following items on April 7, 2008:
  - a. Globalization and International Affairs (B.A.) – New Program
  - b. Learning & Behavior Disorders Non-Teaching Option – Option Suspension
  - c. Secondary Education MAEd – Program Revision
  - d. Memorandum of Agreement for Awarding Academic Credit

### Good of the Order



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College of Arts and Sciences  
Office of the Associate Dean  
Academic and Student Affairs

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**MEMORANDUM**

**TO:** Council on Academic Affairs

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

**DATE:** April 17, 2008

**SUBJECT:** Agenda items for 04-17-08 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the April 17, 2008 meeting of the Council on Academic Affairs.

**AGENDA**

**Department of Anthropology, Sociology and Social Work**  
**Program Revision**

Social Work-To drop and add a required course.

**Department of Art and Design**

**Course Revision**

ARH 390- Change prerequisites

ARH 391- Change prerequisites

ART 230- Change prerequisites

**New Course**

ARH 391W- Add a new course to curriculum

DES 450- Add a new course to curriculum

**Department of Computer Science**

**Course Revision**

CSC 195- Revise prerequisites and description

CSC 440- Revise prerequisites

**New Course**

CSC 185- To add a new course to curriculum

CSC 313- To add a new course to curriculum

**Program Revision**

Major in Computer Science- Modify the course requirements

**Department of English**

ENG 374- To add a new course to curriculum

**Department of Geography and Geology****Course Revision**

GEO 200- Change course number

**Program Revision**

Geography BA- To make several changes to catalog description

**Department of Music****Course Revision**

MUS 281- Modify prerequisite

**Department of Philosophy and Religion****Course Revision**

REL 301- Change course description

**New Course**

REL 301W- To add a new course to curriculum

REL 350- To add a new course to curriculum

**Department of Physics and Astronomy****Editorial Change**

Three-Two Dual-Degree Engineering-Revise catalog text

**Department of Psychology****Course Revision**

PSY 200- To cross-list course

PSY 280- To cross-list course and change course title

PSY 300- To cross-list course

PSY 407- Change course number and title

**New Course**

PSY 200W- To add a new course

PSY 300W- To add a new course

PSY 333- To add a new course

PSY 403- To add a new course

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

**Part I**

<input type="checkbox"/> (Check one)	Department Name	ANSW
<input type="checkbox"/> New Course (Parts II, IV)	College	AAS
<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	Social Work (B.S.W.)
<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	9/27/07	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	03/24/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	04/17/08
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:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
Drop SWK 358 and add SWK 340 as required course for major.

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

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**B. The justification for this action:**  
SWK 358 required for PCWCP students only. SWK 340 course content required by the social work program.

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

**Personnel Impact:** NA

**Operating Expenses Impact:** NA

**Equipment/Physical Facility Needs:** NA

**Library Resources:** NA

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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 Work (B.S.W.)**

*CIP Code: 44.0701*

**Major Requirements ..... 49 hours**

SWK 210, 225, 310, 311, 335, 340, 350, 354 (2), 355 (5), 358, 360, 390, 410, and 490 (12).

**Supporting Course Requirements ..... 15 hours**

POL 101, PSY 200, SOC 131, 232, and 400.

**General Education Requirements ..... 42 hours**

Standard General Education program, excluding blocks VB and VC. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

**University Requirement ..... 1 hour**

ASO 100.

**Free Electives ..... 21 hours**

To broaden their experience and knowledge, students are encouraged to complete their programs with electives selected from anthropology, child development, economics, health, foreign language, law enforcement, political science, psychology, recreation, sociology, special education, and speech.

**Total Curriculum Requirements ..... 128 hours**

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

**Part I**

<b>(Check one)</b>	Department Name	Art & Design
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ARH 390
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Survey of Art History I
<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	2/08/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/24/2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	3/31/08	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

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

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

<b>A. 1. Specific action requested:</b>	<p>(1) To revise the content to include all of Non-Western Art from Asia, Africa, and Oceania (2) To add prerequisites that will assure that students are prepared for upper division performance expectations.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001) Spring 2009</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) NA</p>
<b>B. The justification for this action:</b>	<p>The courses ARH 390 and 391 are being changed simultaneously so that the sequence reflects a new distribution of content in accordance with current disciplinary norms. ARH 390 will now cover all of Non-Western Art and ARH 391 will now cover all of Western Art (previously both courses covered Western Art and were distinguished by different time periods). This change will offer students a more global and complete exposure to art history and will incorporate the art of a variety of cultures and regions of the world. Both courses are currently missing proper prerequisites, which allow un- or under-prepared students to enroll. Adding the proposed prerequisites will solve the problem.</p>
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	<p><b>Personnel Impact:</b> None</p> <p><b>Operating Expenses Impact:</b> None</p> <p><b>Equipment/Physical Facility Needs:</b> None</p> <p><b>Library Resources:</b> None</p>

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

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

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

**New or Revised\* Catalog Text**

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

**ARH 390 Survey of Art History I: Non-Western Art. (3) I, II. Prerequisites: ENG 102, or ENG 105 (B), or HON 102; ART 164 or 200. Study of ~~art the arts of from prehistoric times through the Gothic period~~ Asia, Africa, and Oceania. Credit will not be awarded to students who have credit for ART 390. Gen Ed. ~~III~~ A or 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)*
ARH	390	Spring 2009	AS <input checked="" type="checkbox"/> JS BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
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>	<b>FOR BANNER USE ONLY</b> 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. \_\_\_\_\_ ENG 102 (C), or ENG 105 (B), or HON 102 (C)

Course Prefix and No. \_\_\_\_\_ ART 164 (C), or ART 200 (C)

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. \_\_\_\_\_ ART 390

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

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

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

***Eastern Kentucky University***  
**Fall Semester 2008**  
**Survey of Art History I: Non-Western Art**  
**ARH 390, CRN 00000**  
**Course Syllabus**

**I. Course Number:** ARH 390 (3 credit hours), MW, Lecture Theater, Campbell 239

**II. Course Title:** Survey of Art History I: Non-western Art

**III. Catalog Description:**

Study of the arts of Asia, Africa, and Oceania. Credit will not be awarded with ART 390. Gen Ed. VII (AH) .

Prerequisites: ENG 102, or ENG 105B, or HON 102; ART 164 or 200.

**IV. Professor:**

Dr. Gay Sweely

Office: Campbell 430

e-mail: [gc.sweely@eku.edu](mailto:gc.sweely@eku.edu)

Consultation: After each class, online, or by appointment

Office Hours: 9:30 – 11:00 a.m.: M, T, W, Th

**V. Required Text:**

Michael Kampen O’Riley, *Art Beyond the West*. Weekly required readings will be assigned. Additional readings will be set from Laurie Adams, *World Views:*

*Topics in Non-Western Art* at the Reserve Desk in the Library.

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

**VI. Core Learning Objectives:**

Students will distinguish and call upon specified works of art from prehistory to the present time by subject, medium, regional origin, period, and artist (when known).

Students will recognize the iconographic and formal characteristics of Non-Western art.

Students will differentiate the cultural, social, philosophical, and/or theoretical changes that influenced aesthetics over that same period.

Students will integrate critical thinking skills through the application of

disciplined reasoning to art history.

## **VII. General Education Goals and Objectives (Block IIIA and VII-AH) :**

The objectives for this course include complying with the Arts and Humanities objectives established by the ECU **General Education Program**. Specifically, the **General Education** objectives to be met are as follows:

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

Throughout the course, students will employ visual and critical thinking skills to analyze works of art. They will employ these skills to identify and analyze multiple aspects of the artworks presented for examination. Students will also react to these visual works through written and oral reactions. Students will integrate knowledge from critical thinking and artistic terminology with knowledge of cultural and/or social issues to communicate their personal aesthetic values.

## **VIII. Specific Learning Objectives:**

### **Goal 1. To identify components of artistic appreciation.**

- Students will discriminate among different elements of artistic works when presented with visual samples.

### **Goal 2. To visually examine works of art, artists, cultures, and art historical periods, and styles.**

- Students will detect common attributes in works of the same era and evaluate differences between works of art in different eras.
- Students will interpret the differences between different forms in art, artists, and artistic periods.

- Upon viewing artworks from various styles and periods in history, students will use **critical thinking** to identify various artists, artworks, periods, and historical surroundings in which they were created.

**Goal 3. To become familiar with major artists and artworks from the non-western artistic traditions.**

- Students will identify major works by leading artists in all non-western art historical traditions, styles, and periods.
- Students will evaluate major artists’ historical, social, and cultural significance.
- Students will discern the purpose of the appreciation of art within a certain culture and period of time.

**IX. Additional Learning Outcomes:**

**In this course, students will demonstrate the ability to:**

1. Use relevant information in order to gain knowledge and solve problems.
2. Describe a point of view and develop it with awareness of alternatives.
3. Identify and generate ideas using critical thinking.

**X. Course Outline:**

A breakdown of major topics to be covered in class and the approximate number of class contact hours for each topic is given below (refer to the detailed course outline on Blackboard [**Bb**] for the assigned readings):

1.	Arts of Africa	(5 hours)
2.	Arts of Southeast Asia	(6 hours)
3.	Arts of Asia	(6 hours)
4.	Arts of Oceania	(8 hours)
5.	Arts of North, Central, and South America	(10 hours)

**XI. Course Requirements:**

Oral Research Presentation	10
Identification Test 1	20
Midterm Essay	5
Identification Test 2	20
Research Essay	15
Identification Test 3	20
Final Examination	10
<b>Total</b>	<b>100 points</b>

**XII. Grading and Evaluation Policies:**

<b>Grade Components</b>	<b>Percentage</b>
Assignments	30 %

**Grading Scale for ARH 390:**

A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59)

**Student Progress:**

Students are required to check their midterm grade progress report with the professor. The midterm grade is calculated on the midterm examination score and the identification scored obtained in the first half of the semester.

- XIII. Participation:** Class participation is expected and welcome (where appropriate).
- XIV. Attendance:** The Art Department's attendance policy set forth specifies that 15% (4) or more absences (of any sort) will result in an automatic grade of "F".
- XV. Important Dates:**  
See <http://www.registrar.eku.edu/schedule/EKUCompass.pdf> – pp. 14-19.
- XVI. Students with Disabilities:**  
If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.
- XVII. 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](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity."

**Schedule of Classes**  
**Topics and Assigned Readings**  
 ARH 390: Survey of Non-Western Art History

(Note: Relevant maps and geography begin each section)

MONTH	DATE	TOPICS	ASSIGNMENT
<b>August</b>	18	Syllabus, Blackboard, and Introduction to Non-Western Art	p. 12
	20	Africa (Prehistory, Southern and Eastern Africa)	p. 24
	25	Africa (Central and Western)	p. 36
	27	The African Diaspora	p. 54
<b>September</b>	1	<i>(Holiday)</i>	
	3	The Great Silk Road	(Supplied)
	8	India (Indus Valley and Buddhist)	p. 60
	10	Southeast Asia	p. 77
	15	India (Hindu, Jain, Islamic, and Colonial)	p. 84
	17	China	p. 108
	22	Japan	p. 160
	24	Japan and Japonisme: Influence and Prints <b>(Study Guide 1 in Blackboard)</b>	(Supplied)
	29	Korea and Mongolia	pp. 140-43; 166, 168
<b>October</b>	1	<b>Identification Test 1; Midterm Essay (Lab)</b>	
	6	<i>(Fall Break)</i>	
	8	Oceania	p. 210 (Supplied)
	13	Australia	p. 213
	15	Melanesia	p. 215
	20	Micronesia	p. 220
	22	Polynesia <b>(Study Guide 2 in Blackboard)</b>	p. 223
	27	New Zealand	p. 233
	29	<b>Identification Test 2 and Essay (Lab)</b>	<b>November</b>

MONTH	DATE	TOPICS	ASSIGNMENT
<b>November</b>	3	South America	p. 242
	5	South America: Machu Picchu	p. 256
	10	Meso American Art and Architecture	p. 258
	12	Indian Arts of the United States: Overview; Eastern and Southeastern United States	pp. 280, 282
	17	North America: Inuit and the Northwest Pacific	p. 285
	19	<i>(Thanksgiving Holiday)</i>	
	24	Southwestern United States; Petroglyphs <b>(Study Guide 3 in Blackboard)</b>	p. 290
	26	The Great Plains Indians; Ledger Art; and Bodmer's and Catlin's Indian Art) <b>Research Essays Are Due</b>	p. 296
<b>December</b>	1	Art Without Boundaries and Postmodernism	p. 304
	3	<b>Identification Test 3 and Essay (Lab)</b>	
	<b>TBD</b>	<b>Final Examination</b>	<i>(Please See the EKU Catalog)</i>

**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	Art & Design
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	ARH 391
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Survey of Art History II
<input type="checkbox"/> Program Revision (Part III)	*Program Title	
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>	
Departmental Committee	2/ 08/ 08	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs
College Curriculum Committee	3/24/2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	3/31/08	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

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

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

**A. 1. Specific action requested:**  
 (1) To revise the content to include all of Western Art from Ancient Greece to Modern Europe and America; (2) To add prerequisites that will assure that students are prepared for upper division performance expectations.

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2009

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

**B. The justification for this action:**  
 The courses ARH 390 and 391 are being changed simultaneously so that the sequence reflects a new distribution of content in accordance with current disciplinary norms. ARH 390 will now cover all of Non-Western Art and ARH 391 will now cover all of Western Art (previously both courses covered Western Art and were distinguished by different time periods). This change will offer students a more global and complete exposure to art history and will incorporate the art of a variety of cultures and regions of the world. Both courses are currently missing proper prerequisites, which allow un- or under-prepared students to enroll. Adding the proposed prerequisites will solve the problem.

**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.)

**ARH 391 Survey of Art History II: Western Art. (3) I, II.** Prerequisites: ENG 102, or ENG 105 (B), or HON 102; ART 164 or 200. A study of the art of Western Civilization from the Renaissance to the present day Ancient Greece to Modern Europe and America. Credit will not be awarded to students who have credit for ARH 391W or ART 391. Gen Ed. ~~III~~A or 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)*
ARH	391	Spring 2009	AS <input checked="" type="checkbox"/> JS BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
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>	<b>FOR BANNER USE ONLY</b> 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.	ENG 102 (C), or ENG 105 (B), or HON 102 (C)
Course Prefix and No.	ART 164 (C), or ART 200 (C)
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.	ART 391
Course Prefix and No.	ARH 391W
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)	<del>IIIA (3)</del>	IVA (3)	VA (3)	VI (3)	<b>X VII (3)</b> AH	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**ARH 391**  
**Survey of Art History II:**  
**Western Art**

**(Gen Ed Blocks VII or VIII)**

**Prof. Gil R. Smith**  
**Eastern Kentucky University**

# ARH 391 - SURVEY OF ART HISTORY II: WESTERN ART

Department of Art & Design  
Eastern Kentucky University  
Campbell 239

Fall Semester 2008:  
CRN \_\_\_\_\_ (3cr)

INSTRUCTOR: DR. GIL SMITH Room 425 Campbell  
Office hours for course: \_\_\_\_\_  
Phone: 859-622-1632  
Fax: 859-622-6509  
E-mail: gil.smith@eku.edu

## COURSE SYLLABUS

**Catalog description:** A study of the art of Western Civilization from Ancient Greece to Modern Europe and America.

**Prerequisites:** ENG 102, or ENG 105, or HON 102; ART 164, or 200.

### **Course- Specific Learning Objectives:**

- |   |   |
|---|---|
| 1) Students will distinguish and call upon specified works of Western art from the 8 <sup>th</sup> C. BCE to the 20 <sup>th</sup> C. CE by subject, medium, regional origin, period, and artist (when known); | 4) Students will differentiate the cultural, social, philosophical and/or theoretical changes that influenced aesthetics over that same period; |
| 3) Students will recognize the technical, iconographic, and formal characteristics of Western art;  | 5) Students will integrate critical thinking skills, through the application of disciplined reasoning to art history.                           |

### **General Education Goals and Objectives (Blocks IIIA and VII-AH):**

- |  |   |
|--|---|
| 2) Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions       | 7) Students will distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. |
| 6) Students will analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and or religious works. | 8) Students will integrate knowledge that will deepen their understanding of, and will inform their own choices about issues of personal and public importance.         |

### **Course Description:**

This course will survey monuments, artifacts, and the works of major Western cultures and visual artists from antiquity to the present, with consideration given to

the social, philosophical, and cultural context of their ideas. (General Education Goals 2, 6, 7)

The prerequisites for the course are the completion of the six hours required in Blocks I and II of EKU's General Education program (written communication), and three hours in either ART 164 (Concepts of Art) or ART 200 (Art Appreciation). As such, it should be possible for the instructor to assume a reasonable foreknowledge on everyone's part of the history of Western civilization since antiquity, and of relevant corresponding geography. Most importantly, you are expected to make full use of your writing and communication skills, and your ability to comprehend reading assignments (General Education Goal 2).

ARH 391 is a necessary prerequisite for some advanced art history courses, for those who may choose this direction. But even by itself the course can contribute greatly to students' visual literacy, and their ability to think critically and relate effectively to their own cultural environments (General Education Goals 2, 7, 8). As such it is a worthwhile component of any curriculum in the Humanities and Liberal Arts. It is this broad base of usefulness, and wide range of relevance, that will be stressed throughout the course, regardless of how remote the familiarity of the images may seem. But it is important always to remember that the basis of art history is fact, extracted objectively from primary and secondary sources and presented in enlightening ways, **but with objectivity intact**. The disciplined application of such method can in its own way continue the development of skills that can be applied in turn to the development of a personal aesthetic (General Education Goal 8). But this cannot occur at the expense of a healthy respect for thoroughness and accuracy.

**Content:**

The course will consist of visually illustrated lectures and discussion, supplemented by other media if and when available, with readings assigned to prepare for discussion and to reinforce retention of the material. Outlines will be provided.

**Texts:**

Kleiner and Mamiya, *Gardner's Art Through the Ages: Concise History of Western Art*

Paul and Elder, *Miniature Guide to Critical Thinking: Concepts and Tools*

**Attendance:**

Regular attendance is expected in accordance with departmental policy. It is important that you read and understand the attached attendance and conduct policy statement.

***N.B. 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 OSID, 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.***

**Assignments and Testing:**

The course is divided into four Parts according to the schedule at the end of the syllabus. Part One is a general overview of western art from Ancient Greece through the Middle Ages, and Part Two covers up to the 1980s; both will end with an OBJECTIVE EXAM (0-50 points each) on the list of terms and examples distributed at the start of each part. Part Three will cover art historical thinking in more detail, and will coincide with work on the take-home compare/contrast essay, and preparation for the in-class essay exam (below).

TAKE-HOME ESSAY (0-50 points)- Each student must have submitted one acceptable "compare/contrast" project, consisting of an essay reflecting progress in all critical thinking course objectives, using the methods demonstrated in class. A list of topic options will be provided with the assignment sheet, and the format must conform to the requirements distributed at the beginning of Part Three.

IN-CLASS ESSAY EXAM 3 (0-50 points)- This exam (see the course schedule) will consist of another compare/contrast essay, using the same methods applied in the take-home essay, though the two objects will be unknown. The general topic will be a comparisons between a Modern example and one from one of the other three great eras of Western Art: Classical Antiquity, the Middle Ages, and the Renaissance/

Baroque. The format will consist of an open-note (not open text) test during the two-hour final exam period.

FINAL EXAM (optional, 0-50 points)- This exam will consist of two unknown compare and contrast essays (like Exam 3), and will take place during the exam time(s) posted at the end of the attached schedule. The score on this option can be used to replace the score on any one of the three in-class exams.

Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Evaluation:**

Objective Exam 1 (or optional final)	=	0-50 points
Objective Exam 2 (or optional final)	=	0-50 points
Essay Exam 3 (or optional final)	=	0-50 points
Take-home Essay	=	<u>0-50 points</u>
		0-200 points

**Determination of Grade:**

Accomplished*	A (90% plus)	=	180-200 points
Competent *	B (80%-89%)	=	160-179 points
Developing*	C (70%-79%)	=	140-159 points
Beginning*	D (60%-69%)	=	120-139 points
Failing	F (59% and under)	=	0-119 points

\* In accordance with Gen Ed scoring guides for Art & Humanities and Critical Thinking assessments.

TENTATIVE SCHEDULE (Details of syllabus are subject to change with prior notice from instructor.)

<b>Dates:</b>	<b>Topic:</b>	<b>Chapter/ Reading:</b>
Week 1	Introduction to course objectives and method: (Distribute Study Guide for Part One, etc.)	Introduction Chap. 1
Week 2	Part One A: Greece & Rome	Chaps. 2-3
Week 3	Part One B: Rome & Early Christian	Chaps. 3-4
Week 4	Part One C: Early Medieval	Chaps. 5-6
Week 5	Part One D: The Gothic	Chaps. 7
Week 6	Objective Exam 1 Part Two A: The Renaissance Part Two B: Renaissance & Baroque	Chap. 8-9
Week 7	Part Two C: Early Modern	Chap. 9-10
Week 8	Part Two D-1: The Nineteenth Century	Chap. 10-11
Week 9	Part Two D-2: The Twentieth Century	Chap. 11-12
Week 10	Objective Exam 2	Chap. 13-14
Week 11	Part Three: Critical Thinking in Art History 1	Blue Guide
Week 12	Part Three: Critical Thinking in Art History 2	
Week 13	Part Three: Critical Thinking in Art History 3	
Week 14	Compare/Contrast Essay due Essay Exam 3	
Week 15	Discussion and Conclusions	
Week 16	Final Exam	Chaps. 2-14



**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	Art & Design
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	ART 230
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Printmaking I
<input type="checkbox"/> Program Revision (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	2/08/08	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/24/2008	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	04/17/08
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.)**

<b>A. 1. Specific action requested:</b>	(1) To remove Art 101 as a pre-requisite for Printmaking I and replace it with Art 100.
<b>A. 2. Effective date:</b> (Example: Fall 2001)	Spring 2009
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	NA

<b>B. The justification for this action:</b>	<p>The justification for the proposed action is to remove Art 101 as a pre-requisite for Printmaking I and replacing it with Art 100; The Art 100 experience is closer related to the experiences necessary for the student to successfully complete the course requirements for Printmaking I, than are those in Art 101.</p> <p>This action will also allow the Printmaking I course to have the same pre-requisite courses to other similar level studio art courses offered through the Department of Art and Design.</p>
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<b>C. The projected cost (or savings) of this proposal is as follows:</b>	<p><b>Personnel Impact:</b> None</p> <p><b>Operating Expenses Impact:</b> None</p> <p><b>Equipment/Physical Facility Needs:</b> None</p> <p><b>Library Resources:</b> None</p>
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**Part II. Recording Data for New, Revised, or Dropped Course**

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

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

**New or Revised\* Catalog Text**

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

**ART 230 Printmaking I. (3) I, II.** Prerequisites: ART ~~101~~, 100, 152, 164. Introduction to basic concepts and techniques of printmaking.

**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)*
ART	230	Spring 2009	AS <input checked="" type="checkbox"/> JS BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
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>	<b>FOR BANNER USE ONLY</b> 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. \_\_\_\_\_ Art 100 404, Art 152 and Art 164

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**

<b>(Check one)</b>	Department Name	Art & Design
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ARH 391W
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Survey of Art History II: WI
<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	2/08/08	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/24/2008	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	3/31/08	04/17/08 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.)**

<b>A. 1. Specific action requested:</b>	To create an art history survey course that incorporates substantive writing assignments and is designated as a writing intensive course.
<b>A. 2. Effective date:</b> (Example: Fall 2001)	Spring 2009
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	NA
<b>B. The justification for this action:</b>	Will allow students taking ARH 391 to meet the new University requirement of "one writing intensive general education course following completion of ENG 102, ENG 105B, or HON 102." Courses with substantive writing requirements are to be identified by a W following the course number so that they can be recognized by students and tracked for assessment purposes. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum (TCAC) Advisory Board.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b>	None
<b>Operating Expenses Impact:</b>	None
<b>Equipment/Physical Facility Needs:</b>	None
<b>Library Resources:</b>	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.)

**ARH 391W Survey of Art History II: Writing Intensive. (3) I, II.** Prerequisites: ENG 102, or ENG 105B, or HON 102; ART 164 or 200. A writing intensive study of the art of Western Civilization from Ancient Greece to Modern Europe and America. Credit will not be awarded to students who have credit for ARH 391 or ART 391. 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)*
ARH	391W	Spring 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3</u>	Laboratory _____	Other _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> 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. \_\_\_\_\_ ENG 102 (C), or ENG 105 (B), or HON 102 (C)

Course Prefix and No. \_\_\_\_\_ ART 164 or 200

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. \_\_\_\_\_ ARH 391

Course Prefix and No. \_\_\_\_\_ ART 391

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)	<b>X VII (3)</b> AH	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**ARH 391W**

**Survey of Art History II:**

**Writing Intensive**

**(Gen Ed Block VII/VIII)**

**Prof. Gil R. Smith**

**Eastern Kentucky University**

## **ARH 391W - SURVEY OF ART HISTORY II: Writing Intensive**

Department of Art & Design  
Eastern Kentucky University  
Campbell 239

Fall Semester 2008:  
CRN \_\_\_\_\_ (3cr)

INSTRUCTOR: DR. GIL SMITH Room 425 Campbell  
Office hours for course: \_\_\_\_\_  
Phone: 859-622-1632  
Fax: 859-622-6509  
E-mail: gil.smith@eku.edu

### **COURSE SYLLABUS**

**Catalog description:** A writing intensive study of the art of Western Civilization from Ancient Greece to Modern Europe and America.

**Prerequisites:** ENG 102, or ENG 105, or HON 102; ART 164, or 200

#### **Course- Specific Learning Objectives:**

- |   |   |
|---|---|
| 1) Students will distinguish and call upon specified works of Western art from the 8 <sup>th</sup> C. BCE to the 20th C. CE by subject, medium, regional origin, period, and artist (when known); | 4) Students will differentiate the cultural, social, philosophical and/or theoretical changes that influenced aesthetics over that same period; |
| 3) Students will recognize the technical, iconographic, and formal characteristics of Western art;  | 5) Students will integrate critical thinking skills, through the application of disciplined reasoning to art history.                           |

#### **General Education Goals and Objectives (Blocks IIIA and VII-AH):**

- |  |   |
|--|---|
| 2) Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions       | 7) Students will distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. |
| 6) Students will analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and or religious works. | 8) Students will integrate knowledge that will deepen their understanding of, and will inform their own choices about issues of personal and public importance.         |

#### **Course Description:**

This course will survey monuments, artifacts, and the works of major Western cultures and visual artists from antiquity to the present, with consideration given to



the social, philosophical, and cultural context of their ideas. (General Education Goals 2, 6, 7)

The prerequisite for the course is the completion of the six hours required in Blocks I and II of ECU's General Education program (written communication). Otherwise, no foreknowledge of art history as a subject and methodology is assumed. However, it will be necessary for the instructor to assume a reasonable foreknowledge on everyone's part of the history of Western civilization since antiquity, and of relevant corresponding geography. Most importantly, you are expected to make full use of your writing and communication skills, and your ability to comprehend reading assignments (General Education Goal 2).

ARH 391W is a necessary prerequisite for some advanced art history courses, for those who may choose this direction. But even by itself the course can contribute greatly to students' visual literacy, and their ability to think critically and relate effectively to their own cultural environments (General Education Goals 2, 7, 8). As such it is a worthwhile component of any curriculum in the Humanities and Liberal Arts. It is this broad base of usefulness, and wide range of relevance, that will be stressed throughout the course, regardless of how remote the familiarity of the images may seem. But it is important always to remember that the basis of art history is fact, extracted objectively from primary and secondary sources and presented in enlightening ways, **but with objectivity intact**. The disciplined application of such method can in its own way continue the development of skills that can be applied in turn to the development of a personal aesthetic (General Education Goal 8). But this cannot occur at the expense of a healthy respect for thoroughness and accuracy.

**Content:**

The course will consist of visually illustrated lectures and discussion, supplemented by other media if and when available, with readings assigned to prepare for discussion and to reinforce retention of the material. Outlines will be provided.

**Texts:**

Kleiner and Mamiya, *Gardner's Art Through the Ages: Concise History of Western Art*

Paul and Elder, *Miniature Guide to Critical Thinking: Concepts and Tools*

**Attendance:**

Regular attendance is expected in accordance with departmental policy. It is important that you read and understand the attached attendance and conduct policy statement.

***N.B. 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 OSID, 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.***

**Assignments and Testing:**

The course is divided into four Parts according to the schedule at the end of the syllabus. Part One is a general overview of western art from Ancient Greece through the Middle Ages, and Part Two covers up to the 1980s; both will end with an OBJECTIVE EXAM (0-50 points each) on the list of terms and examples distributed at the start of each part. Part Three will cover art historical thinking in more detail, and will coincide with work on the final draft of the take-home compare/contrast essay (below). Part Four will concentrate on the analysis of unknown work in preparation for the final exam.

WRITING EXERCISES (0-120 points): There will be eight of these (15 pts. each) held in class, distributed throughout the term. They are intended to introduce the elements of critical thinking and communication as they apply to art history.

RESEARCH PAPER (0-100 points): This is an 800-1000 word critical and analytical biography of an artist chosen from a list provided by the instructor at the start of class. There is a required format, with the deadline indicated on the schedule below.

TAKE-HOME ESSAY (0-100 points)- Each student must have submitted one acceptable "compare/contrast" project, consisting of an essay reflecting progress in all critical thinking course objectives, using the methods demonstrated in class. A list of topic options will be provided with the assignment sheet, and the format must conform to that used for the research paper (above). There will be two deadlines (see the dates in the schedule), one for a first draft (followed by feedback) and one for the final draft, after which no submissions will be accepted.

FINAL EXAM (0-80 points) - The final exam (see the course schedule) will consist of two in-class compare-and-contrast essays, using the same methods applied in the take-home essay, though objects will be unknown. The general topics will be comparisons between the four great eras of Western Art: Classical Antiquity, the Middle Ages, the Renaissance and Baroque, and the Modern. The format will consist of an open-note (not open text) test during the two-hour final exam period.

ORAL PRESENTATION (optional, 0-50 points): Students wishing to replace one of the two objective exam grades may choose to present either their research paper or take-home essay before the class during the last weeks of class. **See the instructor by the end of week ten if you choose this option.**

Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Evaluation:**

Objective Exam 1 (or oral presentation)	=	0-50 points
Objective Exam 2 (or oral presentation)	=	0-50 points
Writing Exercises (8)	=	0-120 points

**ARH 391W**

**Fall 2008**

Research paper	=	0-100 points
Take-home Essay	=	0-100 points
Final exam	=	<u>0-80 points</u>
		0-500 points

**Determination of Grade:**

Accomplished*	A (90% plus)	=	450-500 points
Competent*	B (80%-89%)	=	400-449 points
Developing*	C (70%-79%)	=	350-399 points
Beginning*	D (60%-69%)	=	300-349 points
Failing	F (59% and under)	=	0-299 points

\* In accordance with Gen Ed scoring guides for Art & Humanities, Written Communication, and Critical Thinking assessments.

TENTATIVE SCHEDULE (Details of syllabus are subject to change with prior notice from instructor.)

<b>Dates:</b>	<b>Topic:</b>	<b>Chapter/ Reading:</b>
Week 1	Introduction to course objectives and method: (Distribute Study Guide for Part One, etc.)	Introduction Chap. 1
Week 2	Part One A: Greece & Rome	Chaps. 2-3
Week 3	Part One B: Rome & Early Christian Writing Exercise 1	Chaps. 3-4
Week 4	Part One C: Early Medieval Writing Exercise 2	Chaps. 5-6
Week 5	Part One D: The Gothic Writing Exercise 3	Chaps. 7
Week 6	Objective Exam 1 Part Two A: The Renaissance	Chap. 8-9
Week 7	Part Two B: Renaissance & Baroque Library Instruction: Writing Exercise 4	Chap. 9-10
Week 8	Part Two C: Early Modern Draft 1 of Compare/Contrast Essay due	Chap. 10-11
Week 9	Part Two D-1: The Nineteenth Century Writing Exercise 5	Chap. 11-12
Week 10	Part Two D-2: The Twentieth Century Exam on Part Two	Chap. 13-14
Week 11	Part Three: Critical Thinking in Art History 1 Artist Bio due / distribute sample article	Blue Guide
Week 12	Part Three: Critical Thinking in Art History 2 Writing Exercise 6	Sample Article
Week 13	Part Three Critical Thinking in Art History 3 Writing Exercise 7	
Week 14	Student Presentations (optional) Final Draft of Compare/Contrast Essay due	
Week 15	Preparation for Final Exam: Identifying "Unknowns" Writing Exercise 8	
Week 16	Final Exam	Chaps. 2-14

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

**Part I**

<b>(Check one)</b>	Department Name	Art and Design
X New Course (Parts II, IV)	College	Art & Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	DES 450
Course Dropped (Part II)	*Course Title (30 characters)	Professional Practices in GD
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	12/7/07	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	1/14/08	Approved <input checked="" type="checkbox"/> Disapproved	04/17/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To add a new course to the Graphic Design curriculum.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Spring 2009</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)          NA</p>
<p><b>B. The justification for this action:</b></p> <p>The current graphic design course listings lack clear sequence and content. This new course will explore various aspects of professional practices in graphic design, a subject not fully explored in other graphic design offerings.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact: No Change</b></p> <p><b>Operating Expenses Impact: No Change</b></p> <p><b>Equipment/Physical Facility Needs: No Change</b></p> <p><b>Library Resources: No Change</b></p>

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

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

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

**New or Revised\* Catalog Text**

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

**DES 450 Professional Practices in GD. (3): I, II.** Prerequisite: DES 354 & DES 451; Co-requisite: DES 453. This course examines the professional standards and practices specific to the field of graphic design.

**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)*
DES	450	Spring 2009	AS <input type="checkbox"/> X    JS _____ BT _____    EM _____ ED _____    PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____ Laboratory _____ Other 5 _____		Cip Code (first two digits only) 50	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
5	4.5	N	FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	DES 453
Course Prefix and No.	
<b>Prerequisite(s):</b> (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.	DES 354 and 451
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (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)	
<b>Equivalent Course(s):</b> (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)			



## **Professional Practices in Graphic Design – Design 450**

**Prerequisite: DES 354 & DES 451; Co requisite: DES 453**

### **Course Description**

This course examines the professional standards and practices specific to the field of graphic design.

### **Texts**

- The Graphic Designer's Guide to Portfolio Design by Debbie Rose Meyers
- Meggs' History of Graphic Design by Philip B. Meggs and Alston W. Purvis
- How To Be a Graphic Designer Without Losing Your Soul by Adrian Shaughnessy and Stefan Sagmeister
- AIGA Professional Practices in Graphic Design: American Institute of Graphic Arts by Tad Crawford

### **Course Objectives**

- Students' will gain experience in the professional practices in graphic design common to AIGA (American Institute of Graphic Arts) standards.
- Students will gain a background in graphic design applications, design history, and ethics common to the field of graphic design.
- A combination of lecture and projects, students create personal identity systems and portfolio.
- Experience in professional problem solving and group dynamics in graphic design.

### **Learning Objectives and Course Outcomes**

- Professionally minded graphic designers
- Creation of conceptually driven design projects and portfolio.
- Designers' awareness of being an active player in modern culture.
- Designers fluent in all phases of the design process.

### **Class Schedule**

The class schedule will vary from semester to semester depending on the group of students enrolled in the course.

There will be 5 graphic design studio projects (4 projects and one final) and two essays.

Projects = 65%

Two Essays = 20%

Final Exams = 15%

### **Evaluation**

The quality of finished assignment that is the technique, formal considerations, idea development, thoughtfulness of effort and fulfillment of goals of the assignment.

1. Preparedness: Do you have your work-up stages, supplies and use class time wisely.
2. Design solutions: Quality of the design solution
3. Technical use of tools to create work
4. Deadlines: Projects turned in by the due date
5. Group and individual critiques of assignments, participation in critiques with verbal. Commentary over one's own work as well as classmate's
6. Out-of-class assignments
7. Consideration of the student's attitude, involvement, improvement.
8. Adherence to departmental attendance
9. Craftsmanship/ Presentation: Is it sloppy? Thrown together? Lack of pride in your work?
10. Attitude: Enthusiastic about the material, respect for the discipline, whiner/ complainer.
11. Self Evaluation: How has this material influenced your design work?
12. Final semester Grade: Culmination of the above.

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

- A excellent work that serves as a benchmark for what can be achieved
- B Good work that exceeds the requirements of the assignment
- C Work that is acceptable and fulfills the assignment
- D Work that is of poor quality and/ or does not address the assignment but still deserves a credit.
- F A failing grade: also given for work not handed in by the deadline.

### **Attendance Policy:**

The Art Department's attendance policy is in effect. Its major provision; 15% absences automatically results in an "F". You *are required* to attend all classes and to be on time. Late arrivals/early departures will count towards absences. Two lates equal one absence. Three absences may result in the dropping of half a letter grade; four absences may result in the dropping of one full letter grade; six or more absences (greater than 15% of the semester) are grounds for failure. *Please contact the instructor in case of extenuating circumstances for absences.*

**Calling and/or e-mailing** the instructor regarding tardiness and absences are professional and polite, but do not excuse the student from their obligations in the classroom.

### **Lab: NO FOOD OR BEVERAGES ARE ALLOWED IN THE COMPUTER LAB**

Please clean up your space after each class time. Printers, Scanners, computers must be treated with respect. Put magazines, catalogs etc., away after scanning. Thank you

**Cell Phones and Pagers** are not to be used for personal matters. Incoming calls may not be accepted nor pages answered during class time. Thank you for your understanding.

### **Academic Honesty Policy**

"Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of scholars. The University expects that students will honor and enforce these principles, which

contribute to a foundation upon which a quality education can be built. With this premise the University affirms that it will not tolerate academic dishonesty."

**Plagiarism** is the act of presenting, ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. Plagiarism also includes presenting material, which was composed or revised by any person other than the student who submits it as well as deliberate falsification of footnotes. The use of the term 'material' refers to work in any form including written, oral or electronic (as in the case of computer files)

**Cheating** includes buying, stealing or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. *Please refer to the University Handbook for Students, page 13 for further explanation and details of the Academic Honesty Policy, including repercussions for offenders.*

### **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](http://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 [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternate format.

**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	Computer Science
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	A&S
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	CSC 195
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Introduction to Discrete Structures
<input type="checkbox"/> Program Revision (Part III)	*Program Title	
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	3/3/08	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/24/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 04/17/08
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.)  
Revise the prerequisites of CSC 195, clean up the catalog description by changing semicolons to commas

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

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**B. The justification for this action:**  
This change is part the revision of the major. Also clean up the catalog description by using commas exclusively instead of a mix of commas and semicolons

---

**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.)

CSC 195 Introduction to Discrete Structures (3) I, II. Prerequisites: A minimum grade of ~~at least~~ "C" in CSC 185 and 190; a minimum grade of ~~at least~~ "C" in MAT 107 or equivalent. Topics to be covered include sets, relations, functions;\_ logic;\_ algorithm design/analysis, recursive algorithms, recurrence relations;\_ mathematical induction;\_ counting;\_ probability.

**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)*
CSC	195	Spring 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
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>	<b>FOR BANNER USE ONLY</b> 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.	CSC 185(C) and CSC 190(C); MAT 107(C) or equivalent
Course Prefix and No.	

Test Scores

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

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

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

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

Course Prefix and No.	
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**

<b>(Check one)</b>	Department Name	Computer Science
<input type="checkbox"/> New Course (Parts II, IV)	College	A&S
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CSC 440
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Applied Software Engineering
<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	3/3/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	04/17/08
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.)  
 Revise the prerequisites of CSC 440

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2009

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

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**B. The justification for this action:**  
 This change is part the revision of the major, in particular our intention to eventually drop CSC 312.

---

**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.)

CSC 440 Applied Software Engineering (3) A. Prerequisites: ~~CSC 312 and 340~~ with A minimum grade of ~~"C"~~ "C" in ~~CSC 340 each~~. Techniques and tools for software requirements, software design, software testing, and software project planning as a team project for majors in computer science.



**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)*
CSC	440	Fall 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	COSC
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>	<b>FOR BANNER USE ONLY</b>  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.	GSC 312(C-) and CSC 340(C-) <u>CSC340(C)</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)			

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

**Part I**

<b>(Check one)</b>	Department Name	Computer Science
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	A&S
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CSC 185
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Intro to Computing Concepts
<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	3/3/08	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/24/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 04/17/08
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.)  
 Create a new course CSC 185

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2009

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

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**B. The justification for this action:**  
 This course is intended to assist students in the 190-191 sequence as part of a more general revision of the program.

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**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.)

CSC 185 Intro to Computing Concepts. (3) I, II. Prerequisite: A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT, or a minimum grade of "C" in CSC 140, 160, 174, 177, or MAT 107. Fundamental concepts and skills needed to design computer programs using class diagrams, flowcharts, pseudo-code, and general purpose programming tools; Analysis of target problems; Object-oriented design; Algorithm design and verification prior to implementation.

**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)*
CSC	185	Spring 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) 11	
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>	<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (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>CSC 140(C) or CSC 160(C) or CSC 174(C) or CSC 177(C), or MAT 107(C)</u>
Course Prefix and No.	
Test Scores	<u>A minimum of 23 on the Mathematics portion of the ACT, or a minimum of 550 on the Mathematics portion of the SAT</u>
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (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)	
<b>Equivalent Course(s):</b> (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)			

**Department of Computer Science**  
**CSC 185 Course Syllabus**

**I. Course Number:** CSC 185 (3 credit hours)

**II. Course Title:** Intro to Computing Concepts

**III. Course Description:**

Prerequisite: A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the ACT, or a minimum grade of “C” in CSC160, CSC174, CSC177, or MAT107.

Fundamental concepts and skills needed to design computer programs using class diagrams, flowcharts, pseudo-code, and general purpose programming tools; Analysis of target problems; Object oriented design; Algorithm design and verification prior to implementation

**IV. Instructor:**

Bill Janeway  
Office: Wallace 416  
Phone: 859-622-2398  
email: Bill.Janeway@eku.edu

**V. Required Text**

Foundations of Computer Science, by Behrouz A. Forouzan, Firouz Mosharraf CENGAGE Lrng Business Press; 2 edition, 2007.

**VI. Learning Outcomes:**

In this course, students will demonstrate the ability to:

1. Demonstrate a working knowledge of basic problem solving techniques.
2. Describe a computer architecture.
3. Demonstrate a working knowledge of solving problems using a software system architecture.
4. Describe the different areas in computer science.

**VII. Course Outline:**

A breakdown of major topics to be covered in class and the approximate number of class contact hours for each topic is given below:

1. Introduction to computers programming in object-oriented approach. (5 hrs)
2. Introduction to computer architecture including data representation and addressing modes. (3 hrs)
3. Problem solving with control structures. (12 hrs)
4. Modularization. (3 hrs)
5. Objects and classes. (5 hrs)
6. Arrays. (3 hrs)
7. Areas of computer science and certifications (5 hrs.)

Course Outline and Schedule

week	topics
1-2	Sample projects in Alice Straight-line algorithms with Input/output, arithmetic expressions, operators, and functions
3	Data types and representations
4-5	Decision structures, relational and logical operators
6	Objects/class design using class diagrams
7-9	Repetition structures, counting loops, pre and post loops

- 10 Addressing modes
- 11-12 Arrays
- 13 Foundation for graphics
- 14 Introduction to computer science areas
- 15 IT professional certifications

#### **VIII. Course Requirements:**

Assignments and projects  
Midterm and final exams  
Quizzes

#### **IX. Grading and Evaluation Policies:**

##### **Grade Components:**

- 40% assignments, projects, and quizzes
- 30% midterm exam
- 30% final exam

Mid-term grade will be determined based on the first test (50%) and the assignments (50%) due prior to mid-term. Final grade will be given using the following scale:

**Grading Scale:** A (90-100), B (80-89), C (70-79), D (60-69), F (0-59)

##### **Student Progress:**

Students are required to check their midterm grade progress report with the instructor. Midterm grade is calculated based on the midterm exam score and the total assignment and quiz scores obtained in the first half of the semester.

#### **X. Attendance Policy:**

Attendance will be taken during lectures. Unexcused absences in excess of 10% of the scheduled lecture/lab meetings **will result in a one letter grade reduction for the course**. Unexcused absences in excess of 20% of the scheduled lecture/lab meetings **will result in a two letter grade reduction for the course**. Unexcused absences in excess of 30% of the scheduled lecture/lab meetings **will result in a three letter grade reduction for the course**. Students with unusual circumstances should advise the instructor of their situation immediately. Students will be held responsible for all announcements made in class.

#### **XI. Important Dates:**

See <http://www.registrar.eku.edu/schedule/EKUCompass.pdf> pages 14-19.

#### **XII. Students with Disabilities:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at [disabilities@eku.edu](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.

#### **XIII. Academic Integrity:**

This course adheres to EKU's academic integrity policy. The policy is available at [www.academicintegrity.eku.edu](http://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)	Department Name	Computer Science
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	A&S
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CSC 313
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Intro to Database Systems
<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	3/3/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	04/17/08
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.)  
Create a new course CSC 313

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

---

**B. The justification for this action:**  
Our current course CSC 312 has some database content, but with the increased use of databases, we want to replace it with a new course more focused on databases

---

**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.)

CSC 313 Intro to Database Systems. (3), A. Prerequisite: A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT, or a minimum grade of "C" in CSC 140, 160, 174, 177, 190, or MAT 107. Introduction to databases, storage and retrieval of data, report generation, interface and application development, online queries, XML, multimedia database, and database security Credit will not be awarded to students who have credit for CSC 312.



**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)*
CSC	313	Fall 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) 11	
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>	<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (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>CSC 140(C) or CSC 160(C) or CSC 174(C) or CSC 177(C) or CSC 190(C) or MAT 107(C)</u>
Course Prefix and No.	
Test Scores	<u>A minimum of 23 on the Mathematics portion of the ACT, or a minimum of 550 on the Mathematics portion of the SAT</u>
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (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)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	<u>Credit not allowed with CSC 312</u>
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)			

**Department of Computer Science**  
**CSC 313 Course Syllabus**

**I. Course Number:** CSC 313 (3 credit hours)

**II. Course Title:** Intro to Database Systems

**III. Course Description:**

Prerequisite: A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT, or a minimum grade of “C” in CSC 140, 160, 174, 177, 190, or MAT 107.

Introduction to databases, storage and retrieval of data, report generation, interface and application development, online queries, XML, multimedia database, and database security.

**IV. Instructor:**

Kuangnan Chang

Office: Wallace 409

Phone: 859-622-2398

email: Kunagnan.Chang@eku.edu

**V. Required Text**

1. Oracle Database 10g SQL, by Jason Price, McGraw-Hill Osborne Media; 1st edition, 2004.
2. PHP 6 and MySQL 5 for Dynamic Web Sites: Visual QuickPro Guide, Larry Ullman, Peachpit Press, 2007.

**VI. Learning Outcomes:**

In this course, students will demonstrate the ability to:

1. Define common terms database management system.
2. Describe database system architecture.
3. Explain the activities, roles and responsibilities involved in database application developer.
4. Demonstrate a working knowledge of solving problems in a database system environment.
5. Describe the different software packages in database technology.

**VII. Course Outline:**

A breakdown of major topics to be covered in class and the approximate number of class contact hours for each topic is given below:

1. Introduction of database (3 hours)
2. Windows based databases -- Oracle (7 hours)
3. PL/SQL (8 hours)
4. Linux based databases – MySQL (5 hours)
5. PHP (4 hours)
6. XML (3 hours)
7. Image database (6 hours)
8. Database security (6 hours)

**VIII. Course Requirements:**

Assignments and projects

Midterm and final exams

Quizzes

## **IX. Grading and Evaluation Policies:**

### **Grade Components:**

- 40% assignments, projects, and quizzes
- 30% midterm exam
- 30% final exam

Mid-term grade will be determined based on the first test (50%) and the assignments (50%) due prior to mid-term. Final grade will be given using the following scale:

**Grading Scale:** A (90-100), B (80-89), C (70-79), D (60-69), F (0-59)

### **Student Progress:**

Students are required to check their midterm grade progress report with the instructor. Midterm grade is calculated based on the midterm exam score and the total assignment and quiz scores obtained in the first half of the semester.

## **X. Attendance Policy:**

Attendance will be taken during lectures. Unexcused absences in excess of 10% of the scheduled lecture/lab meetings **will result in a one letter grade reduction for the course**. Unexcused absences in excess of 20% of the scheduled lecture/lab meetings **will result in a two letter grade reduction for the course**. Unexcused absences in excess of 30% of the scheduled lecture/lab meetings **will result in a three letter grade reduction for the course**. Students with unusual circumstances should advise the instructor of their situation immediately. Students will be held responsible for all announcements made in class.

## **XI. Important Dates:**

See <http://www.registrar.eku.edu/schedule/EKUCompass.pdf> pages 14-19.

## **XII. Students with Disabilities:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at [disabilities@eku.edu](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.

## **XIII. Academic Integrity:**

This course adheres to ECU's academic integrity policy. The policy is available at [www.academicintegrity.eku.edu](http://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	Computer Science
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	_____
<input type="checkbox"/> New Program (Part III)	*Course Title <small>(30 characters)</small>	_____
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title	Computer Science (B.S.)
<input type="checkbox"/> Program Suspended (Part III)	(Major <u>  x  </u> , Option <u>  </u> ; Minor <u>  </u> ; or Certificate <u>  </u> )	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>                    </u>	<u>                    </u>	<u>                    </u>
Departmental Committee	3/3/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	_____
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved _____	04/17/08
General Education Committee*	NA	Faculty Senate**	05/05/08
Teacher Education Committee*	NA	Board of Regents**	06/02/08
		Council on Postsecondary Edu.***	NA

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
Revise the Computer Science degree to include a new option in Computer Security, modify the courses required by the core and options, and reword the science course requirement in the general option, update the supporting courses for the Tech and Bioinformatics options.

**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:**

We see a definite need and interest in a computer security program. Also we are revising our existing courses to improve retention in the early courses and update the program to include more database experience. We are also rewriting the science requirements for the general option to be easier to understand. This includes minor changes to the Tech and Bioinformatics options.

**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.)

**Computer Science (B.S.)**

CIP Code: 11.0101

<b>Major Requirements</b> .....	30-48 hours
<b>Computer Science Core</b> .....	24 hours
CSC <del>460, 185,</del> 190, 191, 195, 310, 340, and two of CSC 300, 303, 304, <del>342,</del> <u>313,</u> 320, 330, 350, 370, 390, 400, 425, <u>440, 460,</u> 490, 491, 520, <u>538,</u> 540, <u>544,</u> 545, 546, and 550 that are not <del>required by</del> <u>used for credit in the</u> option.	
<b>Options</b>	
<b>Computer Science (General)</b> .....	24 hours
<i>(Accredited by the Computer Science Accreditation Commission of <del>the Computer Science Accreditation Board</del> <u>ABET</u>)</i>	
CSC 200, <del>342,</del> 320, 330, 370, 400, 440, <del>and 460,</del> <u>and 545.</u>	
<b>Computer Technology</b> .....	12 21 hours
CSC 200, <del>342,</del> 330, 370, 440, 460, <u>one of CSC 313 or 545;</u> and 3 hours of CSC 349 <sup>1</sup> .	
<b>Bioinformatics</b> .....	6 hours
CSC <del>320 and 540</del> <u>One of CSC 303 or 520; one of CSC 313 or 545.</u>	
<b>Interactive Multimedia</b> .....	24 hours
CSC 120, 140, 303, 304, 330, 491, 520, and 550.	
<b>Computer Security</b> .....	21 hours
<u>CSC 200, 313, 330, 370, 538, 544, and one of CSC 400 or 460.</u>	
<b>Supporting Course Requirements</b> .....	30-55 hours
<b>Computer Science (General)</b> .....	31-35 hours
EET 252; MAT 124* or 124H, 214, 224 or 224H, STA 270. <del>Four courses in the natural sciences which must include one biological lab science course and one physical lab science course. Two of these four courses must also be one of the following sequences: BIO 121, 131; BIO 121, 141; CHE 111/115, 112/116; GLY 108, 109; or PHY 201, 202. The other two courses must be chosen from the above sequence courses or from the following: PHY 131, 132; or any 200 level or above science course that counts toward a science major. If the BIO 121, 131 or BIO 121, 141 sequence is taken, both of the other two courses must be physical lab science courses taken from the above list of courses. One of the following two plans:</del> <u>Plan 1: One sequence from Biological lab science courses (BIO 121, 131; or BIO 121, 141); and any two additional courses taken from CHE 111/115, CHE 112/116, GLY 108, GLY 109, PHY 131, PHY 132, PHY 201, or PHY 202.</u> <u>Plan 2: One sequence from Physical lab science courses (CHE 111/115, 112/116; GLY 108, 109; or PHY 201, 202); BIO 121; and one additional course from CHE 111/115, CHE 112/116, GLY 108, GLY109, PHY 131, PHY 132, PHY 201, PHY 202, or any 200 level or above science course that counts toward a science major.</u>	
<b>Computer Technology</b> .....	30-31 hours
EET 251, 252, 253, 254, <del>257,</del> 302, 303, <u>343,</u> 351, and 354; one of MAT 124*, 124H, 211*, or 261*	
<b>Bioinformatics</b> .....	55 hours
BIO 121, 315, 331, 348, 511, 533, 3 hours of BIO 598; 3 hours of BIO 349; CHE 111/115, 112/116, 330, 361, 362; MAT 124* <u>or 124H,</u> STA 270, 320.	
<b>Interactive Multimedia</b> .....	34-35 hours
COM 200; EET 252; MKT 301; MUS 290; STA 270; Two of ART 200, ARH 390 or 391; MAT 124*, 124H, 211*, or 261*; PHY 131 or 201; TEC 190, 255, 313, or 355; MAT 214*, 214H, or 3 credits from COM 320A-I.	

<b>Computer Security</b> .....	28 hours
<u>APS 110, 438; EET 252, 303, 343, 354; one of MAT 124* or 124H; PLS 220, 408.</u>	
<b>General Education Requirements</b> .....	30-45 hours
<b>Computer Science (General)</b> .....	30 hours
Standard General Education Program, excluding blocks II, IVA, IVB, VII (NS) and VIII (6 hours). Refer to Section Four of this Catalog for details on the General Education and University Requirements	
<b>Computer Technology</b> .....	45 hours
Standard General Education Program, excluding block II. Refer to Section Four of this Catalog for details on the General Education and University Requirements	
<b>Bioinformatics</b> .....	33 hours
Standard General Education Program, excluding blocks II, IVA, IVB, and VIII (6 hours). Refer to Section Four of this Catalog for details on the General Education and University Requirements	
<b>Interactive Multimedia</b> .....	33 hours
Standard General Education Program, excluding blocks II, IIIA, IVB, VII (6 hours) Refer to Section Four of this Catalog for details on the General Education and University Requirements	
<b>Computer Security</b> .....	45 hours
<u>Standard General Education Program, excluding block II. Refer to Section Four of this Catalog for details on the General Education and University Requirements</u>	
<b>University Requirement</b> .....	1 hour
ASO 100.	
<b>Free Electives</b> .....	6-18 hours
<b>Computer Science (General)</b> .....	14-18 hours
<b>Computer Technology</b> .....	6-7 hours
<b>Bioinformatics</b> .....	9 hours
<b>Interactive Multimedia</b> .....	11-12 hours
<b>Computer Security</b> .....	9 hours
<b>Total Curriculum Requirements</b> .....	128 hours

<sup>1</sup>Under special circumstances, a student may seek an administrative waiver of the CSC 349 requirement from the Computer Science Curriculum Committee and the department chair. Waiver recipients are required to complete three semester hours of additional course work approved by the Computer Science Curriculum Committee

\*A preparatory course in Mathematics (MAT 107 and/or MAT 109) may be required before admission to calculus

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

**Part I**

(Check one)	Department Name	English and Theatre
X New Course (Parts II, IV)	College	Arts and Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 374
Course Dropped (Part II)	*Course Title (30 characters)	Shakespeare at War
New Program (Part III)	*Program Title	
Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	3/4/08	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	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	3/31/08	04/17/08
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:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 To create a new course in the Department of English and Theatre, which also serves as a Block VIII course in the General Education Program.

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2009

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

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**B. The justification for this action:**  
 ENG 374 will focus on Shakespeare's principal thematic interest: political power and how that power is wielded during war and peacetime. Because of its thematic nature, Shakespeare at War will be accessible to lower-level majors as well as non-majors with an interest in Shakespeare. Therefore, because the department's only current Shakespeare offering is restricted to upper-level majors, ENG 374 will fill a significant gap in the undergraduate curriculum.

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**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.)

ENG 374 Shakespeare at War. (3) A. Prerequisite: ENG 102 or 105 (B) or HON 102. An exploration of the causes and consequences of war in a selection of Shakespeare's plays. Students will also examine how political power is gained, kept, and lost through warfare in these plays.



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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENG	374	Spring 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
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) 23	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> 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.	ENG 102 or 105 (B) or HON 102
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

Proposed General Education 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) <b>X</b>
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

## ENG 374: Shakespeare at War

Dr. Kevin Rahimzadeh  
Office: Case Annex 480  
Office Hours: TR 9:30-11:00 and by appointment  
Office Phone: 622-2093

Spring 2009  
3 credit hours

**Catalog Description:** An exploration of the causes and consequences of war in a selection of Shakespeare's plays. Students will also examine how political power is gained, kept, and lost through warfare in these plays.

### Course Description:

Welcome to English 374, an investigation of the subject of war in Shakespeare's plays. The course will be structured by genre, beginning with the Histories and then moving through the Tragedies and Shakespeare's Greek and Roman plays. Although formal, historical, and cultural matters will be of primary concern, special attention will also be paid to matters of staging and how staging affects our understanding of war and warfare in these works.

Along the way, we will ask a handful of basic questions about how war is depicted in Shakespeare: Why do nations or peoples go to war? What are the external and internal conditions necessary to war? To peace? How is power gained, kept, and lost through war-making? What role, if any, do individuals have in determining a nation's path toward or away from war?

Central to our consideration of war in Shakespeare will be contemporary concerns. This course will be, in other words, dual-focused insofar as it will analyze the causes and consequences of war during Shakespeare's era and the ways in which those causes and consequences are relevant to our own. Central to the Mission of the General Education Program are courses enabling students "to make informed choices about matters of public and personal significance in a diverse, democratic society and global community." By analyzing the individual and collective decisions that take nations to war this course will encourage students to consider their own public and personal responsibilities as citizens of a nation currently engaged in war.

### Course Objectives:

#### Departmental Student Learning Objectives:

1. Students will demonstrate their analytical writing skills.
2. Students will demonstrate their literary reading skills.
3. Students will critically discuss the literary ideas and/or cultural values of a representative body of creative works, comprised of poetry, fiction, nonfiction, and drama.

#### General Education Block VIII Common Theme (War and Peace) Objectives:

1. Students will understand the contexts (whether historical, political, ethical, literary, economic or technological) surrounding matters of war and peace.
2. Students will develop critical thinking skills to examine issues of war and peace.
3. Students will demonstrate an ability to interpret and assess materials concerning the causes and consequences of war and peace.

**Required Text:**

The Riverside Shakespeare, 2<sup>nd</sup> edition.

**Students with Disabilities:**

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

**Academic Honesty:** The instructor will adhere scrupulously to the EKU Honor Code. Please refer to [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu) for all policies and procedures.

**Course Requirements:**

- Researched Term paper (15%)
- Mid-term exam (15%)
- Reading quizzes and scene annotation (10%)
- Group Acting Project (30%)
- Performance Review (15%)
- Final exam (15%)

**Course Policies:**

**Attendance:** Be here! Attendance and intense participation in this class are not only expected but required. Therefore, your grade for the semester will be lowered one full grade for each absence over two. Students who miss five classes will fail the course.

**Participation:**

Participation means more than simply showing up. It means reading each play in its entirety before the day the work is due; adding insights to class discussion; participating willingly with your acting group; and asking thoughtful questions. Enthusiasm and insight will be heavily rewarded!

**Performance Review:**

This assignment will expose you to Shakespeare in full performance and will improve your critical, analytical, and writing skills. You will write one three to four page review of a performance of one of Shakespeare's works (live, movie, or video). While we will be watching many videotaped scenes in class, for this assignment you will view a complete performance and comment critically about several aspects of the performance. The library has a number of plays on videotape, your local video store will have others available, and I will be announcing live performances from time to time.

**Term Paper:** Write a research informed scene explication of any play we have read during the semester (roughly 5 pages). Use a minimum of five secondary sources, and be sure to document according to MLA style guidelines.

**Group Acting Project:** Each class member will join a permanent acting group; each group will perform three times in the course of the semester. One member from each group will serve as director for each performance; the director may or may not choose to act in the scene.

At least two or three weeks in advance of your scheduled presentation, your director will edit the scene to ten minutes (give or take a minute or two) of acting time and annotate the script. Along with producing the final script, it will be the director's responsibility to schedule rehearsals and block the scene. The director will be held responsible for interpretive unity, though we expect the actors to contribute ideas about interpretation in a workshop environment. After all four groups have performed their scene from *Henry IV* over two days, each group will hold a panel discussion on day three in which your group will explain to the rest of the class why you chose the scene you chose; how you went about editing or modifying the text; and what your group thought was important to communicate through staging choices. Your group will then field questions about staging from the rest of the class. Plan for at least 10 minutes (hopefully more!) of discussion time to discuss your performance.

It is important that the entire class is involved in the performance. As an audience member, it will be your responsibility to raise questions and make critical comments about the performance. Acting projects will be evaluated both by me and by the other members of the class.

The week after your first acting project on *Henry IV*, each member of the group will turn in to me a 350 word analysis of your scene in which you discuss how your staging choices attempted to influence our understanding of the scene. The group's director will turn in the annotated script along with a brief (350 words) discussion of what worked and what didn't in the production.

**Extra Credit Opportunity:** Groups choosing to turn any one of their acting projects into a service learning project will receive significant extra credit. Further details will be forthcoming.

### **Helpful Hints:**

- I don't expect your first two performances to be completely memorized. I DO, however, expect your line prompts, whether written or provided by the director, to be unobtrusive!
- Better preparation will result in better productions. Start early.
- Groups will elect a director for each performance at the beginning of the semester. I will leave it up to your group to decide if you would like three different directors or a single director for all three productions. You may change directors later on if you would like. Please give me at least two weeks advance notice if such a change takes place.
- Directors: Take risks; be bold and imaginative.
- Rehearse at least once in the performance space, preferably several times.
- Actors: Take risks; be bold and imaginative.
- If you would like to perform outside of the classroom—in the Ravine, Herndon Lounge, or in the Pearl Buchanan Theater, for instance—you must get all four directors to agree to act in the same space. Remember that the Pearl Buchanan and Herndon must be reserved ahead of time, so talk to me early. Feel free to use costumes and props.
- Your groups will be small, so if you'd like to act out scenes with multiple roles, consider either doubling or borrowing other members of the class to play bit parts. You may even wish to recruit a friend or two from outside the class.
- Avoid discussing your production with other groups! We're interested in a variety of staging interpretations; consulting among groups will inevitably result in uninteresting similarities rather than interesting differences.
- Because you'll be polished performers by then, and because you'll have a full month to prepare, I'd like to see your final productions of *Troilus and Cressida* as polished as possible. This performance should go AT LEAST twelve minutes, perhaps as many as fifteen. Not only should all lines be memorized, this is the production for which you'll want to pay closer attention than usual to costumes, props and blocking. Consider the Ravine or the Pearl Buchanan Theater for this performance.

## English 374 Class Schedule

1/16 Course Introduction

### **Unit One: War and Warfare in the History Plays**

1/18 Richard II; **Sign-up day for group acting projects. Election of directors.**  
1/23 Richard II  
1/25 Henry IV, Part I  
1/30 Henry IV, Part I; **Scene Annotation due:** Richard II, Act Three, Scene One.  
2/1 Henry IV, Part II  
2/6 Henry IV, Part II  
2/8 Henry V  
2/13 Acting Project Day—Henry IV, Part I  
2/15 Acting Project Discussion Day  
2/20 Henry V; **Acting Project Analyses due.**  
2/22 Mid-term Exam

### **Unit Two: War and Warfare in the Tragedies**

2/27 Hamlet  
3/1 Hamlet  
3/6 Macbeth  
3/8 Macbeth  
3/13 and 3/15 Spring Break  
3/20 King Lear  
3/22 King Lear  
3/27 Acting Project Day—Macbeth  
3/29 Acting Project Discussion Day

### **Unit Three: War and Warfare in the Greek and Roman Plays**

4/3 Julius Caesar; **Performance Review due.**  
4/5 Julius Caesar  
4/10 Troilus and Cressida  
4/12 Troilus and Cressida  
4/17 Coriolanus  
4/19 Coriolanus; **Term paper due by 5:00.**  
4/24 Acting Project Day—Troilus and Cressida  
4/26 Acting Project Discussion Day  
5/1 Antony and Cleopatra  
5/3 Antony and Cleopatra

**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	Geography & Geology	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts & Sciences	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	GEO 200	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Regions and Nations of the World	
<input type="checkbox"/> Program Revision (Part III)	*Program Title		
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3-5-08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>			
College Curriculum Committee	3/24/08	Council on Academic Affairs	
General Education Committee*	3/31/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	04/17/08
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:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
To change the number of GEO 200 to GEO 100.

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

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**B. The justification for this action:**  
A change in number will more accurately reflect the level of academic rigor in this course.

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**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.)

**GEO ~~100~~ 200 Regions and Nations of the World. (3) A. Formerly GEO 200.** Survey of the physical, cultural, and economic geography of the world's major regions, with an emphasis on regions undergoing change and currently of international concern. Credit will not be awarded to students who have credit for GEO 200. Gen. Ed. VB, VC, or VII (SBS).

**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)*
GEO	100	Spring 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	GEOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	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)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Formerly GEO 200
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)			



# Geo 100: Regions and Nations of the World

## Syllabus, Spring 08

Instructor: Dr. Bruce E. Davis, Professor

Office: Roark 206-A

Physical office hours (in Roark): Wed 10:00-12:00; Tue, Thur 2:00-3:00, by appointment, or by luck (in and out).

Virtual office Hours (phone and email): 8:00 am - midnight, any day, including weekends.

Please feel free to call.

Office phone: 859-622-1419 (voice mails may not be heard for several days--use email or cell phone voice mail for messages)

Cell phone: 859-625-4545, 8:00 am - midnight, 7 days/week.

Email: [Bruce.davis@eku.edu](mailto:Bruce.davis@eku.edu)

**Contact policy:** I try to be available as often as possible, day and evening. Feel free to contact me by phone--office or cell, particularly for immediate problems. I check email often, including weekends when possible. Please do not let operational problems linger. I can be available in the office for personal consultation by appointment. I do not recommend leaving a voice mail on my office phone, but cell phone voice mail is effective and timely.

**Text:** *The World Today: Concepts and Regions in Geography*, 3rd edition. H.J. de Blij, Peter Muller, 2007. John Wiley & Sons. ISBN 978-0-470-04681-4.

Power of Place videos (streaming video online--nothing to purchase). See [Power of Place videos](#) for further information.

**Course web site:** <http://people.eku.edu/davisb/geo200/mainpage.htm> Contains most of the course information and resources. Students should consult the web site for the latest information.

**Course Communications:** We use email, the course web site, and Blackboard.

Students are required to check email daily during the week and weekends during test times. This is essential for effective and efficient communications. As per university policy, official emails are sent to student EKU email addresses only. Please do not change your email address in Blackboard.

Students are responsible for monitoring the course web site for announcements and resources; familiarity with the course web site is presumed after the first week. It is the student's responsibility to maintain effective communications with the course and instructor.

**Course Objectives (from the [EKU Gen Ed web site](#), pg 40):**

Students will be able to:

1. Distinguish the human and natural makeup of geographic realms.
2. Explain how geographers study regional diversity in the cultural and natural settings of the world.
3. Interpret the relationships between human social systems and environmental systems in diverse geographical settings.
4. Analyze how human activity and institutions produce changes in the landscape.
5. Interpret the spatial structures and processes that both distinguish and connect diverse world settings.

6. Apply the concepts of geography to the analysis of global change.
- Additional: 7. Introduce critical thinking for regional and global issues and develop skills to solve problems and make decisions.
8. Connect the global present with the future. (similar to #6).

**Course Format:** For each module (see the [Schedule](#)) we cover a particular realm (world region) or two. Students must:

1. Read the assigned text chapter and other assigned materials. [Chapter notes](#) are provided to help guide reading, understanding, and application.
2. View selected Power of Place programs. See the [Using Power of Place page](#) for information.
3. Read/view the additional resources given on the [Chapter Notes and Resources page](#).
4. Keep up with current events via a newspaper or online news source. See the [News Page](#) for useful and easy web sites.
5. Complete a map quiz at the first of the module.
6. Complete the assigned test at the end of each module.

**Evaluation:(subject to change)**

Course evaluation is a required part of the educational system and serves the assessment process. Further, it can be an effective stimulus or catalyst to integrate and think about the regions and topics under consideration.

6 tests @ 50 pts = 300 pts. minus lowest single score = 5 tests = 250 pts total. (73.5%)

9 map quizzes - single lowest score = 8 quizzes @ 10 pts = 80 pts (23.5%).

Discussion: 10 pts. (3%) Extra credit beyond these 10 points can be earned. Details will be given in class.

Total pts = 340

Pop quizzes may add to the total points.

A special brief course assessment quiz is required at the end of the course but is not part of the graded points. To be explained in class.

"Nice Guy Policy"--The lowest single test score and lowest single map quiz will be dropped automatically, whether they are poor performance score or simply missed or skipped. Notice to the instructor is not necessary because the single lowest score of each will not be counted in the end. However, please note that only one score of each (test and map quiz) will be excluded. There are no make-up tests or map quizzes. If you miss or perform poorly on an early test or quiz, you may not make it up later to compensate for a second missed or poor one, so use your low score drop judiciously (save it until the end)..

Extra credit: See [Geographic Movies](#). Please note the deadlines.

No other extra credit options are available (except for EC questions on tests and map quizzes).

Tests are normally given several days to complete, e.g., posted on the course web site on Thursday and to be completed no later than Saturday. They are "open book" and open resource, but they are also rather demanding. That is, because you have plenty of time to consider, research, and to develop excellent responses, expectations of quality will be much higher than would be in a traditional class-bound, 50-minute "fact-based memorization sit-down-and-try-to-

remember-everything-under-high-pressure" format. Please understand that students MUST think in terms higher than the minimum requirements of a standard classroom course; real critical thinking is necessary.

**Major suggestion:** Aim to complete tests with some buffer time remaining rather than trying to finish at the last minute. Please note that computer or network problems cannot be accepted as legitimate excuses for late finish. The technical office at ITS normally notifies faculty when there are Blackboard problems and of course appropriate adjustments and consideration will be made. However, Bb rarely fails but at times some students tend to blame it for what actually turns out to be "pilot error" issues, so be careful. As one instructor told me when I was a student, "*Lack of planning on your part does not constitute an emergency on my part.*"

**Important Notice:** When you are in a Bb quiz, you MUST hit Submit to exit; using the Backspace key will not permit you to "escape" the quiz entry. That is, normally two attempts at the Bb quizzes are allowed. You cannot enter into the quiz and then try to get out of it using the Backspace key--Bb will still count your entry as one of the two allowed, whether or not you have operated the quiz. Be very careful.

**Make-up Work:** There are no make-up quizzes or extra credit to compensate for unsatisfactory performance or missed quizzes. There are no make-up map quizzes for absence or tardy arrivals.

**Final Grades:** We will start with the standard system: 90-100% (of the total course points) = A; 80-89% = B; 65-79% = C; 55-65% = D; below 55% = F. Ex: 309 points achieved of the course total 340 pts = 91% = A. 299 pts = 88% = B initially. However, depending on class performance, some grade curving may (or may not) shift the letter grade breakpoints down to more favorable and appropriate numbers. Ex: The 91% will always be an A, but it is possible that, under some class performance situations, the 88% may become a low A. Because of the dynamics of class performance, we do not know at any given time where the precise letter grade divisions are. Aim for the standard scale and you won't go wrong. Midterm letter grades will be presented as a guide. [To calculate your potential grade at any time, go to My Grades on Bb and get the total points achieved. Divide them by the total course points attempted at that particular time and then x 100 to get the percentage.]

*Please note: I feel very strongly that the objective of this course is NOT simply to pass tests and acquire points, but it must be for true learning and life preparation--that's why you are here. Please do not perceive your maximum workload as the minimum required for the course--that would be underselling your potential and future. The education gained here will serve you well for the rest of your life. Think about the situation of having only good grades without much learning--those good grades may help get your first job, but from that moment on, for the next 40-50 years, you are on your own; it's what you know and can do that will count. Or better, would you hire someone who had only good grades and no real learning, or someone who only memorized facts but couldn't think on their own?*

**Attendance:** Attendance is vital for proper learning and achieving satisfactory grades. **The Geography department's policy on attendance is that students must attend at least 80% of class meetings to pass the course, meaning that >20% of classes missed results in an**

**automatic failure. In this class, there are 28 meetings starting from the second week (the first week is getting organized). 80% of 28 = 22 attendances = 6 absences permitted; the 7th absence kicks in the automatic failure policy. Don't go there!**

**Advanced notice of absences can be accommodated for reasonable situations. This includes university-approved absences for school activities, all of which require PRIOR notice directly to the instructor from the EKU staff/faculty person in charge of the activity; post-activity notes from students are not acceptable. Illnesses require proper documentation from a physician or health care worker. Other absences are generally unexcused.**

**Class Rules:** While this course attempts to have flexibility in presenting the best possible learning experience and to give each student plenty of opportunity for learning, it is important to have a few directives of conduct so that everyone can concentrate on the work at hand efficiently and effectively.

1. All cell phones must be turned off during class. Accepting or making phone calls or text messages during class is not permitted. Students are not permitted to leave class to make or receive phone calls. Common courtesy is expected for the sake of everyone. Please delay phone calls and messages until after class. Temporary confiscation of cell phones may occur if there are problems.
2. EKU does not permit the use of tobacco products of any kind in university buildings. This includes snuff, chewing tobacco, etc. The course instructor is particularly adamant about this, so please follow the policy.
3. Non-alcoholic drinks are permitted, but food or eating is not.
4. Email communications must be in standard English, not IM shorthand. It is useful to be bilingual but please use proper English for this course, e.g., capital I, proper spelling, fully developed sentences, etc. I will not respond to IM shorthand.
5. Use of laptops in class is permitted, but only for class work. Email, net browsing, or other distractions are not permitted.

**Academic Honesty:** EKU takes academic integrity very seriously and has established academic honesty policies. Please see the course [Academic Honesty web page](#). Also, see the Student Judicial Affairs web site at <http://www.studentjudicial.eku.edu/>, (especially the list of regulations at <http://www.studentjudicial.eku.edu/regulate.php>) and the Office of Academic Integrity's web sites at <http://www.academicintegrity.eku.edu/>.

From the EKU Academic Integrity web site: 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](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Note: Copying from web sites is considered plagiarism.**

**Note: References, especially specific web sites (full URLs), must be given for specific information presented in submissions.**

**Special Needs:** 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](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.

**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	Geography & Geology
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts & 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	Geography (B.A.)
<input type="checkbox"/> Program Suspended (Part III)	(Major <u>  X  </u> , Option <u>  </u> ; Minor <u>  </u> ; or Certificate <u>  </u> )	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>                    </u>	<u>                    </u>
Departmental Committee	10/12/07	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee	3/24/08	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	04/17/08
		Faculty Senate**
		NA
		Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
(1) To reflect a course numbering change (GEO 200 to GEO 100), (2) To change one of the core requirements from GEO 351 to GEO 353, and (3) To allow multiple 100-level introductory geology courses to serve as the geology supporting course.

**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:**  
(1) So that the program description matches the courses in the classroom, (2) To emphasize the importance of GIS by placing it in the core, and (3) to allow one of several appropriate introductory geology classes.

---

**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.)

**GEOGRAHY (B.A.)**

**Major Requirements ..... 39 hours**

**Geography Core ..... 15 hours**

GEO 100, ~~200~~, 210, 220, ~~351~~ 353, and 490.

**Geography Electives ..... 24 hours**

**(18 hours must be upper division)**

Majors are strongly encouraged to select their GEO elective hours and free elective hours in consultation with an advisor from one of the speciality areas:

**Specialty Areas:**

**Global Studies**

GEO 205, 302, 322; 3 hours from GEO 341, 342, 343, 344, or 347; and 6 hours from ANT 435; ECO 394; GEO 330; HIS 347; POL 220; or an Accredited Study Abroad

Program.

**Geotechniques**

GEO 353, 355, 553, 555, and 556.

**Natural Resources**

GEO 302, 330, 435; GEO 325 or 430; and 6 hours of upper-division BIO, NAT, GLY, or EHS in consultation with advisor.

**Community and Regional Planning**

GEO 225; GEO 321 or 330; GEO 430 or 525; 6 hours from GEO 321, 325, 330, 435; and 6 hours of upperdivision SOC, POL, RST, SPE or EHS in consultation with advisor.

**Supporting Course Requirements ..... 12 hours**

CIS 212; GLY 102 or 107 or 108; SOC 232; and ECO 120 or ECO 230.

**General Education Requirements ..... 39 hours**

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

**University Requirement ..... 1 hour**

ASO 100.

**Free Electives ..... 37 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**

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Music
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 281
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Intermediate Theory III
<input type="checkbox"/> Program Revision (Part III)	*Program Title	
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	2/29/08	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	04/17/08
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:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
To add a prerequisite grade for MUS 281

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

---

**B. The justification for this action:**  
As part of our admission into junior level music courses (Sophomore Comprehensive Exam), we require a grade of C or above in MUS 182. We have to hand check the grades now. This would also make it clear to music majors that they need to have a C in the course.

---

**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:** No extra resources



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

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

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

**New or Revised\* Catalog Text**

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

**MUS 281 Intermediate Theory III. (4) I.** Prerequisite: Grade of C or above in MUS 182. Continuation of MUS 182. Integrated skills further developed through the study of more difficult, longer structures from the Baroque and Classic periods.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	281	Spring 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR X _____
			SO _____	SR X _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisite of a C or above in MUS 182
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

**Part I**

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Philosophy & Religion
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	REL 301
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	World Religions
<input type="checkbox"/> Program Revision (Part III)	*Program Title	
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/19/07	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	04/17/08
General Education Committee*	3/31/08	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.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To ensure that students do not receive credit for both REL 301 and REL 301W
<b>A. 2. Effective date:</b> (Example: Fall 2001)	Fall 2008
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b>	
This is a necessary modification of the catalog description in order to create a writing intensive version of the course.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b>	
None	
<b>Operating Expenses Impact:</b>	
None	
<b>Equipment/Physical Facility Needs:</b>	
None	
<b>Library Resources:</b> 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.)

**REL 301 World Religions: Writing Intensive. (3) I, II.** Study of the basic notions found in the world's great religions. Attention is given to the historical context of the development of these religions and to the doctrines, rituals and literature produced by them. Credit will not be awarded to students who have credit for REL 301W. Gen. Ed. IIIB or 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)*
REL	301	Fall 2008	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PHRE
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)	
1	3	N	FR _____ JR _____	
W	3	A	SO _____ SR _____	
	3	P		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit not allowed with REL 301W.
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)	VIII (3)
IC (3)				VC (3)			

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

**Part I**

(Check one) <input checked="" type="checkbox"/> <b>New Course (Parts II, IV)</b> <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Philosophy &amp; Religion</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>REL 301W</u> *Course Title (30 characters) <u>World Religions: W</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 11/19/07	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved _____
		04/17/08
		NA
		NA
		NA
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To create a REL 301 course that incorporates substantive writing assignments and is designated as a writing intensive course.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Spring 2009</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b></p> <p>Courses with substantive writing requirements can now be identified with a W 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 Thinking and Communicating Across the Curriculum Advisory Board.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>          None</p> <p><b>Operating Expenses Impact:</b>          None</p> <p><b>Equipment/Physical Facility Needs:</b>          None</p> <p><b>Library Resources:</b> None</p>

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

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

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

**New or Revised\* Catalog Text**

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

REL 301W: World Religions: Writing Intensive. (3) I, II. Prerequisite: ENG 102, or ENG 105 (B), or HON 102 (B). Study of the basic notions found in the world's great religions. Attention is given to the historical context of the development of these religions and to the doctrines, rituals and literature produced by them. Credit will not be awarded to students who have credit for REL 301. Gen. Ed. IIIB or 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)*
REL	301W	Spring 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3.0</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> 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.	ENG 102, or ENG 105 (B), or HON 102 (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.	Credit not allowed with REL 301
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)	VIII (3)
IC (3)				VC (3)			



# **World Religions - REL 301 WI**

Department of Philosophy and Religion  
Eastern Kentucky University  
Fall 2007

**Time:** Tuesdays/Thursdays

**Location:** Wallace 333

**Instructor:** Dr. J. Abraham Vélez de Cea

**Office:** Case Annex 211

**Office hours:** M/W 2-4 pm

**E-mail:** [abraham.velez@eku.edu](mailto:abraham.velez@eku.edu)

## **Course description**

This course introduces students to the main doctrines and practices of Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. We will enrich our study of the major world religions with students' presentations about smaller or relatively new religions including Sikhism, Jainism, Zoroastrianism, Native American Religions, Scientology, Later Day Saints, Baha'i, Neo-pagan traditions, Satanism.

My objective as a teacher goes beyond fostering critical thinking and providing academic information about a particular subject. I certainly want my students to critically learn the fundamental content of the courses I teach. However, the fundamental goal of this course is to help students to face the challenging reality of religious diversity in a fruitful way. I will encourage students to appreciate the complexity, the ambivalence, and the dynamic nature of religious traditions. Hopefully at the end of the course students will see other religions as valuable resources for their personal growth.

We will examine all religions with a sympathetic yet critical attitude. By "critical" we do not mean atheist or secular but rather scholarly and historically rigorous. Our descriptions will take into account the self-understanding of each religion. This respectful approach towards insider's perspectives, however, will be supplemented by outsider's perspectives whenever critical scholarship differs from traditional views.

## **Books**

*World Religions Today*. Second Edition. By John L. Esposito, Darrell J. Fasching, Todd Lewis. Published by Oxford University Press. 2006 ISBN: 0-19-517699-5

*Encountering God: A Spiritual Journey from Bozeman to Banaras*. By Diana L. Eck. Published Beacon Press. 1993. ISBN: 0-8070-7302-4

## Requirements

### Individual requirements

- Two exams (30%): multiple choice, true/false, and take home essay questions.

First midterm Judaism, Christianity, Islam.

Final exam Hinduism, Buddhism, Chinese religions, and smaller or new religions.

- Two papers (30%)

One research paper. Write a 6-7 pages paper (double spaced, 1" margins) about a religious practice of a world religion that is new to you or that makes you feel a bit uncomfortable. You must supplement your research with two of these following three things: 1) Attend a ceremony, festival, or religious service of another religion or 2) interview face to face at least two of their members. Describe your experience before, during and after the 'encounter' with that religion and its members. 3) Watch a documentary that focuses to some extent in the religious practice of your choice. Due November 6.

One reflection paper. Write a 6-7 pages paper (double spaced, 1" margins) comparing your own spiritual journey while studying world religions to that of Diane L. Eck's journey as described in her book *Encountering God*. Due November 27.

- Class Journal (15%).

Write a 1-2 pages summary and/or personal response (double spaced, 1" margins) every two classes.

### Group requirements

- Class presentation (15%). Your group (3 students) will explain the basic beliefs and practices of a new religion of your choice (professor's approval needed). Provide a 2 pages summary (double spaced, 1" margins) of the presentation. Use visual aids such as power point slides, clips from movies, and documentaries.
- Class discussion (10%). Your group (3 students) will have to lead a class discussion about two chapters from the book *Encountering God*. Provide 5 study questions per chapter to your classmates at least one week in advance.

## **General course objectives**

1. Use appropriate methods of critical thinking to examine issues that arise in the academic study of religions and to identify solutions (General Education Goal 2).
2. Analyze the values embodied in the world's major religions by relating them to the belief systems, social practices, and cultural contexts in which they are expressed (General Education Goal 6).
3. Distinguish the methods used by scholars in religious studies from those used by researchers in other fields of inquiry (General Education Goal 7).
4. Integrate knowledge of the world's religions with knowledge gained from other sources in order to make informed choices about issues of personal and public importance (General Education Goal 8).

## **Specific course objectives**

1. Correctly use relevant terminology to identify the particular events, beliefs and practices that are distinctive of each of the world's major religious traditions.
2. Recognize the difference between a descriptive or phenomenological approach to the study of religion and an explanatory approach.
3. Identify typological distinctions used to categorize different forms of religious belief (e.g., theistic, non-theistic, monotheistic, polytheistic).
4. Identify typological distinctions used to categorize different forms of religious practice (e.g., initiation rituals, rites of passage, etc.).
5. Apply general typological categories (e.g., myth, ritual, symbol) for the purpose of analyzing particular historical examples of religious belief and practice.
6. Analyze particular expressions of religious ideas and behaviors in contemporary American culture by interviewing individuals, attending events, and/or visiting locations that are representative of diverse religious traditions.
7. Locate individual religious ideas, events and developments within the appropriate historical and geographical contexts.
8. Describe the influence of major actors in the history of the world's religions and their significance for the particular traditions to which they belong.
9. Demonstrate an understanding of how religious belief-systems influence societal norms and behaviors.
10. Evaluate different ways in which members of particular religious traditions have responded to the reality of religious diversity.
11. Explain challenges posed by modernity to traditional religious institutions and belief-systems.

## **A note to 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](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

## **Grading, make up policy, and extra-credit activities**

Grading scale 100 - 91% A 90 - 81% B 80 - 71% C 70 - 61% D 60 - 0% F

You can take a make-up test if you could not take a test due to medical reasons or circumstances beyond your control. You are required to provide documentation pertaining to your absence before you are allowed to take a make-up test. It is your responsibility to contact me to take the make-up test.

Optional extra-credit: One short reflection paper (1250-1500 words each) about an event related to world religions (professor's approval needed). The paper must respond to three questions 1) What is the event about ( 150-200 words) 2) How does the event relate to the material covered in class (850-1000 words) 3) What are your thoughts and feelings in response to the event (250-300 words). Due the last day of class.

## **Expectations and attendance policy**

I expect from you responsibility and commitment to learning. Responsible and committed students attend class regularly and are prepared to discuss the reading assignments. Meaningful class participation is not indispensable to succeed in this course, though it will improve your grade, especially if you are close to a higher grade.

Most of you have probably excellent manners and the following might sound unnecessary and even offensive. My apologies if that is the case. However, it is my experience that there is always a small minority of students that really need the following comments.

Unless you got my permission beforehand, or unless it is absolutely essential that you do so, please arrive on time and remain seated until I dismiss the class. Do not forget to provide a reasonable explanation for your late arrival or early departure. Otherwise they will count as an absence.

Falling asleep or closing your eyes due to sleep deprivation, receiving a phone call, using your cell-phone to read or send messages, and doing homework for another class will count as an absence. After the first two weeks of class, failing to bring the textbook with the reading assignment will also count as an absence.

Although attendance is extremely important to succeed in this course, you are allowed to have 3 unexcused absences, no questions asked. More than 3 unexcused absences and your grade cannot be higher than a B regardless your performance in tests, papers, and group activities. More than 4 unexcused absences = C, more than 5 = D.

## **Academic integrity statement**

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](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

## **Course schedule and reading assignments**

August/21 Preview of the course

August/23 Introduction to the study of religions

*World Religions Today*. Chapter 1

August/28 Judaism

*World Religions Today*. Chapter 3

August/30 Judaism

*World Religions Today*. Chapter 3

September/4 Judaism

*World Religions Today*. Chapter 3

September/6 Christianity

*World Religions Today*. Chapter 4

September/11 Christianity

*World Religions Today*. Chapter 4

September/13 Christianity

*World Religions Today*. Chapter 4

September/18 Islam

*World Religions Today*. Chapter 5

September/20 Islam

*World Religions Today*. Chapter 5

September/25 Islam

*World Religions Today*. Chapter 5

September/27 Review of Judaism, Christianity, and Islam

**October/2 Midterm**  
**Judaism, Christianity, Islam**

October/4 Hinduism

*World Religions Today*. Chapter 6

October/11 Hinduism

*World Religions Today*. Chapter 6

October/16 Hinduism

*World Religions Today*. Chapter 6

October/18 Buddhism

*World Religions Today*. Chapter 7

October/23 Buddhism

*World Religions Today*. Chapter 7

October/25 Buddhism

*World Religions Today*. Chapter 7

October/30

In-class writing workshop

November/1 Chinese Religions

*World Religions Today*. Chapter 8

November/6 Chinese Religions

*World Religions Today*. Chapter 8

## Research paper due

November/8 The problem of religious pluralism

*Encountering God: A Spiritual Journey from Bozeman to Banaras.* Chapters 1-2

November/13 The problem of religious pluralism

*Encountering God: A Spiritual Journey from Bozeman to Banaras.* Chapters 2-4

November/15 The problem of religious pluralism

*Encountering God: A Spiritual Journey from Bozeman to Banaras.* Chapters 6-7

November/20 NO CLASS

Thanksgiving holiday begins at 9:00 pm

November/27 The problem of religious pluralism

*Encountering God: A Spiritual Journey from Bozeman to Banaras.* Chapters 7-8

## Reflection paper due

November/29 New Religions: Class presentations  
Groups 1-3

December/4 New Religions: Class presentations  
Groups 4-6

December/6 New Religions: Class presentations  
Groups 7-9

December 10-15

## Final exam

Hinduism, Buddhism, Chinese Religions, and New  
Religions



Professor Abraham Velez  
Department of Philosophy & Religion  
Case Annex 268

March 4, 2008

Dear Abraham:

The TCAC Advisory Board met on February 27 to consider proposals for writing-intensive general education courses. I am pleased to inform you that your REL 301 course was approved for “W” status. Though the Board felt that your proposal was, on the whole, very strong, its members hope that you will consider two issues before you offer the first section of the course: 1) whether the research methods outlined on the research-paper assignment handout are, in fact, representative of research approaches in your discipline (if not, the Board hopes you will consider revising this aspect of the assignment to better meet the goals of the 300-level W courses); and 2) how you might ensure that all students get the benefit of in-process revision feedback from you (since the paper conferences appear to be optional).

To ensure that your writing-intensive course is available for fall 2008 registration, you will need to take the following steps as soon as possible:

1. At the department level, prepare the University Curriculum Change Form (available at <http://www.forms.uku.edu>), as if the course is new. The name of the “new” course will be PSY 200W. The “justification” is that the course will allow students to meet the new university requirement of “one writing intensive general education course following completion of ENG 102, ENG 105, or HON 102.” If the course, as it currently exists, does not specify “ENG 102 or ENG 105 or HON 102” as a prerequisite, you will need to add this change to the form as well. (All W courses must have this prerequisite.) I have included a sample W-course Curriculum Change Form, with pertinent details highlighted, to help you complete the form for your course. (If your department will offer “regular,” non-writing-intensive sections of this course, you or your Chair will also need to submit a Curriculum Change Form for the “regular” course, indicating that students cannot receive credit for that course if they take the W version.)
2. The Curriculum Change Form must be processed through the usual approval channels: Department Curriculum Committee, College Curriculum Committee, University General Education Committee, and Committee on Academic Affairs.



Please be aware that this process can take many weeks and that you may need to check on the status of your proposal as it moves through the various committees. You will expedite the process by including a copy of this TCAC-program acceptance letter with the other materials required by the various department, college, and university committees.

As you know, you will be eligible to receive a course-development stipend of \$1,500 upon completion of a half-day assessment workshop, which will occur in April 2008 (according to TCAC participant availability), and a full-day faculty-development workshop, to be held on Monday, August 18. During the first semester that you teach your writing-intensive course, you will receive a three-credit reduction in teaching load or an equivalent amount as overload, depending on departmental staffing demands. For every two sections taught after the initial offering of the course, you will receive either a three-credit reduction in teaching load (or equivalent amount as overload). You can also apply, through me, for up to \$1,500 to support relevant conference travel or to purchase program-related books and instructional materials.

I will be communicating with you regularly to inform you about the upcoming workshops as well as other professional-development opportunities that you may find helpful. Please let me know if you have any questions or concerns about the program—or about your course—that I can help you address.

Thank you again for your support of this important QEP initiative.

Sincerely,

Cindy Moore  
Associate Professor, English  
Director, TCAC (Thinking and Communicating across the Curriculum)

C: Steve Parchment, Chair, Philosophy & Religion  
Rose Perrine, Chair, University General Education Committee

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

**Part I**

<b>(Check one)</b>	Department Name	Philosophy and Religion
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	REL 350
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Buddhism
<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	1/16/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 04/17/08
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.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To create a new course dealing with the main beliefs, practices, and history of Buddhism
<b>A. 2. Effective date:</b> (Example: Fall 2001)	Spring 2009
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	

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

We recently hired a faculty member who specializes in Buddhism. He would like to teach this course regularly, and there is significant student interest in such a course. Furthermore Eastern thought is currently underrepresented in our Religious Studies curriculum.

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**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.)

**REL 350 Buddhism.** (3) A. A critical introduction to the main beliefs and practices of Buddhism, from its origins in India to its most traditional manifestations in Asia and its latest developments in Europe and North America.

**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)*
REL	350	Spring 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____ 0	
3	Lecture <u>3</u> Laboratory _____ Other _____	Cip Code (first two digits only) 38		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
W	3	A	SO _____	SR _____
	3	P		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> 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)			

# **Buddhism**

## **REL 350**

**Professor:** Dr. Abraham Vélez

**Time and Place:** Tuesday and Thursday, 11.00-12.15. Case Annex 262

**Office:** Case Annex 211

**Office Hours:** Monday and Wednesday afternoon, always by appointment.

**Phone:** (859) 623-2939

**E-mail:** [abraham.velez@eku.edu](mailto:abraham.velez@eku.edu)

### **Course Description**

This course provides a critical introduction to the main beliefs and practices of Buddhism with special emphasis on the historical Buddha and American Buddhism. The course is divided into two parts. The first part examines the life and teachings of the historical Buddha as depicted in the *Pali Suttas*, the earliest Buddhist texts available. The second part discusses the historical development of Buddhism from its classical Indian forms to its contemporary manifestations in North America. Special attention will be given to two recent developments of contemporary Buddhism: the agnostic and primarily psychological interpretation of Buddhist teachings, and the movement called socially engaged Buddhism.

Throughout the course students will be introduced to a variety of rituals and practices including meditation. This hands-on introduction to Buddhist practice is not intended to convert anybody to anything but rather to supplement a merely theoretical approach to the study of Buddhism.

### **Course objectives**

1. Recognize the substantial difference between traditional and historical-critical presentations of Buddhism.
2. Locate Buddhist ideas and practices within the appropriate historical and geographical contexts.
3. Explore the spiritual and ethical values embodied in Buddhism by relating them to the belief systems, social practices and cultural contexts in which they are expressed
4. Correctly use relevant terminology to identify particular events, beliefs and practices that are distinctive of Buddhism.
5. Analyze particular expressions of Buddhist ideas and behaviors in contemporary American culture.

### **Required books**

*What the Buddha Taught.* By Walpola Rahula. New York: Grove Press. 1986.  
ISBN: 0802130313

*The Buddhism of Tibet: The Dalai Lama.* Ed. Jeffrey Hopkins. Ithaca, New York: Snow Lion. 2002.  
ISBN: 1559391855

*Buddhism without Beliefs: A Contemporary Guide to Awakening.* By Stephen Batchelor. New York: Riverhead Books, 1997.  
ISBN: 1573226564

*The Great Awakening: A Buddhist Social Theory.* By David Loy. Boston: Wisdom Publications, 2003.  
ISBN: 0861713664

## **Requirements**

- Class attendance
- Two midterms
- One final exam
- One research paper about a contemporary representative of contemporary Buddhism

## **Grading and make up policy**

- Two midterms (50 %)
- Final exam (25 %)
- Research paper (20%)

Grading scale 100 - 91% A 90 - 81% B 80 - 71% C 70 - 61% D 60 - 0% F

You can take a make-up exam if you could not take a test due to medical reasons or circumstances beyond your control. You are required to provide documentation pertaining to your absence before you are allowed to take a make-up exam. It is your responsibility to contact me to take the make-up exam.

## **Expectations and attendance policy**

I expect from you responsibility and commitment to learning. Responsible and committed students attend class regularly and are prepared to discuss the reading assignments. Meaningful class participation is not indispensable to succeed in this course, though it will improve your grade, especially if you are close to a higher grade.

Most of you have probably excellent manners and the following might sound unnecessary and even offensive. My apologies if that is the case. However, it is my experience that there is always a small minority of students that really need the following comments.

Unless you got my permission beforehand, or unless it is absolutely essential that you do so, please arrive on time and remain seated until I dismiss the class. Do not forget to provide a reasonable explanation for your late arrival or early departure. Otherwise they will count as an absence.

Falling asleep, receiving a phone call, using your cell-phone to read or send messages, and doing homework for another class will count as an absence. After the first two weeks of class, failing to bring the textbook or reading assignment will also count as an absence.

Although attendance is extremely important to succeed in this course, you are allowed to have 2 unexcused absences, no questions asked. More than 2 unexcused absences and your grade cannot be higher than a B regardless your performance in exams, papers, and group activities. More than 3 unexcused absences and you fail the course. An email explaining the reasons for your absence is not enough, talk to me in person and bring some documentation that justifies your absence.

### **A note to 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](mailto: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 statement**

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](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

### **Course Schedule and Assignments**

1. (1/16) Preview of the course

2. (1/18) Life and religious context of Buddha

Selections from DVD about the life of Buddha

3. (1/23) The Buddha's attitude of mind

*What the Buddha Taught*, chapter I

4. (1/25) Teachings of the Buddha: The four noble truths and the five aggregates

*What the Buddha Taught*, chapter II

5. (1/30) Teachings of the Buddha: Karma and rebirth

*What the Buddha Taught*, chapter III

6. (2/1) Teachings of the Buddha: Nirvana and the liberated after death

*What the Buddha Taught*, chapter IV

7. (2/6) Teachings of the Buddha: The eightfold noble path

*What the Buddha Taught*, chapter V

8. (2/8) Teachings of the Buddha: Dependent arising and non-self

*What the Buddha Taught*, chapter VI

9. (2/13) Teachings of the Buddha: Types and methods of Meditation

*What the Buddha Taught*, chapter VII

OPTIONAL MOVIE (EXTRA-CREDIT), Wednesday, February 14th

Life of Buddha, by Martin Meissonnier

10. (2/15) Teachings of the Buddha: Social insights

*What the Buddha Taught*, chapter VIII

11. (2/20) General review of Buddha's life and teachings

12. (2/22) **First midterm exam**

13. (2/27) Theravada Buddhism

DVD about Buddhism in Southeast Asia

14. (3/1) Tibetan Buddhism.



*The Buddhism of Tibet: The Dalai Lama.* pp. 14-47.

15. (3/6) Tibetan Buddhism.

*The Buddhism of Tibet: The Dalai Lama.* pp. 51-89.

16. (3/8) Tibetan Buddhism.

*The Buddhism of Tibet: The Dalai Lama.* pp. 111-140.

17. (3/20) Tibetan Buddhism.

*The Buddhism of Tibet: The Dalai Lama.* pp. 141-187.

OPTIONAL MOVIE (EXTRA-CREDIT), Wednesday, March 21<sup>th</sup>

Tibet: The Cry of the Snow Lion

18 (3/22) Eastern Buddhism.

Selections from *Buddha-nature* Sutras

19. (3/27) Eastern Buddhism.

Selections from the *Lotus* Sutra.

20. (3/29) Eastern Buddhism.

Selections from Zen koans.

21. (4/3) Eastern Buddhism.

Selections from *Land of Bliss* Sutras

22. (4/5) Review of Tibetan and Eastern Buddhism

23. (4/10) **Second midterm**

24. (4/12) Contemporary Buddhism. Agnostic Buddhism

*Buddhism without Beliefs: A Contemporary Guide to Awakening*. pp. 3-54

25. (4/17) Contemporary Buddhism. Agnostic Buddhism

*Buddhism without Beliefs: A Contemporary Guide to Awakening*. pp.55-115

26. (4/19) Contemporary Buddhism. A traditionalist response to agnostic Buddhism

Selections from Bhikkhu Bodhi

27. (4/24) Contemporary Buddhism. Engaged Buddhism

DVD about life and teachings of Thich Nhat Hanh

28. (4/26) Contemporary Buddhism. Engaged Buddhism

## RESEARCH PAPER DUE

*The Great Awakening: A Buddhist Social Theory*. Chapter 1

29. (5/1) Contemporary Buddhism. Engaged Buddhism

*The Great Awakening: A Buddhist Social Theory*. Chapters 2, 3, and 4

30. (5/3) Contemporary Buddhism. Engaged Buddhism

*The Great Awakening: A Buddhist Social Theory*. Chapters 5, 6, and 7

**FINAL EXAM** May, 10<sup>th</sup>, Thursday, 10:30-12:30

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

**Part I**

Department Name	Department of Physics and Astronomy		
College	Arts and Sciences		
*Course Prefix & Number	NA		
*Course Title (30 characters)	NA		
*Program Title	Three-Two Dual-Degree Engineering		
	(Major ____, Option <u>X</u> ; Minor ____; or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	04/17/08	

**Completion of A is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>No change to a course or program is being requested. We are simply trying to clarify catalog language to help students and improve advising. We request to change the text of the second paragraph of the THREE-TWO CURRICULUM section of the Pre-Engineering Curricula section on page 68 of the 2007-2008 catalog. So, we are simply requesting a change of the wording of the catalog text.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Earliest possible catalog. Fall 2008 if possible.</p>
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**Part II. Recording Data for Revised Course**

<p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p>	<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p><del>Variations occur depending upon the engineering degree sought and the differing requirements of the University of Kentucky and Auburn University. All students pursuing a Dual-Degree Engineering Program in the Department of Physics and Astronomy should pursue the Engineering Physics Option of the Physics B. S. program, and they should enroll in this program option. Inquiries Specific inquiries concerning a specific particular engineering program should be addressed to the pre-engineering advisor, Department of Physics and Astronomy or Department of Chemistry. A program representative of the first two years is given in the Two Two Curriculum above. The third year curriculum will depend primarily on the undergraduate major sought, either physics or chemistry. Because preferred general education and supporting courses may varying depending upon the partner engineering school a student may choose to attend, it is essential that students pursuing the Dual-Degree Program in Engineering work closely with their departmental advisors.</del></p>
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**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>Psychology</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>PSY 200</u> *Course Title (30 characters) <u>Introduction to Psychology</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	3/5/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	<b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved _____ 04/17/08
General Education Committee*	3/17/08	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To cross list PSY 200 and PSY 200W to prevent students from getting credit for both.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2008</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>          There is substantial overlap in the content of the two courses.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>          None</p> <p><b>Operating Expenses Impact:</b>          None</p> <p><b>Equipment/Physical Facility Needs:</b>          None</p> <p><b>Library Resources:</b>          none</p>

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

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

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

**New or Revised\* Catalog Text**

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

PSY 200 Introduction to Psychology. (3) I, II. A survey of the major content areas and methods of psychology, including history, biological correlates, cognition, language, intelligence, motivation, emotion, development, personality, abnormal, therapy, and social behavior. Credit will not be awarded to students who have credit for PSY 200W Gen. Ed. VB, VC, or VII (SBS).

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

Course prefix (3 letters) PSY	Course Number (3 Digits) 200	Effective Term (Example: Fall 2001) Fall 2008	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* PSYC
Credit Hrs.	Weekly Contact Hrs. _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  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.	<u>Credit not allowed with PSY 200W</u>
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			

**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>Psychology</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>PSY 280</u> *Course Title ( <u>30 characters</u> ) <u>Life Span Developmental Psychology</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	01/15/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	<b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	3/17/08	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          (1) Change course title to make it grammatically correct, and to decrease number of words; (2) Cross list PSY 280 and PSY 280W to prevent students from getting credit for both.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2008</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>          There is substantial overlap in the content of the two courses.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>          None</p> <p><b>Operating Expenses Impact:</b>          None</p> <p><b>Equipment/Physical Facility Needs:</b>          None</p> <p><b>Library Resources:</b>          none</p>

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

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

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

**New or Revised\* Catalog Text**

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

PSY 280 ~~Life Span~~ Lifespan Developmental Psychology. (3) I,II Prerequisite: PSY 200. A survey of theory and research in developmental psychology across the entire life span. May not be applied to the Psychology major. Credit will not be awarded to students who have credit for PSY 280W. Gen. Ed. VB, VC, or VII (SBS).



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

Course prefix (3 letters) PSY	Course Number (3 Digits) 280	Effective Term (Example: Fall 2001) FALL 2008	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* PSYC
Credit Hrs.	Weekly Contact Hrs. _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit not allowed with PSY 280W
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			

**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	Psychology
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	PSY 300
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Social Psychology
<input type="checkbox"/> Program Revision (Part III)	*Program Title	
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	2/12/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	03/17/08	04/17/08
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:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
Cross list PSY 300 and PSY 300W to prevent students from getting credit for both.

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

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

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**B. The justification for this action:**  
There is substantial overlap in the content of the two courses.

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**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.)  
PSY 300 Social Psychology. (3) A. Prerequisite: PSY 200 or PSY 200W. Study of contemporary institutions and problems such as prejudice, affection, love, altruism, aggression, and small group behavior. Contemporary research and theory will be discussed. Credit will not be awarded to students who have credit for PSY 300W. Gen Ed. VB, VC, or VII (SBS).

**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)*
PSY	300	Fall 2008	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PSYC
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>	<b>FOR BANNER USE ONLY</b>  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.	PSY 200 or PSY 200W
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 PSY 300W
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			

**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	Psychology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	PSY 407
<input type="checkbox"/> New Program (Part III)	*Course Title <small>(30 characters)</small>	Problems in Psychology
<input type="checkbox"/> Program Revision (Part III)	*Program Title	
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	3/6/08	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee	3/24/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	04/17/08
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.)**

<b>A. 1. Specific action requested:</b>	Change the course title and assign a new course number.
<b>A. 2. Effective date:</b>	Spring 2009
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	

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**B. The justification for this action:** PSY 407 is an independent study course. The proposed title will better reflect the course content. The course number change was necessary to avoid confusion with the old course.

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**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.)  
~~PSY 407 402 Problems in Psychology. Independent Work in Psychology (1-3) I,II. Formerly PSY 407.~~ Prerequisite: student must have the independent study form approved by the faculty supervisor and the department chair prior to enrollment. Results must be presented in a formal paper. May be retaken to a maximum of six hours provided different problems are studied. Credit will not be awarded to students who have credit for PSY 407 and 402.

**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)*
PSY	402	Spring 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PSYC
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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Formerly PSY 407
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	Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	PSY 333
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Comparative Psychology
<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	3/5/2008	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	3/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	04/17/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

\*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add a new course on comparative psychology.

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

Spring 2009

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

NA

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

Comparative Psychology is a standard psychology course. Many students express interest in the topic every year.

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

**Personnel Impact:**

None; course can be taught by Dr. Robert W. Mitchell, Dr. Rosanne Lorden, or Dr. Adam Lawson.

**Operating Expenses Impact:**

None.

**Equipment/Physical Facility Needs:**

None.

**Library Resources:**

We already have appropriate journals; we could request the journal Animal Cognition.



**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.)

PSY 333 Comparative Psychology (3) A. Prerequisite: PSY 200 or PSY 200W and PSY 250, or departmental approval. A survey of theory and research in the psychology of animals. Topics include history of scientific studies, learning, memory, representation, intelligence, knowledge, innovation, culture, communication, development, emotion, social skill, consciousness, and theory of mind.

**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)*
PSY	333	Spring 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Cip Code (first two digits only) 42				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
W	3	A	SO _____	SR _____
T	3	P		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  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.	PSY 200 or PSY 200W and PSY 250
Course Prefix and No.	Or departmental approval
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)			

## COMPARATIVE PSYCHOLOGY

PSY 333 (3 CREDIT HOURS)

SPRING 2008

TR 2:00-3:15 (224 Cammack)

Instructor: Dr. Robert Mitchell  
114 Cammack; PHONE: 622-3122 [answer machine] e-mail: [robert.mitchell@eku.edu](mailto:robert.mitchell@eku.edu)  
Office hours: TBA

### Texts:

Reznikovea, Z. (2007). **Animal intelligence: From individual to social cognition.**  
Cambridge University Press.

Wasserman, E. A., & Zentall, T. R. (2006). **Comparative cognition: Experimental explorations of animal intelligence.** ISBN: 0871401185

Additional handouts will be supplied.

**Course description:** A survey of theory and research in the psychology of animals. Topics include history of the scientific study of animal psychology, learning, memory, representation, intelligence, knowledge, innovation, culture, communication, development, emotion, social skill, consciousness, and theory of mind. Students will become familiar with the research methodology, findings, and theory concerning the psychology of animals. The class will employ lecture and discussion format.

**Course Objectives:** The objective is to make students knowledgeable about comparative psychology. At the end of this course students should be able to:

- A. Understand diverse scientific methodologies to study the psychology of animals.  
How this objective is evaluated: Exam questions, term paper.
- B. Read, evaluate and talk knowledgeably about scientific research on the psychology of animals. How this objective is evaluated: Class discussion, class presentation.
- C. Understand diverse aspects of animal psychology, specifically learning, memory, representation, intelligence, knowledge, innovation, culture, communication, development, emotion, social skill, consciousness, and theory of mind. How this objective is evaluated: Class discussion, quizzes, exam questions.
- D. Analyze one topic in comparative psychology in depth. How this objective is evaluated: Term paper, class presentation.
- E. Integrate text and journal material. How this objective is evaluated: Term paper, class presentation.

### Course requirements:

1. **Attendance and Discussion:** To achieve the course objectives, attendance is required. Class attendance presumes class participation. For each class attended, students receive 1 point if they participate in discussion of the reading material, for a maximum of 25 points. (There are 27 discussion-based classes.) Students who miss class receive no point for that day (no matter what the reason). Students who miss classes will likely do poorly on exams. Readings will consist of assigned chapters in the texts, as well as some outside readings. Students are required to read and discuss assigned material.

2. **Quizzes:** For most (20) classes, quizzes worth 5 points each will be given at the beginning of the class to test students on their mastery of the reading material. Quizzes will be multiple choice (and perhaps fill in the blank). There are no make-up quizzes; the maximum that can be earned on quizzes is 100 points.

3. **Exams:** Three take-home essay exams will be given, mostly covering material discussed in class and from the readings. However, some questions may require independent research. Each exam will be worth 50 points. About 5-10 questions will be given to students before the exam (usually a week before), and the exam will require answers to 5 of these questions (each worth 10 points), some or all of which can be selected by the student (i.e., I may require that all students answer some questions). Answers to each question must be typed, double-spaced, and (not including the question itself) **at least 3 pages long, but no more than 5 pages long.** In addition, to receive credit, a student must provide answers that satisfy the questions asked; simply providing lots of information tangentially or unclearly relevant to the questions is not appropriate. Exam 3 is the final.

4. **Term paper :** Students will produce a paper (worth a maximum of 50 points) on a topic in comparative psychology chosen by the student and acceptable to the teacher. The paper will comprise 10 pages of double-spaced text, not including title page or references. At least 12 outside references are required. Margins for text on the left, top and bottom of the page are, at most, an inch, and on the right, about 3/4 inch. Doing the paper will require extensive library work. See me for suggestions.

5. **Class presentation:** Students give a presentation of the material covered in the term paper, worth 25 points. The actual presentation should take 10 minutes, which is followed by a 5 minute question-and-answer period. Students are evaluated on the quality of their overall presentation, their apparent preparation and thoroughness, the coordination of their materials to effect understanding in their audience, and their success at answering appropriate questions.

## READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings</u>	<u>Essay questions provided for:</u>
1	History of comparative psychology	ZR Part 1	
2	Comparative cognition & perception	W&Z, pp. 3-11 & Ch. 1-2	
3	Comparative Perception (con't)	W&Z, Ch. 3-4	
4	Attention and search	W&Z, Ch. 5-7	
5	Learning	ZR, Part 2	
6	Pattern learning	W&Z, Ch. 22-23	
7	Pattern learning (con't)	W&Z, Ch. 24-25	
8	Memory	ZR, Part 3	
9	Memory (con't)	W&Z, Ch. 8-9	EXAM 1
10	Timing	W&Z, Ch. 13-14	
11	Counting and number	ZR, Ch. 19, & W&Z, Ch. 15	
12	Spatial and object cognition	ZR, Part 4	
13	Spatial cognition (con't)	W&R, Ch. 10-12	
14	Concepts and categories	ZR, Part 5	
15	Concepts and categories (con't)	W&Z, Ch. 16-17	
16	Concepts and categories (con't)	W&Z, Ch. 18, 20-21	

17	Insight & tool use	ZR, Part 6 (excl. Ch. 19)	
18	Tool use (con't)	W&Z, Ch. 26-27	EXAM 2
19	Species-typical intelligence	ZR, Part 7	
20	Problem solving & flexibility	W&Z, Ch. 28-29	
21	Problem solving & flexibility	W&Z, Ch. 30-31	
22	Social learning, innovation, culture	ZR, Part 8	
23	Social cognition	W&Z, Ch. 32-33	
24	Communication	ZR, Part 9	
25	Emotion	Handouts to be provided	
26	Social life and social intelligence	ZR, Part 10 (excl. Ch. 37)	
27	Consciousness and Theory of mind	ZR, Ch. 37	EXAM 3 (due Finals week)
28	Class presentations		
29	Class presentations		
30	Class presentations		
Final	Class presentations		

**Course grade** will be based on class discussion (25 pts.), the quizzes (100 pts.), the exams (150 pts.), the term paper (50 pts.), and the presentation (25 pts.). TOTAL: 350 points.

**Departmental Writing Statement:** Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: case annex 173 (622-6191).

**Disabilities 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 email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

**Academic Integrity Statement:** 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](http://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**

<b>(Check one)</b>	Department Name	<u>Psychology</u>
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	<u>Arts and Sciences</u>
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	<u>PSY 403</u>
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	<u>Practicum in Psychology</u>
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		<small>(Major ____, Option ____, Minor ____, or Certificate ____)</small>
<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	<u>3/5/08</u>	Graduate Council*	<u>NA</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	<u>3/24/08</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	<u>04/17/08</u>
General Education Committee*	<u>NA</u>	Faculty Senate**	<u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents**	<u>NA</u>
		Council on Postsecondary Edu.***	<u>NA</u>

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
Create a new practicum course that will allow students to earn credit for participating in supervised field experiences in psychology.

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

---

**B. The justification for this action:** Create a new practicum course that will allow students to earn credit for participating in supervised field experiences in applied psychology.

---

**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.)  
PSY 403 Practicum in Psychology (1-3) A. Prerequisite: student must have the independent study form approved by the faculty supervisor and the department chair prior to enrollment. Supervised field experience. May be retaken to a maximum of six hours.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PSY	403	Spring 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
1-3	Lecture <u>    </u> Laboratory <u>    </u> Other <u>1--3</u>		Cip Code (first two digits only) <u>42</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
P	3	P	FR <u>    </u> JR <u>    </u>	
		N	SO <u>    </u> SR <u>    </u>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> Date of data entry <u>                    </u> Data entry person <u>                    </u>	
		Thesis <u>    </u>		
		Internship <u>    </u>		
		Independent Study <u>    </u>		
		Practicum X <u>    </u>		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Course Prefix and No.	
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)			



PSY 403 Practicum in Psychology  
Sample Syllabus

**Instructor Information**

Name:  
Office Number:  
Telephone:  
Email:  
Office Hours:

**Course Number:** PSY 403

**Course Description:** PSY 403 Practicum in Psychology (1-3) A. Prerequisite: student must have the independent study form approved by the faculty supervisor and the department chair prior to enrollment. Supervised field experience. May be retaken to a maximum of six hours.

**Required Text:** none (reading assignments are optional at the discretion of the instructor)

**Student Learning Objective:** Students will gain field experience in a psychological domain (e.g., research, clinical practice)

**Student Evaluation and Grading:** Criteria and methods for assessing student performance will depend on the nature of the supervised experience and will be specified in the Independent Study Form. The student and the instructor will both sign the form acknowledging the evaluation and grading criteria.

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

**Students with Disabilities:** If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with 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 email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at 859-622-2933 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.



# 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: April 2, 2008

SUBJECT: Curriculum Revisions

Please consider the following curriculum changes in the College of Business & Technology at the Council of Academic Affairs meeting on April 17, 2008:

### AFIS/MMAC Program Revisions:

Program	Revision	Page
Accelerated BBA/MBA Program—3+2 Program	Implement “3+2” Program for accelerated BBA/MBA degree completion. Pending approval of revised criteria for undergraduate concurrent admission to Graduate School.	AFIS-MMAC 1 – 2
Bachelor of Business Administration & Bachelor of Science in Insurance Degree Requirements	Clarify that only upper division business courses from AACSB International accredited schools will be accepted for transfer credits. Clarify that students who choose to double-major must declare business first (exception noted for students double-majoring in social work).	AFIS-MMAC 3 - 4

### COMM New Courses:

Course	Revision	Page
BEM 301	To add a new course, BEM 301—Broadcast News Writing as a required course for BEM News Option majors (dropping COM 201 & 301 to account for this addition.	COMM 1 – 3
BEM 301	Syllabus	COMM 4 – 9

### COMM Course Revisions

Course	Action	Page
JOU 325	To change the course description to reflect the use of digital technology, such as cameras and image processing programs.	COMM 10 – 12
JOU 325	Syllabus	COMM 13 – 14
BEM 370	To add BEM 352 as a prerequisite for BEM 370. BEM 370 currently has two prerequisites: BEM 240 and BEM 295	COMM 15 – 17



**COMM Program Revisions:**

<b>Program</b>	<b>Revision</b>	<b>Page</b>
Minor in Broadcasting & Electronic Media	To modify the Broadcasting & Electronic Media Minor to remove a course, BEM 415, that no longer exists.	COMM 18 – 19
Minor in Broadcast News	To modify the BEM News Minor to incorporate the new course, BEM 301—Broadcast News Writing.	COMM 20 – 21
Broadcasting/Electronic Media—News Option (BA)	To modify the BEM News Option to incorporate the new course, BEM 301—Broadcast News Writing.	COMM 22 – 23
Broadcasting/Electronic Media—General Option (BA)	To modify the BEM General Option to incorporate the new course, BEM 301—Broadcast News Writing	COMM 24 - 25

**MLSL Course Revisions:**

<b>Course</b>	<b>Revision</b>	<b>Page</b>
AFS 112	Remove prerequisites & corequisites.	MLSL 1 – 3
AFS 114	Remove prerequisites & corequisites and change course description.	MLSL 4 – 6
AFS 114	Syllabus	MLSL
AFS 212	Remove prerequisites & corequisites.	MLSL
AFS 214	Remove prerequisites & corequisites and change course description.	MLSL
AFS 214	Syllabus	MLSL
AFS 312	Remove prerequisites & corequisites.	MLSL
AFS 314	Remove prerequisites & corequisites.	MLSL
AFS 412	Remove prerequisites & corequisites.	MLSL
AFS 414	Remove prerequisites & corequisites.	MLSL

Thank you!  
WED/ss

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

**Part I**

<b>(Check one)</b>	Department Name	AFIS/MMAC
<input type="checkbox"/> New Course (Parts II, IV)	College	B&T
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	
<input checked="" type="checkbox"/> New Program (Part III)	*Program Title	Accelerated BBA/MBA Program – 3 + 2 Program
<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	2/29/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/22/2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate** 05/05/08
Teacher Education Committee*	NA	Board of Regents** 06/02/08
		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.)  
Implement "3 + 2 Program" for accelerated BBA/MBA degree completion. Pending approval of revised criteria for Undergraduate Concurrent Admission to Graduate School

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

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

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**B. The justification for this action:**  
To allow students to concurrently enroll in undergraduate and graduate courses in order to enhance their educational and work options.

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**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.)

#### **Accelerated BBA/MBA Program - "3 + 2 Program"**

An Eastern Kentucky University undergraduate student who needs 30 or fewer credit hours to complete all of the requirements for the baccalaureate degree may be considered for undergraduate concurrent admission to the Masters of Business Administration Program. To be eligible for this admission, the student must have an overall undergraduate grade point average of at least 3.0 at the time of admission. The student must maintain an overall undergraduate grade point average of at least 3.0 and must meet the MBA requirements for overall academic standing.

Students may earn a maximum of 12 graduate credit hours while holding undergraduate concurrent admission status. A maximum academic load of 15 hours during a regular fall or spring semester and of nine hours during the summer session is permissible when the student is concurrently enrolled in graduate and undergraduate level course work.

Application for undergraduate concurrent admission should be initiated by the student by completing an application to the Graduate school at least 30 days prior to requesting enrollment in any graduate classes. Students must meet all the MBA admission requirements, with the exception of completion of the baccalaureate degree, prior to admission into the Accelerated BBA/MBA Program. Students are advised to take the GMAT, one of the MBA admission requirements, during their junior year (the year prior to starting the Accelerated BBA/MBA Program.)

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

**Part I**

(Check one)	Department Name	Communication
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	BEM 301
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Broadcast News Writing
<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	2-15-08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/21/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	N/A	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		N/A
		04/17/08
		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.)  
 Add BEM 301 as a required course for BEM-News Option majors (dropping COM 201 & 301 to account for this addition)

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2009

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

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

The current course requirements for BEM – Broadcast News majors include completion of COM 201-Writing/Reporting News I and COM 301-Writing/Reporting News II before students can move into the advanced /broadcast news courses, BEM 401/402, required to graduate. Due to a shortage of faculty able to teach COM201/301, a "log-jam" has developed with 2 results: 1) Students change their major or do not consider the Broadcast News Option because they're unable to get the required courses. 2) Students' graduation is delayed until they complete the required coursework. This change will streamline the process allowing more students to complete the degree in a reasonable period of time and may increase the number of students able to take a broadcast news-writing course.

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

**Personnel Impact:** Instead of having a faculty member assigned to team-teach COM 201 and 301 with an enrollment 15 students per faculty member, this class will allow 20 students. Thus, the faculty member could teach 40 students a year in a broadcast news writing course instead of only 25-30.

**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.)

BEM 301 Broadcast Newswriting (3) I,II Prerequisites: Eng 101 & 102 (or 105). Study the elements of news for the electronic media. Includes broadcast newswriting style, development of sources, interviewing, story types and formats, libel and ethics. Practice in gathering, writing and evaluating news for broadcast.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
BEM	301	Spring 2009	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u> Laboratory _____ Other _____		Cip Code (first two digits only) 09	
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>	<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisites: Eng 101 & 102 (or 105)
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)			



**BEM 301      Broadcast News Writing      CRN XXXXX**

**DEPT. OF COMMUNICATION**

**Fall 2008**

**INSTRUCTOR:**

Ferrell Wellman      Combs 303  
Telephone:            (O) 859-622-1876    (H) 859-873-9337  
e-mail:                [ferrell.wellman@eku.edu](mailto:ferrell.wellman@eku.edu)

**OFFICE HOURS:**

Ferrell Wellman  
Monday:              1:00 – 2:30  
Tuesday              1:00 – 2:00  
Wednesday          1:00 – 2:30  
Thursday:            1:00 – 2:00

**CREDIT HOURS:**

Three

**CLASS MEETS:**

Monday & Wednesday 10:10 a.m. – 12:05 p.m. in Combs 329

**TEXTS:**

1. *Broadcast News Writing Stylebook* (Third Edition). Robert Papper, 2006, Allyn and Bacon.
2. *The Associated Press Stylebook and Libel Manual*, 2007, The Associated Press.

**RECOMMENDED READING:**

Changes occur rapidly in the news media. Keep up with the latest developments by reading *Time*, *Newsweek*, *The Week*, *U.S. News and World Report*, *Quill*, *Columbia Journalism Review*, *Broadcasting and Cable* and *RTNDA Communicator*.

**CATALOG COURSE DESCRIPTION:**

**BEM 301 Broadcast News Writing** (3) Prerequisites: ENG 101 and 102 (or 105). Study of the elements of news for the electronic media. Includes broadcast news writing style, development of sources, interviewing, story types and formats, libel and ethics. Practice in gathering, writing and evaluating news for broadcast.

**COMM 4**

## **BEM 301**

### **STUDENT LEARNING OBJECTIVES:**

Students learn to improve their communication skills. They will learn how to:

- critically evaluate which stories are newsworthy
- understand the methods by which broadcast stories can be presented
- edit their writing using correct spelling, grammar and punctuation
- conduct interviews and take notes for stories
- collect information and write stories in the appropriate broadcast format
- write stories from media releases and write meeting, speech, news conference and police stories with speed and accuracy for broadcast
- write news stories with an understanding of fairness and legal and ethical concerns.

*Students will be able to add writing samples to the portfolio required for the senior seminar class.*

### **APPROACH:**

This class combines lecture, discussion and in-class and out-of-class skills work. Class participation is expected. Students should complete the assigned reading before class.

### **ATTENDANCE POLICY:**

Attendance is expected. Excessive absences will lead to a failing grade. Roll **will** be taken at the beginning of each class. **Late arrivals count as absences.** If a student misses class on the day an assignment is due, the students should make arrangements to get the assignment to the instructor **before** the class is held. Students who miss class are responsible for finding out what work is required and completing the assignment with the rest of the class. If a student misses a class in which an assignment was completed during the period, the student may not make up the missed work unless he/she has an excused absence. Each student is permitted **four** unexcused absences without penalty. A student with **five** unexcused absences, under most circumstances, will receive a failing grade. The student must notify the instructor **in advance** if he/she will miss a class, an exam or an assignment deadline for an excused reason.

**Excused** absences for which a student's grade will not be lowered include:

1. Illness of the student or serious illness of the student's **immediate** family. Appropriate verification will be required.
2. The death of an immediate family member. Verification is required.
3. University-sponsored trips. Students must notify the instructor **in advance**. Again, verification is required.

Court appearances are considered on an individual basis but generally are **not** excused.

## **BEM 301**

### **EXPECTATIONS:**

The instructor expects from the students such things as curiosity, attention, professional conduct, **punctuality** and regular attendance. Please don't hold conversations with classmates when the instructor or another student is addressing the class. **Cell phones must be turned off during class and removed from the top of the desk.**

Students should expect the instructor to know the subject matter, be willing to listen, be willing to help the student learn, and to grade professionally.

### **COURSE REQUIREMENTS:**

**TESTS.** Two examinations and a final exercise will be given. They will cover the assigned readings in the textbooks, lectures, handouts and any additional materials assigned.

All students are **required** to take the exam on the day it is given. **If you find, for some valid reason, you must miss an exam, you MUST notify the instructor BEFORE the exam to be eligible for a makeup test.** Makeup exams for those students who have notified the instructor in advance will be given as quickly as possible. No other makeup tests will be given.

**CURRENT EVENTS QUIZZES** will be given almost every week. Students will be able to drop the lowest score. The quizzes will be given at the beginning of class. **STUDENTS ARRIVING LATE WILL NOT BE ABLE TO TAKE THE QUIZ AND WILL RECEIVE A ZERO.** Students should keep up with international, national, state, local and campus news for these exams.

**QUIZZES** on the assigned readings may be given during any class period.

**NEWS STORIES** will be assigned for in-class and out-of-class. Students will perform various newswriting and reporting exercises. Each will vary in value. Some exercises will include more than one script. Writing exercises will be evaluated for their clarity, thoroughness, appropriateness, spelling, punctuation, readability and sentence structure.

**DEADLINES** will be rigorously enforced. Broadcast journalists are required to write under tight deadlines. This class is no exception. **Late papers will not be accepted unless the student notifies the instructor in advance of the deadline.** If the student notified the instructor in advance about an unexcused absence, a late assignment will be accepted no later than one class after the original deadline with an automatic letter grade (10 percent) deduction. Students with excused absences may submit assignments one class period late without penalty.

### **MID-TERM NOTIFICATION:**

Mid-term grades will be available October X, 2008.

## **BEM 301**

### **EVALUATION:**

#### **COURSE GRADES:**

Exams .....	40%	90.0 – 100.....	A
Final Exercise.....	10%	80.0 – 89.9.....	B
CE Quizzes.....	10%	70.0 – 79.9.....	C
Broadcast Assignments	40%	60.0 – 69.9.....	D
		0.0 – 59.9.....	F

#### **PLAGIARISM AND ACADEMIC INTEGRITY:**

Each student is expected to do his/her own work. Cheating will not be tolerated. Any student who cheats will receive an 'F' for the course and appropriate university officials will be notified.

Students should know that EKU's Academic Integrity Policy will be strictly enforced in this course. The policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity at 622-1693.

#### **INDIVIDUALS 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 e-mail at [disabilities@eku.edu](mailto:disabilities@eku.edu) or call (859-622-2933 V/TDD). Upon individual request, this syllabus can be made available in alternative forms.

#### **MISC.**

The computers in Combs 329 are for **class use only**. Students are prohibited from printing multiple copies or materials unrelated to Department of Communication classes in which they're enrolled.

#### **IMPORTANT DATES TO REMEMBER:**

Aug. 31	Sunday...last day to drop a class without a 'W'
Sept. 1	Monday...Labor Day...no classes
Oct. XX & XX	Department of Communication Advising Days
Oct. 31	Friday...last day to withdraw from classes
Nov. 3 & 4	Fall Break
Nov. XX	Friday...Department of Communication Careers Day

# **BEM 301 Schedule**

## **Fall 2008**

### **The Foundation for Writing and Reporting Broadcast News**

<b>Monday</b>	<b>8/25</b>	<b>Introduction to Class &amp; Assignment Formats</b>
<b>Wednesday</b>	<b>8/27</b>	<b>Journalistic Requirements: Accuracy, Objectivity, Fairness</b>
<b>Monday</b>	<b>9/1</b>	<b>No Class - Labor Day</b>
<b>Wednesday</b>	<b>9/3</b>	<b>What is News? Reading: Papper, Chapter 1 pages 1-3</b>
<b>Monday</b>	<b>9/8</b>	<b>Inside TV News Reading: Papper, Chapters 14 &amp; 15</b>
<b>Wednesday</b>	<b>9/10</b>	<b>Inside TV News con't.</b>
<b>Monday</b>	<b>9/15</b>	<b>Libel and Privacy Reading: Papper, Chapter 21 Associated Press, pages 335-377</b>
<b>Wednesday</b>	<b>9/17</b>	<b>Ethics &amp; Bias Reading: Papper, Chapter 18</b>
<b>Monday</b>	<b>9/22</b>	<b>Conducting Broadcast Interviews Reading: Papper, Chapter 9</b>
<b>Wednesday</b>	<b>9/24</b>	<b>EXAM #1</b>

### **Broadcast News Writing Fundamentals**

<b>Monday</b>	<b>9/29</b>	<b>Writing Style for Broadcast News Reading: Papper, Chapters 2, 3, 4 &amp; 5</b>
<b>Wednesday</b>	<b>10/1</b>	<b>Writing Style for Broadcast News con't.</b>
<b>Monday</b>	<b>10/6</b>	<b>Writing a Broadcast Lead Reading: Papper, Chapter 6</b>
<b>Wednesday</b>	<b>10/8</b>	<b>Attribution &amp; Quotes for Broadcast Reading: Papper pages 36-39</b>
<b>Monday</b>	<b>10/13</b>	<b>Radio News Reading: Papper, Chapter 10</b>
<b>Wednesday</b>	<b>10/15</b>	<b>Writing Associated Press Copy for Broadcast</b>
<b>Monday</b>	<b>10/20</b>	<b>Covering News Conferences &amp; Speeches</b>
<b>Wednesday</b>	<b>10/22</b>	<b>Handling Media Releases COMM 8</b>

**Schedule continued**

**Monday 10/27 Writing Broadcast News Review  
Reading: Papper Chapters 1, 2, 3, 4, 5 & 6**

**Wednesday 10/29 EXAM #2**

**(Note: If departmental advising day occurs prior to 11/3, the News Review session scheduled for 10/27 would be dropped and the exam scheduled accordingly.)**

**Monday 11/3 No Class – Fall Break**

**Wednesday 11/5 Discussion of Election Day Broadcast Coverage**

**Writing News for Visual Presentation**

**Monday 11/10 Writing to Video &  
Writing Leads for the VO, VO/SOT, Package & Donut  
Reading: Papper, Chapter 8**

**Wednesday 11/12 Writing for Bites & Actualities**

**Monday 11/17 Writing the VO  
Reading: Papper, pages 108-110**

**Wednesday 11/19 Writing the VO/SOT  
Reading: Papper, pages 110-111**

**Monday 11/24 Writing the VO/SOT con't.**

**Wednesday 11/26 No Class – Thanksgiving *Let's Eat Too Much!!!***

**Monday 12/1 Personalization & Writing the Package  
Reading: Papper, pages 93-94**

**Wednesday 12/3 The Package  
Reading: Papper, pages 111-113**

**Monday 12/8 The Package**

**Wednesday 12/10 Review**

**Final Exercise**

*This schedule is subject to change. Assignments may be made during any class period.*

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

**Part I**

<b>(Check one)</b>	Department Name	Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business and Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	JOU 325
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Photojournalism
<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	11/28/07	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs
College Curriculum Committee	3/21/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	N/A	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		N/A
		04/17/08
		NA
		NA
		N/A

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 To change the course description to reflect the use of digital technology, such as cameras and image processing programs.

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2009

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

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**B. The justification for this action:**  
 Old course description focused primarily on film photography and didn't reflect the current emphasis on digital technologies.

---

**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.)

JOU 325 Photojournalism. (3) I, II. ~~Reporting the news as a photojournalist. Stresses recognition, development and creation of news photographs and the skills of the photo editor. Provides experience in shooting, developing, printing and editing. Uses both conventional methods and digital technology.~~

Examines principles of digital photography, stressing hands-on skills in producing professional quality images. Looks at role the photojournalist serves in newspaper and magazine production. Provides an introduction to color correction in Photoshop.



**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)*
JOU	325	Spring 2009	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	COMM
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>	<b>FOR BANNER USE ONLY</b>  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)			

## JOU 325 – Photojournalism

Fall 2008

### GRADING

A: 100–90

B: 89–80

C: 79–70

D: 69–60

F: 59–0

### CATALOG DESCRIPTION

Teaches fundamental principles of shooting and toning photography in the digital age.

### WHAT YOU'LL NEED

One textbook: *The Better Photo Guide to Digital Photography*

Lots of free mornings and evenings in which to shoot photographs.

### OBJECTIVES

To understand and apply fundamental concepts of photojournalism, which includes the following:

The composition of a good photograph

The principles of exposure

Image processing in Photoshop

Basic color management

### INSTRUCTOR

Reggie Beehner

Department of Communication

OFFICE: 321 Combs Building

HOURS: Mon. & Tues. 1:30 - 3 p.m.

or by appointment.

PHONE: office 859-622-1871

cell 859-333-3311

EMAIL: reggie.beehner@eku.edu

WEB: Blackboard (<http://learn.eku.edu>)

### EVALUATION

Quizzes: 35% of your grade

Homework: 65% of your grade

### DEADLINES

All homework is due by assigned deadline date. For each class that an assignment is late, the grade is dropped by 10 points.

### ATTENDANCE

Many grades in this class come from in-class exercises. If you're not there, you don't get the grade. So please attend class.

### ARRIVING LATE

Please don't arrive late. After two late arrivals, I'll treat each late arrival thereafter as an absence.

### NOTEBOOKS

You are required to keep a notebook, which I'll grade as a homework assignment at the end of the semester. Essentially, what I'm looking for is that you paid attention and got everything down.

### DISABILITY STATEMENT

Any student registered with the Office for Students with Disabilities, please see me to discuss an arrangement that will suite your needs. Upon request, this syllabus and related course materials can be made available in alternative forms. If you're not registered with the Office of Students with Disabilities and you believe you may need some academic accommodations, please contact the office, either in person in the Student Services Building or by phone at 622-1500. We will work with you to see that you have every opportunity to succeed in this class.

## Rules for using camera equipment

Eastern owns nine digital cameras (Nikon D50s and D40s), which may be signed out by students temporarily for use in this class.

These are \$700 cameras, so we ask you to be extremely careful. You damage a camera, you pay for the repairs (or a replacement). There is a one-time charge (\$25) for students who wish to sign out cameras.

The class will be divided into groups, and each group will be assigned one camera. That camera will be used only by that one group.

Hence, members of a group must work together to come up with a schedule that ensures that everyone gets equal time to use the group's camera.

You will borrow cameras by signing them out from the department. There will be a sign-out sheet, on which you will write your name, when you signed out the camera, what camera you signed out and when you plan to return it. Please return it when you say you will because other students will need

to use it. If you're going to use a camera for an evening or early morning shoot, you will need to sign it out the afternoon before, when the department is still open. It generally closes at 4:30 p.m. So plan accordingly.

### COMM 13

Each camera bag includes a Compact Flash card (for storing images) and a card reader. These are to remain with the cameras at all times. Never separate a Compact Flash card and a card reader from its camera bag because, let's face it, you're apt to lose something.

Before you return a camera, you must do three things: @ Recharge the battery (by placing it in the battery charger until the light stops blinking). @ Clear your photos from the Compact Flash card (by formatting the card in your camera). @ Replace all lens caps and return all items (battery charger, Compact Flash card, card reader, etc.) to the camera bag.

When you return the camera, you must sign it back in on the sign-out sheet.

**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 Communication	College Business and Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	BEM 370
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Electronic Cinema Production
<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	2-15-08	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/21/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 04/17/08
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	N/A	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 BEM 352 as a pre-requisite for BEM 370. BEM 370 currently has two pre-requisites: BEM 240 and BEM 295.

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2009

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

---

**B. The justification for this action:**  
 The background taught in BEM 352 Film Technique and Technology is required for a student to have success in BEM 370.

---

**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.)

BEM 370 Electronic Cinema Production. (4) I, II. Prerequisite: BEM 240, ~~and~~ BEM 295 and BEM 352 with a minimum grade of "C-". Principles and procedures behind single-camera dramatic productions recorded and edited on videotape. Requires group and individual portfolio projects involving a critical and artistic understanding of sound-image relationships. Includes multi camera production, directing and producing. 3 Lec/3 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
BEM	370	Fall 2008	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	Prerequisite: BEM 240, <u>and</u> BEM 295 <u>and</u> BEM 352 with a minimum grade of “C-“
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (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)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

**Part I**

<input type="checkbox"/> (Check one)	Department Name	Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<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 Broadcasting & Electronic Media
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major ____, Option ; Minor __X__; 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	2-15-08	Graduate Council* N/A
<i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/21/08	Approved <input checked="" type="checkbox"/> Disapproved _____ 04/17/08
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	N/A	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 modify the Broadcasting & Electronic Media Minor to remove a course, BEM 415, that no longer exists.

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

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

---

**B. The justification for this action:**  
The course previously required (BEM 415) was collapsed into BEM 425. This makes the minor be in line with the curriculum change.

---

**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.)

**MINOR IN BROADCASTING AND ELECTRONIC MEDIA**

**Requirements ..... 22 hours**

Courses required for a minor in broadcasting and electronic media are BEM 300, ~~BEM-375~~; ~~BEM-240~~, ~~BEM-295(4)~~, and ~~BEM-415~~ and ~~two~~ three courses selected from BEM 395(4), 343, 398, 410, 425, or COM 471. Courses counted toward a major may not be counted toward the minor in broadcasting and electronic media. Substitute courses will be selected by the student and the departmental advisor



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

**Part I**

<input type="checkbox"/> (Check one)	Department Name	Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<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 Broadcast News
<input checked="" type="checkbox"/> Program Revision (Part III)	(Major __, Option ; Minor <u>X</u> ; 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	2-15-08	Graduate Council* N/A
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/21/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	N/A	04/17/08 Faculty Senate** NA
Teacher Education Committee*	N/A	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 modify the BEM News Minor to incorporate the new course, BEM 301

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

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

---

**B. The justification for this action:**  
 This will streamline the BEM news minor and allow students to move through the curriculum more easily. It will also keep the news minor more up-to-date with what is "best practice" in the broadcast news field.

---

**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.)

**MINOR IN BROADCAST NEWS**

**Requirements ..... 22 hours**

Courses required for a minor in broadcast news are BEM 240, 295(4), 401; COM ~~201, 301, 405~~ and ~~three~~ six hours from BEM 300, 301, 343, 395(4), 398, 402, ~~415~~; COM 415, 430; ~~or JOU 401~~. Courses counted toward the major may not be counted toward the minor in broadcast news. Substitute courses will be selected by the student and the departmental advisor.

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

**Part I**

<b>(Check one)</b>	Department Name	Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	
<input type="checkbox"/> New Program (Part III)	*Program Title	Broadcasting/Electronic Media (BA)
<input checked="" 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>Date</u>	<u>Date</u>
Departmental Committee	2-15-08	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/21/08	Approved <u>X</u> Disapproved <u>   </u> 04/17/08
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	N/A	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 modify the BEM News Option to incorporate the new course, BEM 301

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

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

---

**B. The justification for this action:**  
This will streamline the BEM news option and allow students to move through the curriculum more easily. It will also keep the news option more up-to-date with what is "best practice" in the broadcast news field.

---

**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.)

**BROADCASTING AND ELECTRONIC MEDIA (B.A.)**

*CIP Code: 09.0701*

<b>University Requirement</b> .....	<b>1 hour</b>
BTO 100.	
<b>General Education Requirements</b> .....	<b>48 hours</b>
Standard General Education program. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
<b>College Requirement: Professional Skills Seminar</b>	
BTS 300 (CR) and BTS 400 (CR).	
<b>Free Electives</b> .....	<b>37-39 hours</b>
<b>Major Requirements</b> .....	<b>40-42 hours</b>
<b>Broadcasting &amp; Electronic Media Core</b> .....	<b>19 hours</b>
BEM 240, 295 (4), 300, 370 (4) or 395 (4), 343 (1) or 349 (1) or 398 (1), COM 200, 491 (1).	
<b>Options</b> .....	<b>21-23 hours</b>
<b>General:</b> .....	<b>22 hours</b>
BEM 425, 495 (4) and 3 hours selected from BEM 375 or <u>301</u> <del>COM 201</del> , 3 hours selected from BEM 375 or <u>301</u> , COM <del>201, 301</del> , 325, 330, or 353, 9 hours selected from BEM 375, 395, 401, 402, COM 201, 300, 301, 320 (A-I) (3), 325, 330, 353, 405, 415, 420, 425, 430, 445, 471, JOU 325, PUB 375, 380.	
<b>Broadcast News:</b> .....	<b>21 hours</b>
COM <del>201, 301</del> , 405, BEM <u>301</u> , 401, 402, and <u>6</u> <del>9</del> hours selected from BEM 375, 425, 495 (4), COM 300, 320 (A-I) (3), 330, 405, 415, 420, 430, 445, <del>JOU 305, 325, 480</del> , PUB 375, <del>380</del> .	
<b>Film Techniques &amp; Technology:</b> .....	<b>23 hours</b>
BEM 350 (3), 351 (3), 353 (3), 370 (4), 425 (3), 495 (4), 352 (3).	
<b>Total Curriculum Requirements</b> .....	<b>128 hours</b>



# EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

Department of Military Science &  
Leadership  
College of Business and Technology

521 Lancaster Avenue  
Richmond, Kentucky 40475-3102  
(859) 622-1205  
FAX: (859) 622-1210

## MEMORANDUM

**TO:** Dr. Ed Davis, Interim Associate Dean  
College of Business & Technology

**FROM:** Department of Military Science and Leadership

**DATE:** April 1, 2008

**SUBJECT:** Curriculum Revisions

Please consider the following curriculum revisions from the Department of Military Science and Leadership at the Council on Academic Affairs meeting on April 18, 2008:

### MLSL Course Revisions

Course	Action	Page
AFS 112	Remove prerequisites & corequisites.	MLSL 1 – 3
AFS 114	Remove prerequisites & corequisites and change course description.	MLSL 4 – 6
AFS 114	Syllabus	MLSL 7 – 12
AFS 212	Remove prerequisites & corequisites.	MLSL 13 – 15
AFS 214	Remove prerequisites & corequisites.	MLSL 16 – 18
AFS 312	Remove prerequisites & corequisites.	MLSL 19 – 21
AFS 314	Remove prerequisites & corequisites.	MLSL 22 – 24
AFS 412	Remove prerequisites & corequisites.	MLSL 25 – 27
AFS 414	Remove prerequisites & corequisites.	MLSL 28 - 30



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

**Part I**

<b>(Check one)</b>	Department Name	Air Force ROTC (Military Science & Leadership)
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFS 112
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Leadership Seminar
<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	1/28/2008	Graduate Council* N/A
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/21/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	N/A	04/17/08
Teacher Education Committee*	N/A	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
To remove the corequisites or prerequisites: AFS 111 or 211

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

---

**B. The justification for this action:**  
AFS 112 does not require corequisites or prerequisites.

---

**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.)

**AFS 112 Leadership Seminar. (1) I.** ~~Corequisite or Prerequisite: AFS 111 or 211.~~ Introduces Air Force customs and courtesies, drill and ceremonies, and wear of the uniform. The course also includes a discussion of career opportunities in the Air Force.

**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)*
AFS	112	Spring 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MLSL
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>	<b>FOR BANNER USE ONLY</b> 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.	Corequisite or Prerequisite: AFS 111 or 211.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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



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

**Part I**

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Air Force ROTC (Military Science & Leadership)
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	AFS 114
<input type="checkbox"/> New Program (Part III)	*Course Title <small>(30 characters)</small>	Leadership Seminar
<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	1/28/2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/21/2008	Approved <input checked="" type="checkbox"/> Disapproved	04/17/08
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To remove the corequisites or prerequisites: AFS 113 or 213 and change of course description.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Spring 2009</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)          N/A</p> <hr/> <p><b>B. The justification for this action:</b>          AFS 114 does not require corequisites or prerequisites. Course description needs to be updated.</p> <hr/> <p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>          None</p> <p><b>Operating Expenses Impact:</b>          None</p> <p><b>Equipment/Physical Facility Needs:</b>          None</p> <p><b>Library Resources:</b>          None</p>
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**Part II. Recording Data for New, Revised, or Dropped Course**

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

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

**AFS 114 Leadership Seminar. (1) I. ~~Cerequisite or Prerequisite: AFS 113 or 213. A continuation of AFS 112.~~ A course designed to develop managerial skills including superior/subordinate relationships, communications, customs and courtesies, basic drill movements and career progression requirements. Credit will not be granted toward the hours requirements for the degree. Pass/fail only.**

**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)*
AFS	114	Spring 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MLSL
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>	<b>FOR BANNER USE ONLY</b> 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. \_\_\_\_\_

~~Corequisite or Prerequisite: AFS 113 or 213.~~

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)			



DEPARTMENT OF THE AIR FORCE  
AIR UNIVERSITY (AETC)

10 January 2008

MEMORANDUM FOR GENERAL MILITARY COURSE (GMC) CADETS

FROM: AFS 114/214 Instructor (Capt Ott 257-7115)

SUBJECT: Syllabus for AFS 114/214: GMC Leadership Laboratory (LLAB), Fall Semester 2007

- 1. Introduction.** Welcome to Air Force ROTC LLAB -- a course designed to give you a sneak preview of what being an Air Force officer is all about. As a freshman in the AFROTC program you are expected to meet the objectives of an Initial Military Training (IMT) cadet. As a sophomore you are expected to meet the objectives of a Field Training Prep – FTP cadet. The objectives of this course include a study of some of the Air Force’s time-honored customs and courtesies, drill and ceremonies, studying the life and environment of an Air Force officer, learning about Air Force job opportunities, team building and other Air Force related topics. The Professional Officer Course (POC) cadets plan, develop and manage this course as they strengthen and fine-tune their management and leadership skills.
- 2. Course Learning Outcomes/LLAB Training Objectives (Atch 2).** LLAB is one of the more interactive classes you will experience during your college years. The intended outcome is for you to grow your leadership skills (to include communication skills, management skills, confidence, and command presence). As GMC, you will learn basic Air Force customs and courtesies, drill and ceremony, and be introduced to leadership concepts. You will lead teams during group leadership problems and receive feedback. You may also lead small team projects. The LLAB program is an escalating, multi-year program. After completion of GMC LLAB, as upperclassmen, cadets will schedule, direct, manage, and coordinate LLAB—furthering their leadership development. There is a direct learning connection in LLAB: the more you apply yourself, participate and ask questions the more you learn about your future role as a potential Air Force officer. Depending on whether you are an IMT or FTP cadet will determine what objectives apply to you.
- 3. LLAB Schedule (Atch 3).** LLAB normally is held each Thursday from 4:00-6:00 PM. (1600-1800) with the location and planned activities listed in the weekly Operations Order posted on the Wing bulletin board in the Cadet Lounge. Some events both mandatory and optional are held on Sat, they are annotated on the attached LLAB schedule.
- 4. Required Texts.** Reference materials and handouts, as required, are provided by the Department of Aerospace Studies at no expense to our cadets.
- 5. Class Conduct.** Cadets are expected to wear the specified uniform-of-the-day (UOD) during the entire day on each Thursday. Wearing the uniform on campus reflects our pride in the Air Force and showcases our presence to the university population. Wearing the uniform is indeed a privilege and a proud tradition: complying with grooming and personal appearance standards is a must! Any questions regarding these standards should be directed to your Flight Commander. The appropriate UOD will be designated in the LLAB Operations Orders. While on the drill field (in front of the flag pole outside Barker Hall), only the senior cadet (i.e. the Cadet Wing Commander or his/her designated representative) need salute officers. When addressed individually by an officer, however, a cadet will come to attention unless otherwise directed. Throughout the LLAB session, courtesy and respect will prevail between cadets and the instructor (or other officers).
- 6. Attendance.** You must attend at least 80 percent of the LLAB (to include PT) sessions to achieve a passing grade. If you know you are going to be late, or miss LLAB, **call me in advance** at (859) 257-7115, or send me an email. If you are going to miss a LLAB, you must either inform me before, **or within 24 hours of the missed class.** Unexcused absences and tardiness reflect irresponsibility, disinterest, and a general lack of commitment. Bottom line, Lead Lab is only two hours once a week and is a critical part of being an AFROTC cadet.

## 7. Grading and Evaluation Policy.

- a. In addition to the minimum 80% attendance requirements to both LLAB and Physical Fitness Training (see PFT/PT policy letter), you must satisfactorily participate in LLAB. Your LLAB is a one (1) credit hour pass/fail course listed separately on your transcript; failing LLAB is an automatic investigation for disenrollment for contract cadets and grounds for dismissal from the program for non-contract cadets. .
- b. Conform to all military standards of conduct, appearance, and bearing. Cadets must not show indifference to training, and must satisfactorily accomplish all duties outlined in their cadet job description.
- c. All cadets must attempt the three-event Physical Fitness Test - PFT.

8. General Information. Our goal is to establish a training environment that fosters mutual respect. Setting the example, being professional, avoiding profanity and sarcasm, and being responsible are just a few of the ways that a future Air Force officer practices effective leadership (and followership). Some other good to know tidbits:

a. Valuable information is posted on the bulletin boards in the Cadet Lounge and on the cadet website; make sure you check them out at least once a week and always ensure you are wearing the appropriate uniform to LLAB! Lastly, check your email often for announcements and messages.

b. Ms. Brenda Parker (7-7115 or 7-3847), our Military Supply Manager, will issue you your cadet uniforms. You'll need to provide a reimbursable \$50.00 uniform deposit before you can pick up your uniforms; your \$50.00 will be reimbursed when you return all your uniform items. Ask your Flight Commander for further details. If you have any problems with your issued uniforms such as them being too big, too small, or having holes in them please take them back to Ms. Parker. Wearing an ill-fitting or unserviceable uniform is not acceptable for a future officer.

c. If you decide to drop this course, you must formally withdraw from the course. Uniform items and any reference materials must be returned to us if you drop the course. If you don't return these items, you will not get your uniform deposit back and it could result in your account with the University being put on hold.

d. The Air Force Drug Policy, Sexual Harassment Policy, and Hazing Policy are really quite simple: ZERO TOLERANCE, they highlight activities that will not be tolerated. Sexual harassment is defined as "any conduct that involves unwanted sexual advances, requests for sexual favors, or any other verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment for any Air Force member." Hazing is defined as "any action geared towards the initiation, oppression, humiliation, or disciplining of anyone in a way that creates an intimidating, hostile, or offensive environment." Should you suspect a problem, please follow your cadet wing chain-of-command to work the issue. If the problem is within your cadet chain-of-command, direct your concerns directly to me. The AFOATS Inspector General's contact information is posted in the cadet lounge if you feel you need to contact them.

e. Just a gentle reminder that you will hear again -- report all adverse involvements with civilian, military or school authorities (**no matter how seemingly insignificant**) not later than 72 hours after the involvement or the start of institutional classes (if the incident occurs during a break) to the Personnel NCO or the Information NCO.

f. Should you have any questions or concerns, please don't hesitate to stop by my office; I'm located in Room 203 Barker Hall -- my office hours from 8:30 am - 4:30 pm (0730-1630). My email address is [stephen.ott@uky.edu](mailto:stephen.ott@uky.edu). In addition to my office number (257-7115).

MLSL 8

9. Help us out with our efforts to continuously improve our cadet wing and detachment. Provide us with as much feedback that you can as we search for new and better ways to train and educate our future Air Force officers. If you see or hear something you don't understand or doesn't quite make sense, don't hesitate to ask--it's not a sign of weakness to look for help! With your help, I hope to make this a very fun, exciting and educational semester.

//SIGNED—sdo//

STEPHEN D. OTT, Captain, USAF  
Commandant of Cadets

3 Attachments

1. PT Policy Letter
2. LLAB Objectives
3. LLAB Schedule for GMC and POC Cadets

# ATTACHMENT 1



## DEPARTMENT OF THE AIR FORCE AIR UNIVERSITY (AETC)

10 January 2008

MEMORANDUM FOR ALL DETACHMENT 290 CADETS

FROM: Commandant of Cadets (COC)

SUBJECT: Policy on Administration of DET 290 PT Program

1. In today's Air Force all members must be physically fit to support ever increasing and changing requirements of the Air Force mission. Health benefits gained from an active lifestyle include increased productivity, a higher level of readiness, and decreased health-related expenditures. As future Air Force officers, you will be expected to be fit in order to effectively lead fit personnel. The goal of our physical fitness training is to motivate all members to participate in a year round physical conditioning program, emphasizing total fitness--ready to meet any and all mission requirements.
2. PT is held at the Nutter Field House on Mondays and Wednesdays from 0630-0730 and on Thursdays after Lead Lab from 1830-1930 (all times subject to change) in the Alumni Gym, ROTC Armory, or a selected outdoor field depending on weather. We may offer one PT session each Monday at ECU from 0630-0730 on the top floor of the Weaver Gym. Other arrangements for crosstown cadets (outside of Lexington) will be made on a case by case basis. Cadets are required to attend 2 PT sessions a week and a minimum of 80% (or 24 sessions) of PT sessions each semester. Please realize it is your responsibility to keep track of your attendance percentage. Do not depend on the cadre to constantly remind you of how many sessions you need to attend. Bottom line; you **MUST** attend 24 PT sessions a semester. **DO NOT** put yourself in a position to where you are counting on an excuse or having to make every session the last 4 weeks to pass. If you **DO NOT** make 24 sessions you will **FAIL** Lead Lab and be removed from the program.
3. Absences will be excused based on certain criteria. **Up to two** excused absences will be given for those cadets working Safe Cats on Sun or Tues nights. If you miss PT due to a medical reason you must have your doctor fill out and sign the Det 290 medical excuse form. This form will dictate what you can and can't do at PT as well as how long you will be excused. No written excuse, no excused absences will be given under any circumstances. Missed PT sessions for any other reason (out of town, car wouldn't start, studying, etc) will result in an unexcused absence. However, you need to let me know via email, phone call, or office visit, why you were not at PT. If you do not meet the 2 out of 3 sessions for a week, I require an email explaining why. A second occurrence of not making 2 of 3 sessions will lead to form 16 counseling and subsequent failures to meet standards could result in a conditional event or dismissal from the program.

4. In the event of unsafe driving conditions due to bad weather that may affect PT we will follow the following policy: For UK, Transy and BGCC students, the only time PT will be cancelled or you will be granted an excuse is when classes at UK are cancelled. For all other crosstown students, if Fayette county schools, the public schools in your county, or UK are closed you are excused from PT. The bottom line is safety. If you do not think it is safe to drive from your location you are an adult and need to make that call, just please let me know.

5. The PFT is a critical event in ROTC; it tests your fitness level, determines weather you can keep or compete for a scholarship, and plays a role in where you stand amongst your peers. It is something to take very seriously. The PFT will be given in the following format: 5-minute warm-up, Push-ups (1 min), 5 min rest, Sit-ups (1 min), 5 min rest, the 1.5 mile run, followed by a cool down period. A safety briefing and proper techniques for the sit-ups and push-ups will be fully explained prior to the PFT. As a spotter it is critical that you count only properly executed push-ups and sit-ups. Each cadet and their partner are responsible for accurately annotating their repetitions/time on their score sheet. As each cadet finishes the run, the time will be called out. The score sheet for the PFT **must** be filled out correctly and signed by a cadre member verifying that they monitored the test. The COC will then take the scores and update the cadet PFT/PT database. Specific scoring standards for the PFT can be found on the score sheet and in AFOATSI 36-2007, AFROTC Manual 36-201 and 36-202. Additionally, as of 1 Jan 05, there are minimum standards in addition to earning 75 points. If you do not meet all of the minimums in each category listed below, you will fail the PFT.

	<b>Push-ups</b>	<b>Sit-ups</b>	<b>Run</b>
<b>Male (Minimums)</b>	33	40	12:30
<b>Female (Minimums)</b>	18	35	14:30

6. As a reminder, contracted cadets must **pass the PFT** during each semester to keep their scholarship active. Non-contract cadets must pass this test if they wish to earn a scholarship, go to Field Training and/or enter the POC. In addition, all contract cadets and cadets in pursuing status must meet fitness standards any time an official PFT is attempted. (Ref AFOATSI 36-2007 and AFROTCI 36-2011). If a contract cadet fails the PFT he or she will be receive a conditional event and be monitored closely by the COC.

STEPHEN D. OTT, Captain, USAF  
 Commandant of Cadets



**ATTACHMENT 2**

<b>LLAB LESSON OBJECTIVES</b>	<b>Track:</b>	<b>IMT</b>	<b>FTP</b>	<b>ICL</b>	<b>SCL</b>
Know the Air Force and AFROTC grade structure and insignia.		X			
Know the Air Force and AFROTC Chain of Command.		X			
Know the AFROTC Honor Code.		X			
Apply proper courtesies and procedures associated with the United States flag.		X			
Apply individual and flight drill positions.		X			
Apply basic individual and flight drill movements.		X			
Apply effective followership and teamwork skills.		X	X		
Know the environment of an Air Force Officer.		X	X		
Apply correct guidon procedures during cadet drill & ceremonies practice and official functions.			X		
Apply the principles of advanced individual and flight drill movements in LLAB.			X		
Apply the skills needed to be an effective flight commander.			X		
Know road guard procedures.			X		
Apply proper individual drill evaluation (IDE) procedures.			X		
Know proper dorm maintenance procedures and requirements.			X		
Know the mental, physical and administrative requirements of Field Training.			X		
Apply proper open ranks inspection procedures.			X		
Know key personnel parade procedures.			X		
Know Field Training (FT) military decorum.			X		
Apply learned information during esprit de corps activities.		X	X	X	X
Comprehend the principles of the AFOATS Training Manual (ATM).		X	X	X	X
Apply leadership and followership skills through a cadet mentor program.		X	X	X	X
Know the principals of Air Force health and wellness.		X	X	X	X
Apply proper Air Force customs and courtesies.		X	X	X	X
Apply proper Air Force dress and grooming standards.		X	X	X	X
Know the proper procedures and history behind the Air Force Dining-In/Out.		X	X	X	X
Comprehend how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.		X	X	X	X
Apply the AFROTC Awards and Decorations program in a formal awards ceremony.		X	X	X	X
Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.				X	X
Apply proper feedback and performance evaluation skills			X	X	X
Comprehend topics of importance to cadets about to enter active duty.				X	
Apply leadership, management and problem-solving skills in special projects/positions		X	X	X	X
Comprehend issues and topics given in a Commander's Call environment		X	X	X	X
Physical Training (PT)		X	X	X	X

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

**Part I**

<b>(Check one)</b>	Department Name	Air Force ROTC (Military Science & Leadership)
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFS 212
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Leadership Seminar
<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	1/28/2008	Graduate Council*
		N/A
	<i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/21/2008	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	N/A	04/17/08
Teacher Education Committee*	N/A	Faculty Senate**
		NA
		Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
To remove the corequisites or prerequisites: AFS 111 or 211; AFS 112 and 114

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

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**B. The justification for this action:**  
AFS 112 does not require corequisites or prerequisites.

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**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.)

**AFS 212 Leadership Seminar. (1) I.** ~~Corequisite or Prerequisite: AFS 111 or 211; AFS 112 and 114. Builds on the foundation established during AFS 112 and 114.~~ Air Force customs, courtesies and opportunities are emphasized. The cadet is prepared for individual, flight and squadron movements in drill and ceremonies.

**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)*
AFS	212	Spring 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MLSL
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>	<b>FOR BANNER USE ONLY</b> 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.	Corequisite or Prerequisite: AFS 111 or 211; AFS 112 and 114.
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**

<b>(Check one)</b>	Department Name	Air Force ROTC (Military Science & Leadership)
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFS 214
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Leadership Seminar
<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	1/28/2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	3/21/2008	Approved <input checked="" type="checkbox"/> Disapproved	04/17/08
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  To remove the corequisites or prerequisites: AFS 113, 213, 112, or 114</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)  Spring 2009</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)  N/A</p>
<p><b>B. The justification for this action:</b>  AFS 214 does not require corequisites or prerequisites.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>  None</p> <p><b>Operating Expenses Impact:</b>  None</p> <p><b>Equipment/Physical Facility Needs:</b>  None</p> <p><b>Library Resources:</b>  None</p>

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

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

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

**New or Revised\* Catalog Text**

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

**AFS 214 Leadership Seminar. (1) I.** ~~Corequisite or Prerequisite: AFS 113 or 213; AFS 112 and 114. A continuation of AFS 112.~~ Emphasis on preparing cadets for attendance at field training during succeeding summer.

**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)*
AFS	214	Spring 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MLSL
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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (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.	<del>Corequisite or Prerequisite: AFS 113 or 213; AFS 112 and 114.</del>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (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)	
<b>Equivalent Course(s):</b> (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**

<b>(Check one)</b>	Department Name	Air Force ROTC (Military Science & Leadership)
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFS 312
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Leadership Seminar
<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	1/28/2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/21/2008	Approved <input checked="" type="checkbox"/> Disapproved	04/17/08
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To remove the corequisites or prerequisites: AFS 311</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Spring 2009</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)          N/A</p>
<p><b>B. The justification for this action:</b>          AFS 312 does not require corequisites or prerequisites.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>          None</p> <p><b>Operating Expenses Impact:</b>          None</p> <p><b>Equipment/Physical Facility Needs:</b>          None</p> <p><b>Library Resources:</b>          None</p>



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

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

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

**New or Revised\* Catalog Text**

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

**AFS 312 Leadership Seminar. (1) I.** ~~Corequisite or Prerequisite: AFS 311.~~ Involves the cadets in advanced leadership experiences to prepare for active duty. Cadet responsibilities include planning, organizing, directing, coordinating, and controlling the activities of the cadet corps and preparing briefings and written communications.

**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)*
AFS	312	Spring 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MLSL
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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (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.	Corequisite or Prerequisite: AFS 311.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (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)	
<b>Equivalent Course(s):</b> (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**

<b>(Check one)</b>	Department Name	Air Force ROTC (Military Science & Leadership)
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFS 314
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Leadership Seminar
<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	1/28/2008	Graduate Council*
		Date N/A
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/21/2008	Council on Academic Affairs
General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved
Teacher Education Committee*	N/A	Date 04/17/08
		Faculty Senate**
		Date NA
		Board of Regents**
		Date NA
		Council on Postsecondary Edu.***
		Date NA

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
To remove the corequisites or prerequisites: AFS 313

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

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**B. The justification for this action:**  
AFS 314 does not require corequisites or prerequisites.

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

**Personnel Impact:**  
None

**Operating Expenses Impact:**  
None

**Equipment/Physical Facility Needs:**  
None

**Library Resources:**  
None

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

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

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

**New or Revised\* Catalog Text**

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

**AFS 314 Leadership Seminar. (1) I.** ~~Corequisite or Prerequisite: AFS 313.~~ Cadets continue preparations for fulfilling leadership positions as an active duty Air Force officer.

**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)*
AFS	314	Spring 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MLSL
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>	<b>FOR BANNER USE ONLY</b>  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.	Corequisite or Prerequisite: AFS 313.
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	Air Force ROTC (Military Science & Leadership)
New Course (Parts II, IV)	College	Business & Technology
✓ Course Revision (Parts II, IV)	*Course Prefix & Number	AFS 412
Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Leadership Seminar
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	1/28/2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/21/2008	Approved <input checked="" type="checkbox"/> Disapproved	04/17/08
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  To remove the corequisites or prerequisites: AFS 411</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)  Spring 2009</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)  N/A</p> <hr/> <p><b>B. The justification for this action:</b>  AFS 412 does not require corequisites or prerequisites.</p> <hr/> <p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>  None</p> <p><b>Operating Expenses Impact:</b>  None</p> <p><b>Equipment/Physical Facility Needs:</b>  None</p> <p><b>Library Resources:</b>  None</p>
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**Part II. Recording Data for New, Revised, or Dropped Course**

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

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

**New or Revised\* Catalog Text**

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

**AFS 412 Leadership Seminar. (1) I.** ~~Corequisite or Prerequisite: AFS 411~~—Involves the cadets in higher level advanced leadership experiences ~~similar to those in AFS 312~~. In addition, the cadets receive a final block of instruction for Initial Commissioned Service.

**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)*
AFS	412	Spring 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MLSL
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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use <b>“and”</b> and <b>“or”</b> literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	Corequisite or Prerequisite: AFS 411.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use <b>“and”</b> and <b>“or”</b> 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)	
<b>Equivalent Course(s):</b> (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**

<b>(Check one)</b>	Department Name	Air Force ROTC (Military Science & Leadership)
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFS 414
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Leadership Seminar
<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	1/28/2008	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/21/2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 04/17/08
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	N/A	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 the corequisites or prerequisites: AFS 413

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

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

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**B. The justification for this action:**  
 AFS 414 does not require corequisites or prerequisites.

---

**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.)

**AFS 414 Leadership Seminar. (1) II.** ~~Corequisite or Prerequisite: AFS 413.~~ Cadets prepare for Initial Commissioned Service by fulfilling advanced leadership positions. Continued emphasis on group dynamics and the role of future leaders in the Air Force.

**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)*
AFS	414	Spring 2008	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MLSL
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>	<b>FOR BANNER USE ONLY</b> 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.	Corequisite or Prerequisite: AFS 413.
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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



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### MEMORANDUM

TO: The Council for Academic Affairs

FROM: Gary Kuhnenn, Interim Associate Vice President  
Enrollment Management

DATE: April 9, 2008

RE: Editorial Revisions for 2008-09 UG Catalog

Please find attached three separate editorial revision to be incorporated into the publication of the 2009-09 UG Catalog.

1. Reorganized and revised existing catalog text to help clarify eligibility requirements for Latin Honors.
2. Reorganized and revised existing catalog text to provide clarification regarding University certificate programs verses that of departmental certificates.
3. Added an additional sentence to existing catalog text regarding applicability of "catalog year" and those students who are readmitted after an absence of less than two years.

# Editorial Change - Curriculum Form

## Part I

Department Name	Office of the Registrar
College	Enrollment Management
Original Proposal Approved by the Council on Academic Affairs on	Date: 04/17/08

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

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

Clarify catalog language explaining Latin honors.

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

Fall 2008

## Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

### New or Revised\* Catalog Text

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

*PROPOSED NEW TEXT - Because of significant reorganization and additions to the existing text, the proposed new text is presented as a total composition rather than incorporating markup..*

### Honors for Baccalaureate Degree Graduates

#### **Honors Scholars Program**

Students are graduated as Honors Scholars if they successfully complete Eastern Kentucky University's Honors Program, satisfy all comprehensive and program requirements for an undergraduate degree from this University, and graduate with a cumulative GPA of at least 3.00. Honors Scholars are designated at commencement by a maroon mortarboard.

#### **Latin Honors**

Eastern Kentucky University recognizes graduating baccalaureate degree students who have achieved distinguished academic records by awarding their degree with Latin honors. There are three levels of Latin honors: Cum Laude ("with praise"), Magna Cum Laude ("with great praise"), and Summa Cum Laude ("with highest praise").

All students earning Latin honors must earn at least 64 credit hours at Eastern Kentucky University and all semester hours transferred to and attempted at Eastern Kentucky University (**including those which are subsequently repeated or bankrupted**), will be used in calculating each Latin honor grade point average (GPA). Latin honors GPA calculation - for recognition at the graduation commencement ceremony - does not include the final semester's course work as these calculations occur weeks before the term has finished. However, coursework hours in progress at the time commencement honors calculations are made will be counted toward the required minimum of 64 semester hours earned at Eastern Kentucky University. Once a student's final semester has concluded and final grades are available these grades will be considered when determining Latin honors notations for the diploma and transcript.

#### **Cum Laude**

Students earning Cum Laude must attain at least a cumulative GPA of 3.5 but less than a 3.7 on all semester hours transferred to and attempted at Eastern Kentucky University. Additionally, they must earn a minimum of 64 credit hours at Eastern Kentucky University.

Continued on next page ...

**Magna Cum Laude**

Students earning Magna Cum Laude must attain at least a cumulative GPA of 3.7 but less than a 3.9 on all semester hours transferred to and attempted at Eastern Kentucky University. Additionally, they must earn a minimum of 64 credit hours at Eastern Kentucky University.

**Summa Cum Laude**

Students earning Summa Cum Laude must attain a cumulative GPA of 3.9 or higher on all semester hours transferred to and attempted at Eastern Kentucky University. Additionally, they must earn a minimum of 64 credit hours at Eastern Kentucky University.

*EXISTING TEXT – this text will be replaced with the proposed text as listed above.*

**Honors for Baccalaureate Degree Graduates**

Students are graduated Summa Cum Laude if they attain a cumulative grade point average (GPA) of 3.9 or higher on all semester hours transferred to and attempted at Eastern Kentucky University and if they complete a minimum of 64 hours at Eastern Kentucky University.

Students are graduated Magna Cum Laude if they attain a cumulative GPA of at least 3.7 but less than 3.9 on all semester hours transferred to and attempted at Eastern Kentucky University and if they complete a minimum of 64 hours at Eastern Kentucky University.

Students are graduated Cum Laude if they attain a cumulative GPA of at least 3.5 but less than 3.7 on all semester hours transferred to and attempted at Eastern Kentucky University and if they complete a minimum of 64 semester hours that is half the minimum required for a baccalaureate degree at Eastern Kentucky University.

## Editorial Change - Curriculum Form

**Part I**

Department Name	Office of the Registrar		
College	Enrollment Management		
Original Proposal Approved by the Council on Academic Affairs on	Date:	04/17/08	

**Completion of A is required: (Please be specific, but concise.)**

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

To clarify and correct the listing of university and departmental offered certificates and programs leading to professional licensure.

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

Fall 2008

**Part II. Recording Data for Revised Course**

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised\* Catalog Text

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

***SUGGESTED NEW TEXT - Because of significant reorganization and additions to existing text, the proposed new text is presented as a total composition rather than incorporating markup.***

**EKU Certificates and Professional Licensure Programs**

1. **EKU Departmental Level Certificates.** These certificates are awarded by the individual academic department, not the university.

- Advanced Emergency Medical Care
- African/African-American Studies
- Basic Emergency Medical Technician
- Career and Technical Education
- French Conversation and Culture
- German Conversation and Culture
- Industrial Computer Technology
- Japanese Conversation and Culture
- Spanish
- Women and Gender Studies

Continued on next page ...

2. **EKU University Level Certificates**. These certificates are awarded by the university, students receive a formal certificate produced in the same way as a degree diploma. Students completing these programs must apply for graduation and are assessed a graduation fee. Students earning only certificates do not receive caps and gowns and do not participate in the commencement ceremony. The university graduation fee partially offsets the production and mailing of diplomas and certificates. The university absorbs cap and gown costs for degree earners. Application deadlines for completing university certificates follow the same timeline as for degree graduation.

- Accounting\*
- Correctional Intervention Strategies
- Health Information Management\*
- Fire and Safety Engineering Technology
- Paralegal Science
- Real Estate
- Professional Certification in Youth Services

3. **Professional Licensure Programs** These programs of study prepare the student, upon recommendation from ECU, for professional endorsement or certification by the commonwealth of Kentucky Education Professional Standards Board.

- Agriculture Education Teaching
- Career and Technical Education
- Dance Certification
- Director of Pupil Personnel Services
- Director of Special Education
- Driver Education (teaching certification endorsement)
- Gifted Education
- Industrial Computer Technology (teaching certification endorsement)
- Instructional Leadership (School Principal, All Grades)
- Rank II
- Rank I
- School Counseling
- School Psychology
- Supervisor of Instruction

Continued on next page ...



- Teaching English as a Second Language (teaching certification endorsement)
- Vocational Principal
- Coordination/Supervision of Vocational Education

\*Post-Bacc. Acceptance into this program requires that the student has already earned a baccalaureate degree. For more details see the relevant department's section of this catalog, or contact the department offering the certificate.

*EXISTING TEXT – this text will be replaced with the proposed new text as posted above.*

## **ENDORSEMENTS AND CERTIFICATES**

The following special endorsements and certificates are offered.

### **1. Undergraduate**

Accounting Certificate  
 Advanced Emergency Medical Care Certificate  
 Basic Emergency Medical Technician\*\*  
 Career and Technical Education\*  
 Certified Alcohol and Drug Counselor (CADC)  
 Child Public Welfare Certification  
 Coaching Endorsement  
 Driver Education Endorsement  
 English as a Second Language (Teaching) Endorsement  
 Fire and Safety Engineering Technology Certificate  
 French Conversation and Culture Certificate  
 German Conversation and Culture Certificate  
 Health Information Management, Post-Baccalaureate Certificate  
 Instructional Computer Technology  
 Japanese Conversation and Culture Certificate  
 Medical Administrative Certificate  
 Medical Coding Certificate\*\*  
 Middle Grade Education (5-9) Endorsement (one area)  
 Paralegal Science Certificate (Post Baccalaureate)  
 Public Child Welfare Certificate  
 Real Estate Certificate  
 Spanish Certificate  
 Youth Work Certificate

*\*Based on recommendation from EKU, Certificate is awarded by the Education Professional Standards Board.*

*\*\*Certificate awarded by department and not Eastern Kentucky University.*

### **2. Graduate**

Director of Pupil Personnel Services  
 Director of Special Education  
 Driver Education  
 Gifted Education  
 Instructional Leadership (School Principal, All Grades)  
 Rank II  
 Rank I  
 School Counseling  
 School Psychology  
 School Superintendent  
 Standard Certificate in School Counseling  
 Supervisor of Instruction  
 Vocational Principal  
 Coordination/Supervision of Vocational Education

## Editorial Change - Curriculum Form

**Part I**

Department Name	Office of the Registrar		
College	Enrollment Management		
Original Proposal Approved by the Council on Academic Affairs on	Date:	04/17/08	

**Completion of A is required: (Please be specific, but concise.)**

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

To include additional text in the UG Catalog that identifies the curriculum obligations (catalog year) for those students who are readmitted to the University after a **less** than two year absence.

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

Fall 2008

**Part II. Recording Data for Revised Course**

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised\* Catalog Text

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

**Proposed Revision:**

**Catalog** (pg 39 of 2007-08 UG Catalog)

For general education requirements, students will be governed by the Catalog in use at the time they enter the University. However, any student regardless of their term of entry to the University may opt into the revised general education program commencing in fall 2006. Their major program requirements will be those in effect at the time they declare their major; however, if those requirements change, students may elect to complete the later requirements. Students who stop out for more than two years but who stay in the same major upon returning will meet the major requirements in place at the time they reenroll. Students who stop out for fewer than two years may opt to be returned to major requirements in place at the time they declared their major by submitting request to the Registrar's Office.

The above refers only to curricular requirements. With respect to policy requirements, all students are governed by current University policies that have been approved by appropriate University committees.



EASTERN KENTUCKY UNIVERSITY  
*Serving Kentuckians Since*  
1906

College of Justice & Safety  
'A Program of Distinction'

Office of the Dean

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TO: Council on Academic Affairs

FROM:

Dr. Allen Ault, Dean  
College of Justice & Safety

DATE: April 7, 2008

RE: Agenda Items

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Council on Academic Affairs scheduled for April 17, 2008.

Department of Safety, Security & Emergency Management.

**New Courses:**

SSE 871: Risk Management in Schools

Department of Correctional and Juvenile Justice Studies

**New Courses:**

COR 450S: Service Learning in Corrections:\_\_\_\_\_

Note: From the Service Learning Committee.

Congratulations! Your application for an "S" Designation for COR 450 was approved by the Service-Learning Committee on February 29, 2008!



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

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

**Part I**

(Check one)	Department Name	Safety, Security, & Emergency Management	
X New Course (Parts II, IV)	College	Justice & Safety	
Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 871	
Course Dropped (Part II)	*Course Title (30 characters)	Risk Management in Schools	
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	1/26/08	Graduate Council*	3/3/08
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	2/1/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	04/17/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
To create a new course in risk management in schools to introduce students to global risk management strategies and concerns in the school setting.

**A. 2. Effective date:** (Example: Fall 2001)  
Spring 2009

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

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**B. The justification for this action:** Faculty in the Colleges of Education and Justice and Safety have realized there is a lack of courses for the dissemination of knowledge in the area of risk management in schools and have developed this course to attempt to fill that gap.

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

**Personnel Impact:** Preston Elrod has recently been reassigned to the SSEM department and will be offering this course as part of his normal course load.

**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.)

SSE 871 Risk Management in Schools. (3) A. Examines a range of threat assessment and risk management strategies and laws, codes, and regulations appropriate for educational settings and evaluates their effectiveness.

**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)*
SSE	871	Spring 2009	AS _____ JS XX BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  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**  
**Department of Safety, Security and Emergency Management**  
**Course Syllabus**

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Course: SSE 871 Risk Management in Schools  
Credit Hours: 3 hrs.  
Professor: Dr. Preston Elrod  
Office: Stratton Annex  
Phone: 622-1160  
Email: preston.elrod@eku.edu

Term: Fall 2008  
Day/Time: M 6:00-8:45p.m..  
Bldg/Rm: Stratton 20  
Office Hours:  
M,W,F: 1:30-3:00  
Other times by appointment

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## **INTRODUCTION**

There are a variety of hazards that can impact both youths and adults in school and community settings. These hazards consist of violent and property crimes; natural disasters such as earthquakes, floods, hurricanes, and tornados; and man-made disasters such as chemical spills, workplace accidents, and accidental fires. Such events are important because they pose a threat to personal safety and they threaten school property. Moreover, these events may expose school systems to litigation because schools have a legal and ethical obligation to protect the safety of youths, their employees, and other citizens who live around and are involved in school activities. Whereas SSE 870 focuses attention on preventing, preparing for, and mitigating the impact of a variety of school hazards, this course provides a critical evaluation of efforts to respond to and recover from hazards once they occur. Consequently, the course seeks to facilitate the development of the knowledge and skills needed to develop evidence-based response and recovery strategies applicable to educational settings and to prepare people who can effectively respond to range of crises should they occur.

## **CATALOG DESCRIPTION**

Examines a range of threat assessment and risk management strategies appropriate for educational settings and evaluates their effectiveness. Also, reviews school safety laws, codes, and regulations. In addition, students will be required to complete a school threat assessment and risk management plan.

## **LEARNING OBJECTIVES**

At the conclusion of this course students will be able to:

1. Identify and evaluate the various types of threats to school safety.
2. Analyze and understand the ethical and legal obligations of school personnel to protect students.
3. Critically evaluate various types of threat assessment instruments.
4. Develop and evaluate an evidence-based school threat assessment plan.
5. Analyze and evaluate the effectiveness of various response and recovery approaches to school crisis events.
6. Research, develop, and critically evaluate an evidence-based crisis response and recovery plan for an educational setting.

## **COURSE FORMAT**

The primary format for this course is lecture, discussion, and group work. During the course, however, we will also view several videos and have several guest speakers.

## REQUIRED TEXTS

(Note: A final decision about course texts will be made in late Spring 2008)

Jackson, P.M., & Ewing, F.V. (2003). *Risk management for schools: A workbook*. Philadelphia, PA: Xlibris.

Turk, W.L. (2004). *School crime and policing*. Upper Saddle River, NJ: Prentice Hall.

Additional supplementary readings may be assigned during the semester. You will be responsible for mastering any of these materials that are assigned.

## TENTATIVE COURSE SCHEDULE

**Note: The following is a tentative course outline. Although exam dates are provided, it should be noted that exams, except for the final, may not fall on the exact date listed. Nevertheless, exams should fall close to the listed dates. Consequently, you should make sure that you do not have schedule conflicts that will prevent you from being present to take the exams.**

<u>Week</u>	<u>Topic</u>
1	Course introduction Overview of risk management Importance of risk management in school settings
2	Understanding the types of risk faced in school settings (all hazards approach)
3	Ethical and legal foundations for managing risk in school settings
	<b>Exam 1</b>
4	Mitigating and responding to natural disasters and human threats to school safety
5	Physical plant risk assessment and response
6	Assessing risk in various school settings such as (1) classrooms, science labs, art rooms, and shops, (2) parking lots, halls, stairways, restrooms, cafeterias, and playgrounds, (3) school sports and physical education, and on (3) school transportation and trips.
	<b>Exam 2</b>
7	Environmental design, risk assessment and response
8	Assessing and responding to crime and delinquency in schools: bullying, theft, drugs, and assault



9	Assessing the potential for fatal violence in schools and developing effective response plans Threats posed by school staff, students, parents, other community members and developing effective response
10	School climate as an effective response to school threats
11	Assessing community conditions and risk (gangs, drugs, guns, etc.) Developing effective responses to community threats
12	Developing and implementing effective response strategies and programs that deal with school crime
	<b>Exam 3</b>
13	Developing communications with community safety partners Developing response plans with community safety partners
14	The role of school audits and assessment in the development of response and recovery plans and development of a sound school threat response and recovery plan
15	Presentation of school threat assessment and risk management plans
	<b>Final Exam</b>

## **COURSE REQUIREMENTS**

This is a graduate course and consequently it will require considerable effort on your part. The primary requirement of this course is to critically examine and **master** all course materials, make satisfactory grades on each exam, and prepare a well-written school and community crime prevention and safety plan (discussed below). These requirements can be accomplished if you attend class, take good class notes, ask questions, **study** all assigned materials, and carefully follow instructions for the completion of the school threat and risk assessment plan.

Your course grade will be determined solely by your performance on each of the class exams, the quality of your school risk and threat assessment plan, and the presentation of your plan.

## **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 an alternate format.

## **EXAMS**

There will be four in-class exams in this course, including the final exam. Each exam will consist of multiple-choice and essay questions. Students are expected to be on time for exams. Additional time will not be given to students who are late. If students have left an exam before a student arrives for an exam, that student will be required to take a make-up exam to be scheduled at a time convenient to both the student and professor, or the course facilitator if it is at an extended campus site.

It is the student's responsibility to be present and prepared (have a no. 2 pencil) for each exam. Any student who misses an exam must have prior approval of the professor, present a doctor's excuse, or have an approved university excuse in order to take a make-up exam. Also, all make-up exams must be rescheduled within three days of the date of the original exam. It is the student's responsibility to contact the professor to arrange a time that is mutually convenient to complete make-up exams. An essay format is usually used for all make-up exams.

## **GRADING**

Grades will be determined by your performance on each of the four in-class exams (100 points each), by your performance on the school threat and risk assessment plan (100 points). Twenty percent of the score on the school threat and risk assessment plan will be based on the team presentation of the plan. The total possible points in this course is 500. The following scale will be used to determine your final grade:

### **Total Points**

450-500 = A (90-100% average)

400-449 = B (80-89% average)

350-399 = C (70-79% average)

300-349 = D (60-69% average)

< 300 = F (Less than 60% average)

For example, if you score 80, 90, 82, and 92 on each of your four exams, 90 on your plan you have earned a total of 434 points. Consequently, your final grade would be a "B." To determine your approximate grade at any point during the semester simply take the average of your grades to that point. In the example above, the student would be in the "B" range after the first exam (average 80 points) and after the second exam (90 points), because the average grade,  $80+90=170/2=85$  points. The grading scale for determining your approximate grade during the term is:

Because each exam and the paper carries equal weight in determining your final grade, it is imperative that you take each exam and the paper seriously and that you begin your preparation for the exams and the paper well in advance in order to maximize your performance.

## **ATTENDANCE**

Unless you have a valid doctor's excuse, students are expected to attend punctually all scheduled class sessions. Although no penalties will result from missing classes, with the exception of exams (see above), poor attendance frequently results in poor or failing grades. Moreover, poor attendance will prevent you from earning bonus points at the end of the term.

## **ACADEMIC INTEGRITY**

It is expected that all students adhere to the policies regarding academic honesty at ECU. Violations of these policies will **not** be tolerated. Consequently, all students in this course should familiarize themselves with the ECU Academic Integrity Policy that is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

At a minimum, students who violate this code will receive an "F" (0 points) for the work in question which almost always results in a grade of "F" in the course. In addition, other penalties may be imposed.

## **PAPER REQUIREMENT (School Threat Assessment and Risk Management Plan)**

The development of a school risk and threat assessment plan is a team project. Students will be assigned to a team early in the term and the team will be responsible for developing a comprehensive plan. Early in the term students will be exposed to the rationale for sound planning and the necessary ingredients for a comprehensive risk and threat assessment plan that covers assessing threats and responding to and recovering from school crisis events. In addition, assignments will be chosen for each team to maximize assignment diversity.

During the term, the instructor will meet with the teams and with individual team members to facilitate the development of the plan and to assess team members' participation. A detailed set of instructions for completing the plan will be given to each student and will serve as a guide for completing the plan. Twenty percent of the grade on the plan will be based on a class presentation of the plan during the final week of the term. The teams who constitute the audience will be asked to critically evaluate the plan presentation, provide feedback to the presenting team, and provide a grade ranging from 1 to 20 points. The instructor will evaluate both the plan and the presentation the remaining portion (80%) of the grade. In completing the plan, it is imperative that each member of the team play a significant role in its development. The grade awarded for the plan will be the grade assigned to each member of the team. Any student who does not play a significant role in the development of the plan will be dropped from the team and will receive a "0" for the assignment.

**\*\*\*Welcome to Risk Management in Schools\*\*\***

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

**Part I**

<input type="checkbox"/> (Check one)	Department Name	Correctional and Juvenile Justice Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice and Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COR 450S
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Service Learning in Corrections:
<input type="checkbox"/> New Program (Part III)	*Program Title	_____
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date	Date
Departmental Committee	3-21-2008	Graduate Council* NA
College Curriculum Committee	4-4-2008	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved ____ 04/17/08
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

**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 a new service learning course in the Correctional and Juvenile Justice Studies curriculum.

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2009

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

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**B. The justification for this action:**  
 In support of EKU's QEP initiatives, COR 450 Service Learning in Corrections is designed to incorporate an experiential educational, or service activity, that is connected to the academic content of that seminar.

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

**Personnel Impact:** None

**Operating Expenses Impact:**  
 Overload pay for faculty supported by a Service Learning grant

**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 (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

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

COR 450S Service Learning in Corrections: \_\_\_\_\_ . (3) A. Prerequisites: COR majors – COR 100 **and** 201 **and** departmental approval. Non-majors – COR 201 and departmental approval. Intensive study of selected topics on corrections and juvenile justice. Students will engage in an experiential , or service, activity related to the topic. May be retaken for a maximum of six hours on different topics. \_\_\_\_\_

**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)*
COR	450S	Fall 2008	AS _____ JS x BT _____ EM _____ ED _____ PC _____ HS _____	CORS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
S	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**

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

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

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

Course Prefix and No. \_\_\_\_\_ **Prerequisites: COR majors – COR 100 and 201 and departmental approval. Non-majors – COR 201 and departmental approval.**

Course Prefix and No. \_\_\_\_\_

Test Scores \_\_\_\_\_

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

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

Course Prefix and No. \_\_\_\_\_

Test Scores \_\_\_\_\_

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

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

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

Proposed General Education Category: (Check as many as apply.)

I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

## **CORRECTIONAL AND JUVENILE JUSTICE STUDIES**

**COURSE: COR450S**

**COURSE TITLE: Service Learning in Corrections: Empowering Women Through Social Support**

**INSTRUCTOR:**

**Joyce D. Carmouche**

**Office: Stratton 105**

**Office Phone: 859-622-1155**

**E-mail: [joyce.carmouche@eku.edu](mailto:joyce.carmouche@eku.edu)**

**COURSE DESCRIPTION:** This seminar will serve as the basis for a service learning project. Service learning is described as an academic experiential educational method in which students participate in an organized service activity that meets identified community needs and reflect 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

The service learning project will focus on facilitating the reintegration of female offenders into Richmond and other communities of Madison County and the development of advocacy services which address the needs of that population.

**TEXTBOOK: None assigned. Weekly assignments will come from periodicals, articles and research relevant to the project.**

**SUPPLEMENTAL RESOURCES/ READINGS: Supplemental reading assignments are noted in the table covering weekly topics below.**

**COURSE COMPETENCIES:**

All of the courses in our Correctional & Juvenile Justice Studies program are designed to facilitate growth in five core competency areas. These core competencies are:

1. Written Communication
2. Oral Communication
3. Problem Solving, Decision Making, and Leadership Skills
4. Counseling Related Interpersonal Skills and Relations
5. Multi-Cultural Sensitivity (Diversity)

**STUDENT LEARNING OBJECTIVES:**

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

- Demonstrate an understanding of the female offender and the specific reintegration problems facing women who are now returning to the community.
- Apply their knowledge and understanding of the problem to a service learning activity.
- Demonstrate an appreciation of the complex issues of underemployment, lack of education and training, the role of single parent and caretaker, substance use/abuse, domestic abuse and violent victimization, etc., the female offender faces.

- Synthesize and evaluate various ideas from a variety of sources, including class materials and service learning activities.
- Demonstrate oral communication skills through reflective discussions, group and individual work with clients, interaction with community partners, and project presentations.
- Demonstrate written communications skills through written reflections, journaling, work on case studies, and completion of inventories.
- Demonstrate the basic skills necessary for critical and creative thinking through input on case studies, re-entry program design innovation, and resource development.

**COURSE FORMAT:** The course will be delivered via bi-weekly meetings which will consist of discussions generated from assigned readings, contacts with community partners and clientele, and presentations from guest speakers. On alternating weeks students and faculty collaborators will engage in service activities with community agencies and women offenders.

**COURSE REQUIREMENTS:** In order to successfully complete this course, students will be required to:

- Attend and participate in bi-weekly class discussions
- Complete assignments leading to the completion of a service learning portfolio that includes, reflections, inventories, journal entries and other project artifacts
- Complete assignments leading to the implementation of advocacy services designed to assist female offenders in the local area
- Perform a minimum of 24 service hours through participation in planned community activities such as meetings with probationers, probation officers, as well as, contacts with various social services agencies in the development of resources to be used in the delivery of advocacy services
- Plan and facilitate community meetings

The portfolio is worth 50 points and class attendance and participation is worth 50 points. Final grades will be distributed as follows:

**GRADING SCALE:**

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

**TERM DATES:**

- Classes Begin: Fall 2008
- Add/Drop Period: See catalog
- Withdraw Period: See catalog

**Withdraw Refund Schedule:**

- 75% tuition refund-TBD
- 50% tuition refund-TBD
- 25% tuition refund-TBD

Classes End: In accordance with semester schedule



## **ACADEMIC INTEGRITY:**

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

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

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

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others (taken from Eastern Kentucky University Student Handbook (UHS) Page 31).

## **STUDENT CONDUCT:**

Students are expected to exercise self-discipline and respect in their contacts with community partners and to present a professional demeanor when interviewing or interacting with probationers.

## **DISABILITY ACCOMMODATION STATEMENT**

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

**"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](http://www.academicintegrity.eku.edu). Questions regarding this policy may be directed to the Office of Academic Integrity."**

## COURSE OUTLINE

	Sample Topic Areas	Sample Weekly Activities and Assignments	Sample Reading Assignments	Additional Readings
<b>1</b>	Introduction to the Course	<ul style="list-style-type: none"> <li>Reflection-Letter to Yourself: Students will write a letter themselves on your expectations or goals for this service learning opportunity. The letter will be submitted and returned at the end of the semester and used to help facilitate a final reflection over your entire experience.</li> <li>Advocacy Program Planning</li> </ul>	Women in the Criminal Justice System <a href="http://www.sentencingproject.org/Admin/Documents/publications/womenincjtotal.pdf">http://www.sentencingproject.org/Admin/Documents/publications/womenincjtotal.pdf</a>	
<b>2</b>	Advocacy Meeting: Introduction to Potential Clients		Portfolio Preparation Journaling	
<b>3</b>	Impact of Sentencing Policies on Female Offenders	<p>Journaling: Write a journal entry reflecting on the lecture and readings for this week. Then, go to <a href="http://www.famm.org">www.famm.org</a> to view the “faces of Famm.” Read the stories of five different women impacted by drug sentencing laws. Write another reflection journal entry on your feelings seeing the faces of Famm.</p> <ul style="list-style-type: none"> <li>Advocacy Program Planning</li> </ul>	Gender and Justice: Women, Drugs and Sentencing Policy <a href="http://www.sentencingproject.org/Admin/Documents/publications/dp_gender_and_justice.pdf">http://www.sentencingproject.org/Admin/Documents/publications/dp_gender_and_justice.pdf</a>	Women in the Criminal Justice System. <a href="http://www.sentencingproject.org">www.sentencingproject.org</a>
<b>4</b>	Advocacy Meeting: Assessments			
<b>5</b>	Women and Prison	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection – Case Study #1</li> <li>Advocacy Program Planning</li> </ul>	Women Offender transition and Re-entry: Gender Responsive Approaches to transitioning Women Offenders from Prison to the Community <a href="http://nicic.org/downloads/pdf/library/021815.pdf">http://nicic.org/downloads/pdf/library/021815.pdf</a>	
<b>6</b>	Advocacy Meeting: Student Presentations/Guest Speaker			Life Sentences: Denying Welfare Benefits to Women Convicted of Drug Offenses. <a href="http://www.sentencingproject.org">www.sentencingproject.org</a>
<b>7</b>	Prerelease Planning: Job placement, Housing	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection - Inventory: Develop an inventory of career education, housing and transportation resources for a woman preparing to leave prison. Find available resources and include contact information.</li> <li>Advocacy Program Planning.</li> </ul>	Reuniting: Money, Family and You; A Guide for Women Leaving Prison. <a href="http://www.nicic.org/Library/019767">http://www.nicic.org/Library/019767</a> The Real Cost of Prisons for Women and their Children <a href="http://www.realcostofprisons.org/rcpp_background_women.pdf">http://www.realcostofprisons.org/rcpp_background_women.pdf</a>	
<b>8</b>	Advocacy Meeting			
<b>9</b>	Offenders as Mothers	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection – Inventory: Develop an Inventory of community resources for a woman who has been denied welfare benefits because of her drug conviction. Find available community resources and include contact information.</li> <li>Advocacy Planning</li> </ul>	Life sentences: Denying Welfare Benefits to Women Convicted of drug Offenses. <a href="http://www.sentencingproject.org/tmp/file/women%20in%20cj/women_lifesentences.pdf">http://www.sentencingproject.org/tmp/file/women%20in%20cj/women_lifesentences.pdf</a> “Some days Are Harder Than Hard”: Welfare Reform and Women With Drug Convictions in Pennsylvania	

			<a href="http://www.clasp.org/publications/somedaysareharderthanhard.pdf">http://www.clasp.org/publications/somedaysareharderthanhard.pdf</a>	
<b>10</b>	Advocacy Meeting			
<b>11</b>	Collateral consequences & Their Impact on the Female Offender	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection – Case study #2</li> <li>• Advocacy program Planning</li> </ul>	Felony Disenfranchisement Rates for Women. <a href="http://www.sentencingproject.org/Admin/documents/publications/fdbsfdratesforwomen.pdf">http://www.sentencingproject.org/Admin/documents/publications/fdbsfdratesforwomen.pdf</a>	
<b>12</b>	Advocacy Meeting: Student Presentations/Guest Speaker			
<b>13</b>	Female Offenders and Life skills	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection – Inventory: Develop an Inventory of community resources for a woman who needs; Life/Survival skills training, personal grooming tips, medical/health assistance. Find the available community resources and include contact information.</li> <li>• Advocacy program Planning</li> </ul>	Office on Violence Against Women created the Safe Return Initiative. Safe return; Domestic Violence & Prisoner Reentry <a href="http://www.vera.org/publication/pdf/367_660.pdf">http://www.vera.org/publication/pdf/367_660.pdf</a>	
<b>14</b>	Wrap-up/Review of Course	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection – Letter to Yourself: Students will read the letter they wrote at the beginning of the semester. They will write a response letter assessing whether or not their expectations were met.</li> <li>• Advocacy Program Planning</li> </ul>		
<b>15</b>	Advocacy Meeting: Student Presentations/Guest Speaker			
<b>16</b>	Advocacy Meeting: Program Evaluation			

**From:** Turner, Linda  
**Sent:** Friday, April 04, 2008 4:06 PM  
**To:** Mccartt, Sarah  
**Subject:** FW: "S" Designation  
[Sarah,](#)  
[See the e-mail below about the approval.](#)

*Linda V. Turner*  
*Academic Administrative Specialist*  
*College of Justice and Safety*  
*859-622-8343*  
[Linda.Turner@eku.edu](mailto:Linda.Turner@eku.edu)

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**From:** Matthews, Betsy  
**Sent:** Friday, April 04, 2008 4:08 PM  
**To:** Turner, Linda  
**Subject:** FW: "S" Designation

[Hi Linda – here is the revised email.](#)

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**From:** Rogers, Sheri  
**Sent:** Friday, April 04, 2008 3:58 PM  
**To:** Matthews, Betsy  
**Subject:** "S" Designation

[Congratulations! Your application for an "S" Designation for COR 450 was approved by the Service-Learning Committee on February 29, 2008! Please move forward in the process of getting this course approved by your department, college and CAA. Let us know if you have any questions during this process.](#)

[Thanks again for your application!](#)

*Sheri Rogers*  
EKU VISTA  
Ky Campus Compact  
Service-Learning  
McCreary 222 (office)  
McCreary 113 (mail)  
859/622-6747

*Sheri Rogers*  
EKU VISTA

Ky Campus Compact  
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## EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

Office of Academic Affairs and Research  
Office of the Dean  
University Programs

201 Keen Johnson  
521 Lancaster Avenue  
Richmond, Kentucky 40475-3163  
(859) 622-2222 Fax (859) 622-5018

**TO:** Council on Academic Affairs

**FROM:** Onda Bennett  
Interim Dean, University Programs

**DATE:** April 3, 2008

**RE:** Agenda Items for 04/17/08 Council on Academic Affairs meeting

The following items are being submitted to the Council on Academic Affairs for consideration at the April 17, 2008 meeting from University Programs:

### **Course Revision**

WGS 399 Cross list WGS 399 Gender & Cross Cultural Perspective & Society with CAA approved SOC 399 .

### **Editorial Change**

Delete ENG 535 from the Interdisciplinary Minor/Certificate in Women's Studies as course was discontinued by English per CAA action 2/28/08



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

**Part I**

<b>(Check one)</b>	Department Name	Women & Gender Studies
<input type="checkbox"/> New Course (Parts II, IV)	College	University Programs
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	WGS 399
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Gender & Cross-cultural Perspective & Society
<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	3-28-07	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3-18-08	Approved <input checked="" type="checkbox"/> Disapproved _____ 04/17/08
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.)**

<b>A. 1. Specific action requested:</b>	To cross list WGS 399 and SOC 399 and revise the catalog text
<b>A. 2. Effective date:</b> (Example: Fall 2001)	Spring 2009
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b>	To cross list as indicated on the CAA approved SOC 399. CAA approved 2/08
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b>	None
<b>Operating Expenses Impact:</b>	None
<b>Equipment/Physical Facility Needs:</b>	Normal
<b>Library Resources:</b>	Normal

**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.)

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



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

Course prefix (3 letters) WGS	Course Number (3 Digits) 399	Effective Term (Example: Fall 2001) Fall 2008	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ UP X	Dept. (4 letters)* WGS
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>	<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit not allowed with SOC 399
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)			

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

**Part I**

Department Name	Women and Gender Studies		
College	University Programs		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	INTERDISCIPLINARY MINOR/CERTIFICATE IN WOMEN'S STUDIES		
	(Major ____, Option ____, Minor <u>x</u> ; or Certificate __)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	2/28/08	
_____			

**Completion of A is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>ENG 535 was dropped from the curriculum on 2/28/08. This editorial change will drop ENG 535 from the Minor and Certificate in Women and Gender Studies in the catalog.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2008</p>
---

**Part III. Recording Data for Revised Program**

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>
<p><b>New or Revised* Program</b>          (*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>
<p>...minor by taking 18 hours as indicated below.          ...Twelve hours from the following courses: CMS 400; CSC 490 (Topic: Seminar in Computer Science: Women and Technology), <del>ENG 535</del>, 550 (Topic: Scribbling Women), ...</p> <p>...Interdisciplinary Women's Studies certificate by taking 12 hours as indicated below:          ...<del>ENG 535</del>, 550 (Topic: Scribbling Women), HIS 300 (Topics rel ...</p>



Eastern Kentucky University  
Policy Library

## Course Syllabi

### Policy 4.1.2

**Volume 4,** Academic Affairs

**Chapter 1,** Academic Practices

**Section 2,** Course Syllabi

**Approval Authority:** Board of Regents

**Responsible Executive:** Provost/VP for Academic Affairs

**Responsible Office(s):** Academic Affairs Office

**Originally Issued:** October 30, 1993

**Effective:**

**Revised:** April 27, 2007

**Next Review Date:**

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### Policy Statement

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Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus either in paper format or online to students and their department chair on the first day of class. Faculty choosing the online option must inform the class that a paper copy will be provided upon request.

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### Purpose

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This policy ensures that course syllabi across the University consistently contain the required elements.

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### Entities Affected by the Policy

---

- Colleges
- Departments
- Faculty
- Students

---

### Who Should Read the Policy

---

- College deans
- Department Chairs
- Faculty members
- Students

---

## Policy Background

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NA

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## Definitions

<b>Provost and Vice President for Academic Affairs</b>	Refers to either the Provost and Vice President for Academic Affairs or his/her designee.
<b>Syllabus</b>	<i>An outline for a course that describes the course content, provides a general framework for covering the course material, and identifies requirements for successful completion of the course.</i>
<b>University</b>	Eastern Kentucky University

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## Requirements for a Syllabus

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A complete syllabus should contain the following elements:

- 1) Department, prefix, number, title, and credit hours
- 2) Catalog course description, including prerequisites
- 3) Text(s) with dates, supplemental text(s), other required readings and references
- 4) Student learning outcomes. Student learning outcomes express in the following manner what successful students learn in the course:
  - a) Outcomes should use action verbs that express what students will learn and demonstrate in the course.
  - b) Upper division and graduate courses should expect students to acquire more sophisticated skills in critical and creative thinking than lower division courses. For courses taught concurrently at the 500/700 levels, outcomes should clearly distinguish what is expected of students enrolled at the 500 level from what is expected of students enrolled at the 700 level. See note 1 below.
  - c) Outcomes should be measurable. Faculty members should be able to evaluate student mastery of the learning outcome.
  - d) Multi-section courses must have a common core of student learning outcomes that are addressed in all sections. Individual faculty members may add outcomes to the common core.
  - e) Approved general education courses must list the General Education Goals addressed in the course in addition to the common core of student learning outcomes. See [www.gened.eku.edu/faculty/syllabus/](http://www.gened.eku.edu/faculty/syllabus/).
- 5) Evaluation method(s) and relative weight of each course requirement
- 6) Student Progress. The syllabus will describe a mechanism by which the instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course.

- 7) Attendance policy. Faculty members will outline a specific course attendance policy consistent with their departmental attendance policy, if one exists. Do not refer students to the University attendance policy. The policy would normally describe how absences and tardiness will be recorded, how excused and unexcused absences will be handled, and how missed exams and late or missed assignments will be handled.
- 8) Notification of the last day to drop the course. For courses that start and stop on standard dates, the faculty member may either list the drop date or direct the student to the *Colonel's Compass* for the date. For courses that start or stop on nonstandard dates, the faculty member should list the drop date.
- 9) Disability Statement. All faculty should include the following standardized statement on the course syllabus to establish consistency between individual instructors, departments, colleges and other University offices.  
 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](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.
- 10) Academic Integrity Policy. All faculty should include the following standardized statement on the course syllabus.  
 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](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.
- 11) Course requirements: required activities, papers, quizzes, exams, oral reports, special projects, field trips, labs, etc. For courses taught concurrently at the 500/700 levels, the course requirements should clearly distinguish requirements at the 500 level from those at the 700 level. For specific guidance go to [http://www.gradschool.eku.edu/gradfaculty/docs/crs\\_guide\\_500\\_700.pdf](http://www.gradschool.eku.edu/gradfaculty/docs/crs_guide_500_700.pdf). An approximate time schedule for these requirements must be included. (Faculty members may combine 11 and 12)
- 12) Course outline: a topical outline indicating subject matter, scope, contents, and an approximate time schedule.
- 13) Other. Faculty members may add other information.

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## Responsibilities

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<b>Course Instructor</b>	<ul style="list-style-type: none"> <li>• For each course taught, create a course syllabus that contains all of the required elements.</li> <li>• Distribute a complete syllabus to students no later than the first course meeting.</li> <li>• Give a copy of all syllabi to the department chair no later than the first course meeting.</li> <li>• Inform students and department of changes in syllabi.</li> </ul>
<b>Department</b>	<ul style="list-style-type: none"> <li>• Review syllabi to ensure compliance with this policy.</li> <li>• Keep a copy of complete syllabi for all sections of all courses (or one copy for multiple sections using the same syllabus) offered by the department.</li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>• Read the syllabus and adhere to the information contained therein.</li> <li>• Keep a copy of the course syllabus until course is complete and grades are final.</li> </ul>

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## Procedures

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NA

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## Violations of the Policy

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NA

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## Interpreting Authority

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- Provost/Vice President for Academic Affairs

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## Relevant Links

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NA

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## Policy Adoption Review and Approval

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### Revised Policy

- Faculty Senate: Revised October 24, 2005
- Board of Regents: Revised April 27, 2007
  
- Faculty Senate: Approved December 3, 1984
- Faculty Senate: Revised March 1, 1993

### Policy Adopted

- Board of Regents: Approved October 30, 1993
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## Appendix: Notes to Faculty and Syllabus Template

1. **Student learning outcomes.** Course objectives commonly express what the faculty member will do or the topics addressed in the course. In contrast, student learning outcomes emphasize what knowledge and skills the student will be expected to demonstrate throughout the course. If accurately expressed, student learning outcomes are measurable and assist both the faculty member and students. They help the faculty member design the course (classroom experiences, assignments, examinations, papers, projects, etc.), develop effective teaching strategies, and design an effective assessment process. They also help the student understand what knowledge and skills are addressed in the course and the faculty member's expectations.

All courses should normally have student learning outcomes that expect students to acquire not only knowledge and comprehension, but also skills in critical and creative thinking. Bloom's Taxonomy categorizes educational objectives into knowledge, comprehension, application, analysis, synthesis, and evaluation. Critical thinking occurs when students are expected to apply their knowledge and comprehension to new and concrete problems (application), to analyze component parts in order to understand an organizational structure (analysis), to synthesize parts into a whole (synthesis), and to evaluate the value of information (evaluation). Creative thinking occurs in conjunction with critical thinking when the student develops something new.

Sample action verbs to each category in Bloom's Taxonomy are (list adapted from the General Education Program Guidelines 1998, San Jose State University ([www2.sjsu.edu/ugs/ge/guideline.html](http://www2.sjsu.edu/ugs/ge/guideline.html)) on November 4, 2004:

- a. Knowledge (recall of previously learned information): defines, enumerates, identifies, labels, lists, matches, names, reads, reproduces, restates, selects, states, views.
- b. Comprehension (understand the meaning of information): classifies, cites, converts, describes, discusses, estimates, explains, generalizes, gives examples, paraphrases, summarizes, understands.
- c. Application (apply information to new and concrete problems): acts, administers, articulates, charts, collects, computes, constructs, contributes, controls, determines, develops, discovers, establishes, extends, implements, includes, informs, instructs, participates, predicts, prepares, preserves, produces, projects, provides, records, relates, reports, shows, solves, takes, teaches, transfers, uses, utilizes.
- d. Analysis (separate a whole into component parts in order to understand organizational structure): breaks down, correlates, diagrams, differentiates, discriminates, distinguishes, focuses, illustrates, infers, limits, outlines, points out, prioritizes, recognizes, separates, subdivides.
- e. Synthesis (organizes parts into a whole): adapts, anticipates, categorizes, collaborates, combines, communicates, compares, compiles, composes, contracts, contrasts, creates, designs, devises, expresses, facilitates, formulates, generates, incorporates, initiates, integrates, intervenes, models, modifies, negotiates, plans, progresses, rearranges, reconstructs, reinforces, reorganizes, revises, structures, substitutes, validates.
- f. Evaluation (assess the value of information for a given purpose): appraises, concludes, confronts, criticizes, critiques, decides, defends, interprets, judges, justifies, reframes, translates.

Critical and creative thinking develop more fully as students acquire deeper knowledge and comprehension of a subject. Student learning outcomes should therefore increasingly emphasize skills in critical and creative thinking as student knowledge and comprehension increase. Learning outcomes in lower division courses may have more outcomes expressing knowledge and comprehension than outcomes expressing skills in critical and creative thinking. Upper division and graduate courses should emphasize skills in critical and creative thinking.

Examples of student learning outcomes for lower division, upper division, and graduate courses are provided below.

### Lower Division Courses

## Policy 4.1.2

Volume 4, Academic Affairs  
Chapter 1, Academic Practices  
Section 2, Course Syllabi

1. The student will demonstrate the ability to apply the model of demand and supply to determine equilibrium price and quantity in a competitive product market. (The action verb "apply" suggests that the student will learn how to apply knowledge and comprehension to new and concrete problems.)
2. The student will demonstrate the ability to test hypotheses about the sample mean of one population. (The action verb "test" suggests that the student will learn how to apply knowledge and comprehension to new and concrete problems.)
3. The student will be able to apply genetic theory to discover how genetic traits are inherited within populations. (The action verb "apply" suggests the student will learn application.)
4. The student will be able to analyze the social and cultural significance of the visual art of other societies relative to western society. (The action verb "analyze" suggests the student will learn analysis.)

### Upper Division Courses

1. The student will demonstrate the ability to analyze macroeconomic performance. (The action verb "analyze" suggests that the student will learn how to identify and use the component parts of an organizational structure.)
2. The student will demonstrate the ability to contrast the short run and long run economic effects of fiscal and monetary policies. (The action verb "contrast" suggests that the student will learn how to synthesize information.)
3. The student will analyze the ethical issues within organizations and the importance of choices and consequences to the decision makers. (The action verb "analyze" again suggests that the student will learn analysis.)
4. You will be able to synthesize knowledge of social psychology with your own life experience. (The action verb "synthesize" suggests that the student will learn to integrate knowledge.)
5. Students will be able to evaluate the risk of natural disasters for an area given its tectonic, physical, and climatic environment. (The action verb "evaluate" suggests the student will learn to evaluate knowledge for a specific purpose.)

### Graduate Courses

1. The student will demonstrate the ability to assess the economic effects of international trade policies. (The action verb "assess" suggests that the student will learn how to evaluate economic policies.)
2. The student will evaluate theory in nursing and related disciplines for use in advanced nursing practice in rural settings. (The action verb "evaluate" suggests the student will learn to evaluate knowledge.)
3. The student will apply principles of financial and resource management to the management of rural health delivery systems. (The action verb "apply" suggests the student will learn application.)
4. The student will be able to formulate a strategy for protecting the sector by various means: target hardening, regulatory policies, or restructuring the sector. (The action verb "formulate" suggests the student will learn to synthesize knowledge.)

2. **Disability statement.** At least one out of every ten students has some type of disability. Those students who request accommodations will need to self-identify with the Offices of Services for Students with Disabilities and provide appropriate documentation concerning the stated disability. Including the exact wording of the above statement in course syllabi is important because the process: 1) invites students with disabilities to self identify, 2) makes no promises for particular accommodations, but it allows a campus wide policy and process to take place concerning the determination of accommodations, 3) discourages students from presenting documentation directly to faculty, and 4) indicates that faculty are willing to work with students who are officially registered with the disabilities office. When students do make an appointment to discuss academic accommodations, faculty can and should ask for the "letter of accommodation" issued by the Office of Services for Students with Disabilities.



The following is a syllabus template. Required elements are in **bold** and recommended elements are in *italics*. For specifics on the required elements see pages 2 and 3 of this policy.

*Eastern Kentucky University*  
**Department of XXXXXXXXX**  
Syllabus for **MMM ###, Course Title**  
**# credit hours**  
*Semester and Year*

*Professor's name*  
*Professor's Office #*  
*Professor's Contact information*  
*(Phone and email)*  
*Professor's Office Hours*

**Catalogue Course Description:**  
**(including pre-requisites)**

**Text(s):**  
**(with dates, supplemental text(s), and other required readings or references)**

**Student Learning Outcomes:**

**Evaluation Methods:**  
**(including relative weight of each course requirement)**

**Student Progress:**  
**(mechanism for notifying students of progress in the course)**

**Attendance Policy:**

**Last Date to Drop the Course:**

**Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at [disserv@eku.edu](mailto: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 Statement:** 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](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Course Requirements:**

**Course Outline:**

Feb. 2008 Revision Draft

**Discussion Points for Policy 4.1.2**

- **Should multiple-section courses be required to have a common textbook(s)?**
- **Should multiple-section courses be required to have common core objectives?**

Feb. 2008 Revision Draft

Council on Academic Affairs - April 17, 2008

Faculty Senate's Response Regarding the Syllabus Policy

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p. 1 Question: Must the syllabus be provided on the first day of class? Why not the second?

Question: Must a paper copy be provided if students can access the syllabus on line?

Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus either in paper format or online to students and their department chair on the first day of class. Faculty choosing the online option must inform the class that a paper copy will be provided upon request.

Approved revision:

Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus either in paper format or online to students and their department chair typically on the first day of class and no later than the second University work day. If requested by students, faculty must provide a syllabus in an alternate format (e.g., a paper copy, an e-mail attachment, etc.).

p. 2, Item 2 Question: Must the course description be included if it has not changed from the *Catalog*? *CAA approved requiring the complete current course description.*

Catalog course description, including prerequisites

p. 2, Item 4.d Question: Must multi-section courses have some common objectives?

*CAA approved requiring a common core of student learning outcomes for all multi-section courses.*

Question: Does requiring a core of common objectives violate faculty's academic freedom? *No. The individual instructor may add objectives.*

Multi-section courses must have a common core of student learning outcomes that are addressed in all sections. Individual faculty members may add outcomes to the common core.

p. 3, Item 8 Question: Should students be responsible for knowing the withdrawal date?

*CAA approved the requirement. The current policy requires listing the drop date. The proposed policy gives the faculty member the option of referring the student the *Colonel's Compass*.*

Notification of the last day to drop the course. For courses that start and stop on standard dates, the faculty member may either list the drop date or direct the student to the *Colonel's Compass* for the date. For courses that start or stop on nonstandard dates, the faculty

member should list the drop date.

p. 3, Item 12 Question: Must the outline be "topical"?

Question: What does scope mean? Contents?

Approved revised wording:

12. Course outline: an outline indicating subject matter and an approximate time schedule.