

12-18-2008

Council on Academic Affairs Minutes, Dec 18, 2008

Eastern Kentucky University

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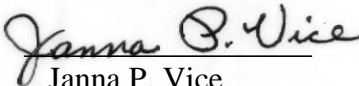
EASTERN KENTUCKY UNIVERSITY

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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
Associate Provost

DATE: December 10, 2008

RE: Meeting—Council on Academic Affairs

The Council on Academic Affairs will meet on Thursday, December 18, 2008, at 1:30 p.m. in the Martin Room of the Coates Building. The agenda and attachments are available through the Council on Academic Affairs Web site at:

www.academicaffairs.eku.edu/committee/academic_council/.

If you cannot attend the meeting, please contact Rick McGee either by phone at 622-1247 or e-mail rick.mcgee@eku.edu.

COUNCIL ON ACADEMIC AFFAIRS MINUTES
December 18, 2008

Members Present: Allen Ault, Onda Bennett, Rich Boyle, Lindsey Cross, Ed Davis, Tina Davis, Michael Foster, Linda Frost, Gary Kuhnhenh, Kim Naugle, Jaleh Rezaie, Benton Shirey, Liz Throop, Janna Vice, Deborah Whitehouse

Members Absent: Steve Byrn, *Claire Good, Verna Freer, E.J. Keeley, Sandra Moore, Rodney Piercey, Sherwood Thompson, Mixon Ware
 *indicates prior notification

Non-Members Present: Myra Beth Bundy, Sue Cain, Kathy Daugherty, Patty Holly, Julie Robinson, Judy Short, Julie Spease, Linda Turner, John Wade

Dr. Janna Vice called the Council on Academic Affairs to order at 1:34 p.m. on December 18, 2008.

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

ACTION ITEMS

Arts & Sciences

Department of Psychology

New Program

Effective Date

Postponed

Clinical Psychology- add a new degree program, Psy.D in Clinical Psychology

Presented by Dr. Robert Brubaker on behalf of the Psychology Department. Dr. Kim Naugle discussed CPE requirements for the program. The CAA approved the program in principle and agreed on the formation of a sub-committee to review the proposal and help prepare it for approval, and for CPE consideration. This sub-committee will consist of: Dr. Robert Brubaker, Dr. Kim Naugle, Dr. Michael Foster, Dr. Jaleh Rezaie, and three members of the Graduate Council.

Withdrawn

Autism Spectrum Disorders Concentration

This proposal will return to CAA in January 2009 following revisions by Dr. Myra Beth Bundy.

Enrollment Management

Policy Revision Proposal

Withdrawn

Comprehensive Baccalaureate Degree Requirements- Revise 300-level credit-hour requirements from 43 to 36 as a result of revision of degree requirements from 128 to 120 credit hours.

A workgroup will work on this proposal to determine the appropriate number of upper division credit hours for Baccalaureate Degree Requirements and revise the policy proposal for future consideration. Dr. Liz Throop (Group Chair), Dr. Linda Frost, Dean Allen Ault, and Ms. Lindsey Cross will serve as the members of the workgroup.

Arts & Sciences
Effective Date

Department of Anthropology, Sociology & Social Work

Course Revision		
Approved	SWK 410 (Social Welfare Policy Practice) - Change catalog description	Summer 2009
	New Course	
Approved	SWK 440 (Addictions)	Fall 2009

Department of Computer Science

	New Course	
Approved	CSC 123 (Exploring Virtual Worlds)	Fall 2009

Department of Economics

	Course Revision	
Approved	ECO 420 (Research Methods II)-Change course title	Summer 2009
	Program Revision	
Approved	Economics-Modify the B.A. program	Summer 2009

Department of Geography and Geology

	Program Revision	
Approved	Geography B.A.-Remove "specialty areas"	Fall 2009

Department of Government

	Course Dropped	
Approved	LAS 320 (Civil Law & Liability)	Fall 2009
	Course Revision	
Approved	LAS 350 (Litigation Practice & Procedure) – Revise catalog text	Fall 2009
	New Course	
Approved	LAS 355 (Litigation: Trial to Appeal)	Fall 2009
	Program Revision	
Approved	Paralegal Program- Change course requirements	Fall 2009

Department of Mathematics and Statistics

	Course Revision	
Approved	STA 501 (Non parametric Statistics) – Update catalog description	Fall 2009
Approved	STA 701 (Non parametric Statistics) – Update catalog description	Fall 2009
Approved	STA 585 (Experimental Design) - Update catalog description	Fall 2009
Approved	STA 785 (Experimental Design) - Update catalog description	Fall 2009

Department of Music

	Course Revision	
Approved	MUS 145C (Baritone Horn I) – Change title, coreqs, description	Fall 2009
Approved	MUS 245C (Baritone Horn II) – Change title, coreqs, description	Fall 2009
Approved	MUS 345C (Baritone Horn III) – Change title, coreqs, description	Fall 2009
Approved	MUS 445C (Baritone Horn IV) – Change title, coreqs, description	Fall 2009
Approved	MUS 145E (Tuba I) – Add coreqs	Fall 2009
Approved	MUS 245E (Tuba II) – Add prereqs and coreqs	Fall 2009
Approved	MUS 345E (Tuba III) – Add prereqs and coreqs	Fall 2009
Approved	MUS 445E (Tuba IV) - Add prereqs and coreqs	Fall 2009

		<u>Effective Date</u>
Approved	MUS 146A (Flute I) – Add coreqs	Fall 2009
Approved	MUS 246A (Flute II) - Add prereqs and coreqs	Fall 2009
Approved	MUS 346A (Flute III) - Add prereqs and coreqs	Fall 2009
Approved	MUS 446A (Flute IV) - Add prereqs and coreqs	Fall 2009
Approved	MUS 146B (Oboe I) – Add coreqs	Fall 2009
Approved	MUS 246B (Oboe II) - Add prereqs and coreqs	Fall 2009
Approved	MUS 346B (Oboe III) - Add prereqs and coreqs	Fall 2009
Approved	MUS 446B (Oboe IV) - Add prereqs and coreqs	Fall 2009
Approved	MUS 146C (Clarinet I) – Add coreqs	Fall 2009
Approved	MUS 246C (Clarinet II) - Add prereqs and coreqs	Fall 2009
Approved	MUS 346C (Clarinet III) - Add prereqs and coreqs	Fall 2009
Approved	MUS 446C (Clarinet IV) - Add prereqs and coreqs	Fall 2009
Approved	MUS 146D (Bassoon I) – Add coreqs	Fall 2009
Approved	MUS 246D (Bassoon II) - Add prereqs and coreqs	Fall 2009
Approved	MUS 346D (Bassoon III) - Add prereqs and coreqs	Fall 2009
Approved	MUS 446D (Bassoon III) - Add prereqs and coreqs	Fall 2009
Approved	MUS 146E (Saxophone I) – Add coreqs	Fall 2009
Approved	MUS 246E (Saxophone II) - Add prereqs and coreqs	Fall 2009
Approved	MUS 346E (Saxophone III) - Add prereqs and coreqs	Fall 2009
Approved	MUS 446E (Saxophone IV) - Add prereqs and coreqs	Fall 2009
Approved	MUS 147 (Percussion I) – Add coreqs	Fall 2009
Approved	MUS 247 (Percussion II) - Add prereqs and coreqs	Fall 2009
Approved	MUS 347 (Percussion III) - Add prereqs and coreqs	Fall 2009
Approved	MUS 447 (Percussion IV) - Add prereqs and coreqs	Fall 2009

Department of Philosophy and Religion

	Course Revision	
Approved	PHI 300 (Greek & Roman Philosophy) – Change catalog text	Fall 2009
	New Course	
Approved	PHI 300W-Add a “W” course to curriculum	Fall 2009

Business and Technology

Accounting, Finance & Information Systems

	Course Revision	
Approved	CIS 300 (Management Information Systems) – Add CIS 212 or CSC 104 as prereqs	Fall 2009
	Program/Option Suspension	
Approved	BBA Finance-Real Estate Option/Minor in Real Estate/RST Certificate within the Finance Major - Suspend Real Estate Option, Minor in Real Estate and the RST Certificate within the Finance Major	Fall 2009

Agriculture

	Program Revision	
Approved	Agriculture (B.S.) Area Major – Remove the college requirement BTS 300 and move AGR 305 from the Core Courses to Supportive Courses	Fall 2009
Approved	Horticulture (B.S.) Area Major - Remove the college requirement BTS 300 and move AGR 305 from the Core Courses to Supportive Courses	Fall 2009

	<u>Business and Technology</u>	<u>Effective Date</u>
	Course Revision	
Approved	BTS 400 (Professional Skills Seminar) – To change prerequisites from BTS 300 to AGR 305 (Agriculture/Horticulture majors only) or BTS 300	Fall 2009
	<u>Communication</u>	
	Program Revision	
Approved	Communication Studies (B.A.) – To change number of hours required to graduate from 128 to 120 and exception to the General Education Requirement Block IC CAA approved pending Board of Regents approval of the 120 Hours Policy in January 2009.	Fall 2009
	<u>Management, Marketing, Administrative Communication</u>	
	Program Revision	
Approved	Business Marketing Education/Teaching B.S. – To require a Professional Seminar/Conference experience as part of the major requirements through BTS 300 and 400 For all juniors and seniors in the College of Business & Technology	Fall 2009
	<u>Technology</u>	
	Program Revision	
Approved	AAS Technology; Digital Imaging Design – Drop “ART 100 or 152” and add TEC 190 in the Digital Imaging Design Option	Fall 2009
Approved	Minor in Computer Electronic Publishing – Change the name of this minor to Minor in Digital Imaging Design	Fall 2009
		Education
	<u>Curriculum and Instruction</u>	
	Course Revision	
Approved	EMS 856 Curric. In Gifted/Talented Ed Delete prereq EMS 855	Fall 2009
Approved	EMS 857 Model Prog. For Gft/Talented Ed Delete prereqs EMS 855, 856, 857	Fall 2009
	Program Revision	
Approved	MAEd Gifted Education - Allow for certification after 12 hours, Revise <i>Graduate Catalog</i> text.	Fall 2009
	<u>Educational Leadership and Policy Studies</u>	
	New Course	
Approved	EAD 840 Leadership for Safe Schools	Fall 2009
Approved	EDL 812 Intermediate Quantitative	Fall 2009
Approved	EDL 826 Leadership for Change	Fall 2009
	Course Revision	
Approved	EDL 800 Ed. S. Field Experience Add option to take as 3-6 hour course	Fall 2009
	Course Dropped	
Approved	EAD 802 School Buildings & Grounds	Fall 2009
Approved	EAD 804 The Middle School Principal	Fall 2009
Approved	EAD 806 The Elementary School Principal	Fall 2009
Approved	EAD 809 The Secondary School Principal	Fall 2009
Approved	EAD 888 Advanced Seminar in Administration and Supervision	Fall 2009
	Program Revision	
Approved	EdD Leadership and Policy Studies Revision of program hours	Fall 2009

<u>Baccalaureate & Graduate Nursing</u>		<u>Health Sciences</u>	<u>Effective Date</u>
	New Course		
Approved	NSC802 Public Health Nursing Practice		Summer 2009
	Course Revision		
Approved	NSC836 Advanced Health Promotions for APN's - Change course title, description, and credit hours		Summer 2009
Approved	NSC850 Rural Health Nursing I- Change title and pre/co-requisites		Summer 2009
Approved	NSC852 Rural Health Nursing II- Change co-requisite to match program change		Spring 2010
Approved	NSC854 Management of Health Care for APN's - Change course title, description, and course objectives		Summer 2009
Approved	NSC862 Rural Health Internship - Modify course description and credit hours		Summer 2010
	Program Revision		
Approved	Baccalaureate & Graduate Nursing - Revision of APRHN Option		Summer 2009
<u>Environmental Health Sciences</u>			
	Program Revision		
Approved	Master of Public Health - Revision of credit hours and required/elective courses		Fall 2009
Approved	Nursing Pre-RN (B.S.N.), and plan for B.S.N. Second Degree Option		Fall 2009
<u>Exercise and Sport Science</u>			
	Dropped Course		
Approved	PHE851 Facility Design & Maintenance in Physical Education		Fall 2009
	Editorials		
Approved	PHE800 Research Methods in Health/Physical Education/Recreation	Edit terms	Fall 2009
Approved	PHE812 Lifetime Fitness and Wellness	Edit terms	Fall 2009
Approved	PHE821 Physiological Bases of Physical Fitness	Edit terms	Fall 2009
Approved	PHE822 Sociology of Sport	Edit terms	Fall 2009
Approved	PHE823 Sport and Exercise Psychology	Edit terms	Fall 2009
Approved	PHE825 Policy and Governance of Sport	Edit terms	Fall 2009
Approved	PHE835 Legal Issues in Sport	Edit terms	Fall 2009
Approved	PHE848 History and Philosophy of Physical Education and Sport	Edit terms	Fall 2009
<u>Family and Consumer Science</u>			
	Program Revision		
Withdrawn	Community Nutrition	Change Admission Requirements	
<u>Occupational Therapy</u>			
	Course Revision		
Approved	OTS422 Impact of Conditions on Occupation - Change course description and co-requisites		Fall 2009
<u>Recreation and Park Administration</u>			
	Hybrid Course		
Withdrawn	REC712S Management of Therapeutic Recreation - Add service learning designation		
	Pending revision of the prerequisite language in the course description section, this proposal will return to the CAA.		

Justice & Safety
Effective DateCriminal Justice and Police Studies

New Course
Approved CRJ 802 Violence Against Women

Fall 2009

University ProgramsWomen and Gender Studies

New Course:
Approved WGS 302 Gender, Sexuality & Homophobia
Approved WGS 304 Gender Perspectives on Contemporary Terrorism

Fall 2009

Fall 2009

DISCUSSION ITEMS***Transition and University Services***

Developmental Education (College Readiness) Policy – Revision of *Catalog* text to reflect changes resulting from CAA-approved First-Time Freshmen Admissions Policy.

Sue Cain will revise the Policy language to include information regarding Transfer Students, per CAA's recommendation. Sue will also distribute the revised Policy and send it to the Registrar's office for inclusion in the 2009-10 *Catalog*.

INFORMATION ITEMS

1. Board of Regents cover letter
A cover letter template was distributed to all CAA members providing the correct format for submitting CAA-approved items to the Board of Regents.
2. Form for Dropping Courses from Curriculum
Process is being made on creating a simpler form for course drops from the *Catalog* and curriculum.
3. The revised Course Syllabus Policy was approved by Faculty Senate.
The CAA secretary will distribute the Course Syllabus Policy to all Colleges via email.
4. All CAA Meetings will start at 1:00 p.m. beginning January 2009.

The Council on Academic Affairs was adjourned at 4:32 p.m.

COUNCIL ON ACADEMIC AFFAIRS AGENDA

December 18, 2008

1. Call to Order
2. Approval of the Minutes – November 20, 2008

College of Arts & Sciences

Department of Psychology

New Programs

- | | <u>Page</u> |
|---------------------------------------------------------------------------------|-------------|
| 1. Clinical Psychology – add a new degree program, Psy.D in Clinical Psychology | PSYC 66 |
| 2. Autism Spectrum Disorders Concentration | PSYC 1 |

Enrollment Management

Action Item

Policy Revision Proposal

1. Comprehensive Baccalaureate Degree Requirements
Revise 300-level credit hour requirements from 43 to 36 as a result of revision of degree requirements from 128 to 120 credit hours.

College of Arts & Sciences

Department of Anthropology, Sociology & Social Work

Course Revision

SWK 410 (Social Welfare Policy Practice) - Change catalog description ANSW 1

New Course

SWK 440 (Addictions) ANSW 4

Department of Computer Science

New Course

CSC 123 (Exploring Virtual Worlds) COSC 1

Department of Economics

Course Revision

ECO 420 (Research Methods II)-Change course title ECON 1

Program Revision

Economics-Modify the B.A. program ECON 3

Department of Geography and Geology

Program Revision

Geography B.A.-Remove “specialty areas” GEOL 1

Department of Government

	<u>Page</u>
Course Dropped	
LAS 320 (Civil Law & Liability)	GOVN 1
Course Revision	
LAS 350 (Litigation Practice & Procedure) – Revise catalog text	GOVN 4
New Course	
LAS 355 (Litigation: Trial to Appeal)	GOVN 10
Program Revision	
Paralegal Program- Change course requirements	GOVN 16

Department of Mathematics and Statistics

Course Revision	
STA 501 (Non parametric Statistics) – Update catalog description	MTST 1
STA 701 (Non parametric Statistics) – Update catalog description	MTST 5
STA 585 (Experimental Design) - Update catalog description	MTST 9
STA 785 (Experimental Design) - Update catalog description	MTST 12

Department of Music

Course Revision	
MUS 145C (Baritone Horn I) – Change title, coreqs, description	MUSC 1
MUS 245C (Baritone Horn II) – Change title, coreqs, description	MUSC 4
MUS 345C (Baritone Horn III) – Change title, coreqs, description	MUSC 7
MUS 445C (Baritone Horn IV) – Change title, coreqs, description	MUSC 10
MUS 145E (Tuba I) – Add coreqs	MUSC 13
MUS 245E (Tuba II) – Add prereqs and coreqs	MUSC 16
MUS 345E (Tuba III) – Add prereqs and coreqs	MUSC 19
MUS 445E (Tuba IV) - Add prereqs and coreqs	MUSC 22
MUS 146A (Flute I) – Add coreqs	MUSC 25
MUS 246A (Flute II) - Add prereqs and coreqs	MUSC 28
MUS 346A (Flute III) - Add prereqs and coreqs	MUSC 31
MUS 446A (Flute IV) - Add prereqs and coreqs	MUSC 34
MUS 146B (Oboe I) – Add coreqs	MUSC 37
MUS 246B (Oboe II) - Add prereqs and coreqs	MUSC 40
MUS 346B (Oboe III) - Add prereqs and coreqs	MUSC 43
MUS 446B (Oboe IV) - Add prereqs and coreqs	MUSC 46
MUS 146C (Clarinet I) – Add coreqs	MUSC 49
MUS 246C (Clarinet II) - Add prereqs and coreqs	MUSC 52
MUS 346C (Clarinet III) - Add prereqs and coreqs	MUSC 55
MUS 446C (Clarinet IV) - Add prereqs and coreqs	MUSC 58
MUS 146D (Bassoon I) – Add coreqs	MUSC 61
MUS 246D (Bassoon II) - Add prereqs and coreqs	MUSC 64
MUS 346D (Bassoon III) - Add prereqs and coreqs	MUSC 67
MUS 446D (Bassoon III) - Add prereqs and coreqs	MUSC 70
MUS 146E (Saxophone I) – Add coreqs	MUSC 73
MUS 246E (Saxophone II) - Add prereqs and coreqs	MUSC 76
MUS 346E (Saxophone III) - Add prereqs and coreqs	MUSC 79
MUS 446E (Saxophone IV) - Add prereqs and coreqs	MUSC 82
MUS 147 (Percussion I) – Add coreqs	MUSC 85
MUS 247 (Percussion II) - Add prereqs and coreqs	MUSC 88
MUS 347 (Percussion III) - Add prereqs and coreqs	MUSC 91
MUS 447 (Percussion IV) - Add prereqs and coreqs	MUSC 94

Department of Philosophy and Religion

Course Revision	
PHI 300 (Greek & Roman Philosophy) – Change catalog text	PHRE 1

College of Business & Technology

Accounting, Finance & Information Systems

Course Revision

		Page
CIS 300	To add CIS 212 or CSC 104 as a pre-requisite to the course.	AFIS 1

Program/Option Suspension

BBA Finance-Real Estate Option/Minor in Real Estate/RST Certificate within the Finance Major	Suspend Real Estate Option, Minor in Real Estate and the RST Certificate within the Finance Major	AFIS 4
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Agriculture

Program Revision

Agriculture (B.S.) Area Major	Remove the college Requirement BTS 300 and move AGR 305 from the Core Courses to Supportive Courses.	AGRI 1
Horticulture (B.S.) Area Major	Remove the college Requirement BTS 300 and move AGR 305 from the Core Courses to Supportive Courses.	AGRI 3

College of Business and Technology

Course Revision

BTS 400	To change prerequisites for BTS 400 from “BTS 300” to “AGR 305 (Agriculture/Horticulture majors only) or BTS 300”	CB&T 1
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Communication

Program Revision

Communication Studies (B.A.)	To change number of hours required to graduate from 128 to 120 and exception to the General Education Requirement Block IC	COMM 1
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Management, Marketing, Administrative Communication

Program Revision

Business Marketing Education/Teaching B.S.	To require a Professional Seminar/Conference experience as part of the major requirements through BTS 300 and 400 for all juniors and seniors in the College of Business & Technology.	MMAC 1
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Technology

Program Revision

AAS Technology; Digital Imaging Design	In the Digital Imaging Design Option drop ART 100 or 152 and add TEC 190.	TECH 1
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Minor in Computer
Electronic Publishing

Change the name of this minor from Minor in Computer Electronic
Publishing to Minor in Digital Imaging Design

TECH 3

College of Education

Curriculum and Instruction

Course Revision

EMS 856 Curric. In Gifted/Talented Ed Delete prereq EMS 855
EMS 857 Model Prog. For Gft/Talented Ed Delete prereqs EMS 855, 856, 857

Program Revision

MAEd Gifted Education Allow for certification after 12 hours,
Revise *Graduate Catalog* text.

Educational Leadership and Policy Studies

New Course

EAD 840 Leadership for Safe Schools
EDL 812 Intermediate Quantitative
EDL 826 Leadership for Change

Course Revision

EDL 800 Ed. S. Field Experience Add option to take as 3-6 hour course

Course Dropped

EAD 802 School Buildings & Grounds
EAD 804 The Middle School Principal
EAD 806 The Elementary School Principal
EAD 809 The Secondary School Principal
EAD 888 Advanced Seminar in Administration and Supervision

Program Revision

EdD Leadership and Policy Studies Revision of program hours

College of Health Sciences

Baccalaureate & Graduate Nursing

New Course

NSC802 Public Health Nursing Practice **Page**
CHS 3

Course Revision

NSC836 Advanced Health Promotions for APN's Change course title, description, and credit hours
CHS 7

NSC850 Rural Health Nursing I Change title and pre/co-requisites CHS 12

NSC852 Rural Health Nursing II Change co-requisite to match program change CHS 17

NSC854 Management of Health Care for APN's Change course title, description, and course objectives
CHS 25

NSC862 Rural Health Internship Modify course description and credit hours CHS 30

Program Revision

Baccalaureate & Graduate Nursing Revision of APRHN Option CHS 35

University Programs

Women and Gender Studies

Action Item

New Course:		<u>Page</u>
WGS 302	Gender, Sexuality & Homophobia	WGS 1
WGS 304	Gender Perspectives on Contemporary Terrorism	WGS 8

Discussion Item

Dr. Sue Cain, Director Transition and University Services-Originator

1. Developmental Education (College Readiness) – Revision of *Catalog* text to reflect changes resulting from CAA-approved First-Time Freshmen Admissions Policy.
-

Information Items

1. Board of Regents cover letter template
The template should be used in the supplied format when submitting items to the Board of Regents.

Good of the Order

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Psy.D. in Clinical Psychology</u> (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/3/08	Graduate Council* 11/10/08
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	10/13/08	Approved <u> </u> Disapproved <u> </u> Postponed
General Education Committee*	NA	Faculty Senate** _____
Teacher Education Committee*	NA	Board of Regents** _____
		Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Create a new doctoral-level degree program in Clinical Psychology A. 2. Effective date: Fall, 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: There is a national shortage of psychologists in rural communities including those in the EKU service region. The proposed program will prepare psychologists to practice in rural settings. There is only one other institution in Kentucky (Spaulding University in Louisville) offering the Doctor of Psychology degree (Psy.D.). The proposed program will increase the accessibility of doctoral-level professional psychology training.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: The new program will necessitate the replacement of a clinical psychology faculty member who entered the RTP program this year (2008). The current faculty (with the RTP replacement is adequate for offering the program). Operating Expenses Impact: The Department requests a \$10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program and funding to support five additional graduate assistantships (\$52,500 total stipends plus waiver of out-of-state portion of tuition) Equipment/Physical Facility Needs: The current facilities are adequate	

Library Resources: The current library resources are adequate.

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

DEPARTMENT OF PSYCHOLOGY

CIP Code: 42.0101

Dr. Robert Brubaker, Chair

Dr. Donald Beal, Coordinator, Clinical Psychology

Dr. Andrea Hale, Coordinator, School Psychology

Dr. Robert Mitchell, Coordinator, General Psychology

Dr. Jerry Palmer, Coordinator, I/O Psychology

www.psychology.eku.edu

(859) 622-1105

I. GENERAL INFORMATION

The Department of Psychology offers the ~~Master of Science~~ Doctor of Psychology (Psy.D.) degree in Clinical Psychology, the Specialist in Psychology (Psy.S.) degree in School Psychology and the Master of Science degree in Industrial and Organizational Psychology and in General Psychology. Clinical psychology students may elect to complete a program for "Providing Services to the Deaf/Hard of Hearing" in cooperation with the Department of Special Education. The department also cooperates with the College of Education in offering course work for the Master of Arts in Education with an option in psychology. Requirements for this degree may be found in the College of Education section of this *Catalog*.

MASTER OF SCIENCE, ~~and~~ SPECIALIST IN PSYCHOLOGY, and DOCTOR OF PSYCHOLOGY

II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements.

A minimum of five undergraduate courses in psychology: general psychology, statistics, and experimental psychology are required, as well as two other courses acceptable to the departmental admissions committee. An undergraduate course in industrial and organizational psychology or related course is required for the industrial and organizational psychology program. A minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, is a Graduate School requirement. Satisfactory performance on the general sections of the Graduate Record Examination is required prior to admission. A minimum combined score of 750 (V&Q) on the GRE is required for full consideration to all graduate programs in the Department of Psychology. Admission is competitive and limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission. Candidates must arrange for submission of three letters of recommendation directly to the department, two related to the undergraduate major, with at least one from psychology faculty.

Applications should be received by March 15. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available

III. PROGRAM REQUIREMENTS

Clinical Psychology Program

Requirements for the degree are a minimum of 121 graduate hours including 12 credit hours for a year-long internship, 24 credit hours for clinical practica, 58 credit hours of required courses, 9 credit hours for the doctoral research project, and 12 hours of elective graduate courses approved by the student's graduate advisor.

Core Courses.....	58 hours
PSY 7XX (Multicultural Psy), 799, 820, 824, 825, 826, 827, 837, 840, 841, 846, 847, 850, 853, 857, 860, 862, 868, 871, 881	
Experiential Courses.....	36 hours
PSY 843, 899	
Electives.....	12 hours
Research.....	9 hours
PSY 8XX (Doctoral Research Project)	

Clinical Psychology Program

Requirements for the degree are a minimum of 60 graduate hours including six credit hours for the 16-week internship. Advanced practicum and internship placements should reflect the selected clinical emphasis.

Research Courses 9 hours

— PSY 820, 846, and (888 or 890 or approved elective).

Theory Courses 16 hours

— PSY 826, 837, 840, 841, 847, 853.

Techniques Courses 19 hours

— PSY 824, 825, 827, 850, 857, 860, 871.

Experiential Course 16 hours

— PSY 843 (10 hours), 899.

Total Requirements 60 hours

— Clinical psychology students may elect to complete a program for “Providing Services to the Deaf/Hard of Hearing” in cooperation with the Department of Special Education. This is designed to meet the needs of individuals trained as clinical psychologists who seek to provide a range of psychological services, including assessment and psychotherapy, to deaf or hard of hearing children and adults. The program provides an introduction to deaf culture and the development of communication skills through the following course work cluster:

Prerequisite Courses 15 hours**

— SED 101, SED 102, SED 115, SED 201, SED 202

— ** These courses or the equivalent of these courses

..... demonstrated through proficiency in American Sign Language

— and an equivalent orientation to deafness.

Required Courses 9 hours

— SED 830, PSY 845, and an additional requirement that

— three hours of PSY 843 must be earned in a practicum setting

— serving deaf or hard of hearing clients.

General Psychology

A total of 33 credit hours is required for candidates for the Master of Science in General Psychology. In addition to 18 credit hours of required courses, 9 credit hours of electives approved by the student’s graduate advisor are required. A total of 6 credit hours of master’s thesis is required (students enrolled in the Specialist in School Psychology may substitute 6 credit hours of electives approved by the coordinator of the School Psychology program).

Psychological Foundations 18 hours

PSY 820, 837, 840, 847, 853, 862.

Electives 9 hours

Thesis (or additional electives for School Psychology students) 6 hours

Total Requirements 33 hours

Industrial and Organizational Psychology

A total of 49 credit hours is required of candidates for the Master of Science in Industrial and Organizational Psychology. In addition to 34 hours of required courses, 3 credit hours of either thesis, master’s research project, or an approved elective and 6 credit hours of practica are required. Another 6 credit hours of electives are chosen after consultation with the program coordinator in light of the student’s academic and professional goals.

Psychological Foundations 19 hours

PSY 790, 820, 826, 837, 862, 868, and 888 or 890 or approved elective.

Industrial and Organizational Psychology Core

..... 18 hours

PSY 844, 870, 872, 873, 874, 875.

Practicum 6 hours

PSY 843.

Electives 6 hours**

Total Requirements 49 hours

**Courses from other disciplines such as general business, economics, management, marketing, political science, health education, and loss prevention and safety may be suitable as electives. Electives must be approved by the program coordinator, the student’s graduate committee, and the relevant department before the courses are taken.

School Psychology Program

The school psychology program is a three calendar year (71 semester hour) program leading to the Specialist in Psychology degree in school psychology. The third year is spent in internship. The Psy.S. degree qualifies the individual to seek Kentucky and National School Psychologist Certification and licensure through the State Board of Psychology.

Psychological Foundations..... 12 hours

PSY 837, 840, 847, 853.

Educational Foundations (1 from each group) 9 hours

- (1) EAD 800, 828.
- (2) ELE 871, EMG 806, EME 873, ESE 774.
- (3) SED 800 or SED 810.

Assessment and Intervention..... 25 hours

PSY 824, 827, 843 (six hours), 846, 850, 857, 865, 881.

Professional Psychology 4 hours

PSY 826, 848.

Research, Evaluation, and Statistics 9 hours

PSY 820, 862, and 868 or 888 or 890.

Internship..... 12 hours

PSY 898.

Total Requirements..... 71 hours

IV. EXIT REQUIREMENTS

Comprehensive Examination — Candidates for ~~all degrees the degree~~ will take written and oral examinations in the area of study in which they seek the master's, ~~or~~ specialist degree or doctoral degree.

Internship — Students in both the clinical psychology and the school psychology programs must perform satisfactorily in PSY 899 or PSY 898 in partial fulfillment of requirements for the degree.

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

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

**Proposal to Establish a Doctor of Psychology Degree
at Eastern Kentucky University**

Submitted by

Robert Brubaker, Chair
Department of Psychology
September, 2008

Proposal to Establish a Doctor of Psychology Degree (Psy.D.) at Eastern Kentucky University

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Program Overview

The Department of Psychology proposes developing a Doctor of Psychology (Psy.D.) degree in Clinical Psychology. The Psy.D. is an applied doctoral degree designed to prepare clinical practitioners.

Key features of the proposed program include:

- 121 credit-hours of course work in the theory and practice of psychology, extensive practicum experience, and a year-long clinical internship
- Emphasis on training psychologists to work in rural mental health agencies
- Opportunities for specialized training in mental health administration, school-based mental health, and working with traditionally underserved populations including adults and children with developmental disabilities, those who are deaf or hard of hearing, and those living in rural communities
- A high quality curriculum that meets the accreditation standards of the American Psychological Association
- Supports the Psychology Department's goal of better preparing our undergraduates for graduate education by providing opportunities for clinical and research
- Offers an affordable and accessible opportunity for Kentucky students to pursue doctoral education
- Supports Eastern's commitment to regional stewardship by allowing an expansion of mental health services available to the community
- Responds to a need for doctoral-level psychologists in Eastern's service region and in other rural communities
- Supports collaborative research involving faculty, graduate students, and undergraduate students
- Requires minimal additional funding by taking advantage of existing university and community resources
- Contributes to EKU's vision of achieving national distinction and addresses the priorities for postsecondary education in Kentucky set forth by the CPE

Proposal to Establish a Doctor of Psychology Degree (Psy.D.) at Eastern Kentucky University

The Psy.D. Degree

The Doctor of Psychology degree (Psy.D.) is an applied doctoral degree designed to prepare clinical psychology practitioners. It is based on a training model for professional psychologists emphasizing clinical practice first and applied research second. The rationale for establishing the Psy.D. degree in the late 1960s was that “Psychological knowledge...had matured enough to warrant creation of explicitly professional programs along the lines of professional programs in medicine, dentistry, and law.” Thus, the model was established to complement, rather than compete with, the Ph.D. degree. Growth of Psy.D. programs has been rapid; there are currently over 90 Psy.D. programs in the U.S. (65 in clinical psychology), and as of 1994 Psy.D. programs enrolled three times as many students as did Ph.D. programs (Mayne, Norcross, & Sayette, 1994). See Appendix A for a table comparing the key features of Psy.D. and Ph.D. programs and a set of Frequently Asked Questions about Psy.D. programs.

All 50 states license practitioners holding either the Ph.D. or Psy.D. degrees and the major accrediting body for clinical psychology programs, the American Psychological Association (APA), accredits both types of programs. APA’s guidelines for accreditation are, in fact, the same for both degrees.

Why a Psy.D. at EKU?

According to the American Psychological Association, there is a shortage of clinical psychologists (especially those trained at the doctoral level) in the rural areas of the U.S. With our history of preparing students to provide behavioral health care services in these traditionally underserved regions, including rural Kentucky, EKU is in an excellent position to help fill this need. Specific strengths and opportunities associated with a Psy.D. program at EKU are noted below

The EKU Psychology Department has a long history of providing quality graduate education. All four of our graduate programs are viable, well-established programs and both the Clinical Psychology M.S. and School Psychology Psy.S. degree programs are nationally accredited (there is no accrediting body for I/O or General Psychology programs). Nearly all of the curricular and other training elements necessary to support a doctoral program are already in place, including:

- a well-established network of practicum placements
- a thriving and well-respected training clinic (the EKU Psychology Clinic)
- a research infrastructure adequate for the needs of an applied program

- opportunities for training in two high-demand specialty areas not available at other state institutions: developmental disabilities and deafness/mental health
- resources to develop a program emphasis on rural mental health which is well-suited to the needs of ECU's service region
- resources to provide training in mental health administration
- resources to provide training in school-based mental health services and in how to support and work effectively with school psychologists
- a readily available pool of doctoral level practitioners to serve as adjunct faculty teaching advanced specialty seminars and supervising clinical practicum placements)
- three APA-accredited doctoral clinical internship sites in Kentucky (including a consortium in rural Eastern Kentucky)

The ECU service area does not have a doctoral program in clinical psychology (and the only Psy.D. program in the state is at Spalding University in Louisville). Many psychology graduate students come from central and eastern Kentucky, and many of those stay in the area, finding employment upon graduation. Approximately 60-70% of the graduates from our clinical psychology M.S. program go on to pursue doctoral training (primarily the Psy.D.) at other institutions, often in other states.

The presence of doctoral students and the requirement that they complete a doctoral research project will also stimulate and support ECU's faculty research programs and provide additional opportunities for involving ECU's undergraduates in research.

Having doctoral students in the ECU Psychology Clinic will allow us to expand mental health services to the community and provide additional opportunities for undergraduate clinical psychology co-op placements.

The Psy.D. Program, Eastern's Vision, and the CPE's Key Indicators of Progress

A Clinical Psychology Psy.D. program will make a significant contribution to ECU's vision of achieving national distinction and our efforts to address the priorities for postsecondary education in Kentucky set forth in the 2005-2010 Campus Action Plan (Five Questions – One Mission: Better Lives for Kentucky's People). Specifically, the proposed program speaks to three of the five key indicators for progress included in that plan:

- **Is Kentucky postsecondary education affordable for its citizens?**

Currently, the only Kentucky institution offering the Clinical Psy.D. is Spalding University, a private institution in Louisville. The tuition at Spalding is significantly higher than the tuition at Eastern.

- **Do more Kentuckians have certificates and degrees?**

Since Spaulding is the only university in Kentucky offering the Psy.D. in Clinical Psychology, a limited number of degrees are awarded each year. A Psy.D. program at ECU would increase the number of Kentuckians who could earn doctoral degrees.

- **Are Kentucky's people, communities, and economy benefiting?**

Graduates of the Psy.D. program will help meet the critical need for trained mental health professionals in Kentucky. The specialization in rural mental health will prepare graduates to work in the areas experiencing the greatest need for mental health services (particularly the counties in ECU's service region). In addition, the program will increase the number of qualified doctoral-level supervisors required by Kentucky law to oversee the practice of master's-level psychologists. The scarcity of doctoral-level supervisors has been a significant problem for rural mental health agencies for many years. The program will also enable us to offer expanded services to the community, at minimal cost, through the ECU Psychology Clinic

Distinctive Features of an ECU Psy.D. Program

Specializations/concentrations

The Psy.D. in Clinical Psychology will train students as generalists in the practice of clinical psychology yet offer options for an emphasis (or even multiple emphases) in disabilities (particularly developmental disabilities and hearing loss), school-based mental health, rural behavioral health, and mental health administration. There are only ten doctoral programs in the U.S. offering specialized training in serving persons with disabilities (none in Kentucky, West Virginia, Indiana, or Illinois). The only nearby universities offering an emphasis in rural mental are the Clinical Psychology Ph.D. programs at University of Kentucky and East Tennessee State University and the Psy.D. programs at Wright State University in Dayton, Ohio, and Marshall University in Huntington, West Virginia. According to the US Department of Health and Human Services, there is a chronic and severe shortage of psychologists and other behavioral healthcare providers in rural U.S. counties.

This range of training opportunities would attract students with interests relevant to many faculty in ECU's Psychology Department faculty, and would allow us to take advantage of existing resources (e.g., faculty expertise, existing courses,, the ECU Center on Deafness, proximity to rural mental health agencies).

These concentrations would be accomplished through a combination of formal course work (electives selected from existing psychology courses and other departments), practicum and internship placements, and the doctoral research

project. Examples of existing potential electives in psychology include History and Systems, Seminar in Mental Health and Deafness, selected school psychology courses (for students interested in school-based mental health or children in general), selected Industrial/Organizational courses (for students interested in mental health administration), and existing undergraduate courses converted to the 500/700 level (e.g., Introduction to Clinical Psychology, Mind and Brain, Autism Seminar, Multicultural Psychology). There would also be some opportunities for faculty to develop special interest courses at the 500/700 level, that would serve as electives for both undergraduate and graduate students.

Integration of undergraduates

The Psy.D. program will be structured in such a way as to integrate undergraduates to a significant extent. Involving undergraduates in clinical and research activities and, where feasible, in the formal course work (via a limited number of 500/700 level courses) will help us make the most efficient use of faculty resources and help prepare EKU undergraduates for graduate-level training. Specific mechanisms for involving undergraduates will include:

- Vertical research teams headed by faculty research mentors and including new and advanced graduate students and advanced undergraduates. Advanced graduate students can assume some of the supervision responsibilities and gain valuable supervisory training and experience. Structured, formal involvement in a research program may contribute to efforts to better prepare undergraduates for doctoral programs. Undergraduate research projects may be incorporated into the research team model.
- Vertical clinical teams headed by a faculty mentor and including advanced and beginning graduate students and advanced undergraduates. The teams would provide supervision for students at all levels working in the EKU Psychology Clinic and in selected field placements. Work on the clinic team could serve as a laboratory experience for selected undergraduate courses (e.g., PSY 405 Interviewing). Advanced graduate students would gain experience in providing clinical supervision.

Program Structure

The program is based on the practitioner-scholar training model. This model, endorsed by the National Council of Schools of Professional Psychology (NCSPP), places an emphasis on training clinical psychology practitioners who are sophisticated consumers of research and who ground their practice in the empirical research literature. The program is designed to train students in each of the seven core competencies specified by the NCSPP:

- Relationship Competency
- Assessment Competency
- Intervention Competency
- Research and Evaluation Competency
- Consultation and Education Competency
- Management and Supervision Competency
- Diversity

The Psy.D. program would reflect an expansion and refocusing of the existing Clinical Psychology M.S. Program curriculum. The current 60 credit-hour clinical curriculum would be supplemented with courses already being offered by the Psychology Department for our other graduate programs, by additional practicum, internship, and research hours, and by electives offered by other EKU departments. The content and structure of the existing courses would be adjusted to reflect the standards of a doctoral-level program. Policies and procedures for student training and assessment already in place for the Clinical Psychology M.S. program would be adapted to meet the needs of the doctoral program.

Program Learning Objectives

Graduates of the Psy.D. program will demonstrate an ability to do each of the following:

- Conduct a comprehensive psychological assessment and use the results to diagnose children and adults
- Use assessment results and information in the professional literature to develop an effective, empirically supported intervention
- Use appropriate methodologies to determine the effectiveness of interventions
- Demonstrate knowledge of and ability to implement evidence-based interventions with children, adults, couples, families, and groups.
- Consult with other mental health, healthcare, and education professionals
- Provide supervision of master's level psychologists
- Practice in accordance with applicable laws, regulations, and professional standards
- Understand and apply psychological research to clinical practice

- Tailor assessment and treatment procedures to residents of rural communities and other targeted patient populations (e.g., individuals with developmental disabilities and those who are deaf or hard of hearing)

Curriculum

The program would require students to complete 121 credit hours. Students would be able to complete the work in five years, including a one-year full-time internship. They would earn the M.S. degree in General Psychology at the end of the second year. The program includes extensive practical experience (24 practicum credit-hours and 12 internship credit-hours).

The Psy.D. program would meet the accreditation standards set forth by the American Psychological Association and would qualify graduates for licensure as a Psychologist in Kentucky.

Appendix B contains a sample curriculum description for an ECU Clinical Psychology Psy.D. Program.

Student Assessment

Students' academic and professional development and their progress toward achieving competency in each of the seven NCSPP core areas would be assessed using a variety of methods at multiple points throughout the program. Formal evaluation methods would include:

- Annual Faculty Evaluation meetings during which course grades, practicum evaluations, students' self-evaluations, faculty observations, research supervisor evaluations, and portfolio materials will be reviewed;
- Qualifying Exam (completed at the end of the second year, prior to receiving the M.S. degree)
- Comprehensive Exam
- Clinical Portfolio (documenting progress toward demonstrating the seven competencies)

Students will be required to complete a Doctoral Research Project demonstrating competency in research and evaluation. The work will include a written report and a public presentation of the results or product. The precise nature of the project will be developed in consultation with (and approved by) the student's doctoral committee.

Accreditation

Accreditation by the American Psychological Association of the Psy.D. program is essential to its viability and success. A review of APA's accreditation standards indicates that the proposed Psy.D. program would be in an excellent position to receive accreditation. The proposed curriculum meets the current APA accreditation requirements. Appendix B contains a sample curriculum description for an ECU clinical psychology Psy.D. program.

Relationship to Other Kentucky Institutions and ECU Benchmarks

The University of Kentucky and the University of Louisville have APA accredited Ph.D. programs in clinical and in counseling psychology. Spalding University in Louisville offers a Psy.D. in clinical psychology.

Of ECU's 19 benchmark universities, seven offer APA accredited doctoral degree programs in clinical psychology. Eastern Michigan University, the University of Massachusetts-Boston, Sam Houston State University, UNC-Greensboro, and Wichita State offer the Ph.D. and Indiana State University offers the Psy.D. The Department of Counseling at Indiana State also offers a Ph.D. in counseling psychology.

Costs to ECU

Efficient use of existing resources will allow us to offer the Psy.D. program with minimal additional cost to the university. Only one new course will be required (beyond two already in the approval process and not tied to doctoral program). The department would request approval to immediately replace a member of the clinical psychology faculty who recently entered the Retirement Transition Program as well as any other clinical psychology faculty members who might resign or retire. It will be critical, to both the quality of the program and to its accreditation, that we maintain adequate staffing. We would also request an increase of \$10,000 in the department's M&O budget to support additional demands on faculty to engage in research and a level of engagement in professional development appropriate for doctoral program faculty. In order to be competitive with other professional doctoral training programs, we would request five additional graduate assistantships. There are also costs over the next five years associated with having the program accredited by the American Psychological Association. At present these costs are approximately \$8,000.

Adding the doctoral program would necessitate eliminating the M.S. Clinical degree program. Psy.D. students will earn the M.S. General Psychology degree upon completing the first two years of course work.

Challenges

The major concern the Psychology Department faculty expressed initially about implementing a Psy.D. degree program was the potential negative impact on the quality of our undergraduate program. The increased demands on faculty time associated with a doctoral program could result in less time devoted to our undergraduate students. These concerns will be minimized by the program elements designed to integrate advanced undergraduates into the graduate program (e.g, the clinical and research vertical teams). Faculty members will be able to combine supervision of graduate and undergraduate clinical and research work. In addition, advanced doctoral students will be able to assume some of the undergraduate supervision responsibilities.

A second concern is the limited availability of graduate assistantships. It would be difficult to attract qualified students to the program with the current level of assistantship funding (and without a tuition waiver).

Appendix A

Comparison of Psy.D and Ph.D. Programs (from the Rutgers University website)

<u>Characteristics</u>	<u>Psy.D.</u>	<u>Ph.D.</u>
1. Training	Practice & research oriented	Research oriented
2. Coursework	Application & practice oriented	Research & application oriented
3. Research	Applied/consumer	Basic and Applied
4. Department Culture	Practice - oriented	Research oriented
5. Skills	Diagnostic assessment, psychotherapeutic, program planning and evaluation, applied research	Diagnostic assessment, Psychotherapeutic, basic clinical research
6. Training Goals	Practitioner-researcher	Scientist - practitioner
7. Mentors	Research-based practitioners	Researchers
8. Career Settings	Community mental health centers, Organizations (profit & non-profit), school systems, clinics, hospitals, colleges/counselors, self-employment, university departments, consulting firms	Colleges & universities, research agencies, medical schools
9. Minority Emphasis	Practice & research related	Research related
10. Starting Salaries	\$50 - \$70k	\$50 - \$70k
11. Qualities for Admission	Human service interest and/or experience, interpersonal skills, intellectual abilities	Research interest and/or experience, interpersonal skills, intellectual abilities

Frequently Asked Questions about Psy.D. Programs (from the Indiana State University website)

How Does a Psy.D. differ from a Ph.D. ?

A Psy.D. is a doctorate in Professional Psychology whereas a Clinical Psychology Ph.D. is a doctorate degree in Philosophy, with a specialization in Clinical Psychology.

The primary difference between the two types of programs is that a Psy.D. program generally places greater emphasis on clinical training early in the program. In many cases a Ph.D. program will have greater emphasis on research involvement than a Psy.D. program. For example, in most Ph.D. programs in Clinical Psychology, a student would be expected to complete a Master's research project as well as a doctoral research project or dissertation. In most Psy.D. programs, students do only a doctoral level research project. The graduate student stipends are also sometimes greater in a Ph.D. program than a Psy.D. program, often due to greater amounts of faculty grant money in research-oriented Ph.D. programs.

The ISU Psy.D. program involves students in clinical course work and training starting in the first year of the program. We also encourage students to become involved in faculty research early in the program in preparation for developing a dissertation research project. Given that our program requires a dissertation, the emphasis on research at ISU's Psy.D. program is likely somewhat greater than in other Psy.D. programs.

What are the advantages of a Psy.D. over a Ph.D.?

Students entering a Psy.D. program often get more clinical training and experience and get this experience earlier in the program than many Ph.D. programs. Our students start their assessment and treatment courses in the first year of the program, begin seeing clients in the ISU Psychology clinic in the 2nd and 3rd years of the program, and complete a 9-12 month placement in the community during the 4th year of the program. Overall, our students generally accumulate in excess of 800 hours of clinical hours prior to Internship.

A second advantage of a Psy.D. program is the breadth, depth and focus in our clinical course work with required courses in areas such as: Clinical Health Psychology, Supervision Skills, Advanced Treatment and Assessment, Professional Clinical Psychology and Psychopharmacology. We also offer electives which provide more in-depth coverage of specific disorders and types of treatment such as Seminar in Personality Disorders, Seminar on Anxiety Disorders, Seminar on Schizophrenia, Cognitive and Constructivist Approaches to Treatment, and Empirically Supported Interventions with Children and Adolescents.

Myths associated with a Psy.D.

Myth #1: *"You can't teach or work in academia with a Psy.D."*

Although it is generally true that Psy.D.s are less competitive than Ph.D.s in securing academic positions, a large number of our Psy.D. graduates teach as adjunct professors at colleges and universities nationwide and several do hold full-time academic positions. In fact, the majority of our Psy.D students obtain 1-2 years of teaching experience as part of their assistantship during the program (students not teaching may be involved in research or working in the clinic).

Myth #2: *"It's harder for Psy.D. students to get Internship positions"*

This is quite definitely a myth, as all of our students in recent years have been placed in APA-accredited Internship sites such as V.A. medical centers, university medical centers, community mental health centers and consortiums. In addition, the majority of our students over the past several years have gotten offers at one of their top three Internship choices. Many Internship sites are looking for students with diverse clinical experience in both assessment and treatment. Our program has a strong reputation for producing students who are well trained in both assessment and treatment and have a great deal of clinical experience as well.

Myth #3: *"You aren't a real "doctor" with a Psy.D." (or) "People won't respect your clinical abilities as much as they would if you had a Ph.D. "*

First, there are a number of different doctoral degrees in Psychology including School, Clinical and Counseling Psychology. For much of the public, there is very little understanding or even awareness that not all "Psychologists" have the same training or background. Thus, for the majority of your clients, you will be considered a "doctor" in Psychology, just as any other doctoral-level provider in Psychology.

Although there is some lack of knowledge and understanding of Psy.D. versus Ph.D. among the public, there is a growing awareness and appreciation of the Psy.D. clinicians in health care settings. The majority of Psy.D. graduates are employed in clinical settings, thus your peers in health care settings are likely both to be familiar with the degree, and also to appreciate the clinical competence and experience that the degree implies.

Appendix B
Model Curriculum for Clinical Psychology Psy.D.

YEAR 1

Fall

PSY 824	Intellectual Assessment	3 hours
PSY 826	Professional Concerns (currently 1 hour)	3 hours
PSY 841	Abnormal Behavior	3 hours
PSY 850	Psychotherapy and Beh Change I	3 hours

Spring

PSY 825	Personality Assessment	3 hours
PSY 843	Practicum	3 hours
PSY 846	Behavioral Research Methods	3 hours
PSY799	History and Systems of Psychology	3 hours

Summer (1st 5 Weeks)

PSY 827	Proseminar in Assessment	1 hour
PSY 843	Practicum (currently 2 hours)	3 hours

Summer (2nd 5 Weeks)

PSY 837	Social Psychology and Cultural Diversity	3 hours
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YEAR 2

Fall

PSY 820	Statistics and Research Design	3 hours
PSY 843	Practicum	3 hours
PSY 853	Biological Bases of Behavior	3 hours
PSY 860	Psychotherapy and Behavior Change II: Advanced Techniques and Theories	3 hours

Spring

PSY 843	Practicum	3 hours
PSY 847	Topics in Individual Differences	3 hours
PSY 862	Statistics and Research Design II	3 hours
PSY 881	Advanced Children's Assessment	3 hours

Summer (1st 5 Weeks)

PSY 843	Practicum	3 hours
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Summer (2nd 5 weeks)

PSY 871	Group and Family Therapy	3 hours
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YEAR 3**Fall**

PSY 857	Interventions with Children and Families	3 hours
PSY 8XX	Doctoral Research Project (proposed)	3 hours
PSY 843	Practicum	3 hours
Elective		3 hours

Spring

PSY 843	Practicum	3 hours
PSY 868	Program Evaluation in Social and Beh. Science	3 hours
PSY 7XX	Multicultural Psy (currently a 400-level course)	3 hours
Elective		3 hours

Summer (1st 5 Weeks)

PSY 843	Practicum	3 hours
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Summer (2nd 5 weeks)

PSY 840	Cognitive Bases of Behavior	3 hours
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YEAR 4**Fall**

Doctoral Research Project		3 hours
Practicum		3 hours
Electives/Independent Study		3 hours

Spring

Doctoral Research Project		3 hours
Practicum		3 hours
Electives/Independent Study		3 hours

YEAR 5**Fall and Spring**

Internship		12 hours
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TOTAL 121 hours

POTENTIAL ELECTIVES (Psychology)

PSY 848	Introduction to School Psychology
PSY 790	Tests and Measurements
PSY 844	Cognition in the Workplace
PSY 844	Industrial Psychology
PSY 8XX	Autism (new course proposed fall 08))
PSY 845	Clinical Issues and the Deaf
PSY 887	Independent Work in Psychology
PSY 897	Special Topics in Psychology (Adjunct Clinician Instructors)

SAMPLE OF POTENTIAL ELECTIVES (other EKU departments)

COU 804	Counseling Diverse Populations
COU 844	Student Personnel Services in Higher Education
COU 847	Crisis and Abuse Counseling
COU 849	Addiction Disorders Counseling
COU 851	Counseling GLBT Clients
COU 852	The Counseling Process in Grief and Loss
COU 853	The Counseling Process in Clinical Sexuality
SED 718	Survey of Special Education in Early Childhood
SED 722	Language Disorders of Students with Disabilities
SED 775	Nature and Needs of Exceptional Children
SED 777	Dual Sensory Impairments and Communication
SED 778	Behavior Disorders
SED 779	Learning Disabilities
SED 781	Speech for the Deaf and Hard of Hearing
CDS 720	Augmentative and Alternative Communication Systems
CDS 771	Neural Bases of Communication
CDS 772	Speech and Hearing Science
CDS 861	Communication Disorders in Atypical Populations
HEA 790	Health Education Special Topics courses
HEA 791	Women's Health
HEA 792	Human Sexuality
HEA 793	Death and Grief
HEA 794	Drug Use and Dependency
HEA 795	Alcohol Abuse and Dependency
HEA 798	Health Promotion and Program Planning
PHE 822	Sociology of Sport
PHE 823	Sport and Exercise Psychology
OTS 720	Providing Health Services in Appalachia

Appendix C Environmental Scan for Clinical Psy.D. Program

I. Internal

Related ECU Programs

- There are no doctoral programs in clinical psychology or related mental health fields at ECU. The Psychology Department offers a Master's of Science in Clinical Psychology and the Counseling and Educational Psychology Department offers a Master of Arts in Mental Health Counseling

ECU Student Demand

- Each year between eight and ten graduates of the M.S. Clinical Psychology program go on to doctoral programs (typically Psy.D. programs). Most have ties to Kentucky and would welcome the opportunity to earn a doctorate at ECU.
- Psychology is among the most popular majors at ECU (we typically have between 450-500 majors). A recent survey of our majors revealed that nearly 80% anticipate going on to graduate school. A number of these students either wish to pursue graduate work locally or are place bound and thus unable to leave the region.

Impact on the Undergraduate Psychology Degree Program

- The Psy.D. program is designed to integrate undergraduates to a significant extent. Involving undergraduates in clinical and research activities and, where feasible, in the formal course work (via a limited number of 500/700 level courses) will help the department make the most efficient use of faculty resources and help prepare ECU undergraduates for graduate-level training.

Eastern's Vision and Mission

- The emphasis on rural mental health, the opportunity to pursue training in working with underserved populations, and the focus on using the graduate program to enhance the undergraduate experience all support Eastern's vision of holding national distinction as a leading, comprehensive university focused on students and learning.

- The Psy.D. program aligns with Eastern's goals to promote learning through high-quality programs and to enhance internal and external constituency engagement.

II. External

Student Demand

- There is a strong demand for doctoral level training in psychology. In 2006-07, there were 108 applicants to the Spaulding Psy.D. program (17 full-time students were admitted). There were 177 applicants to the UK Clinical Ph.D. program (9 admitted) and 88 to the U of L program (7 admitted).

Demand for Graduates

- According to the American Psychological Association, there is a shortage of clinical psychologists (especially those trained at the doctoral level) in the rural areas of the US. With our history of preparing students to provide behavioral health care services in these traditionally underserved regions, including rural Kentucky, ECU is in an excellent position to help fill this need.
- Community mental health centers in rural Kentucky communities report ongoing difficulty recruiting doctoral level psychologists.

The Psy.D. program addresses three of the CPE's Five Key Indicators of Progress for 2005 – 2010:

- Is Kentucky postsecondary education affordable for its citizens?
 - Currently, the only Kentucky institution offering the Clinical Psy.D. is Spaulding University, a private institution in Louisville. The tuition at Spaulding is significantly higher than the tuition at Eastern and enrollment is limited.
- Do more Kentuckians have certificates and degrees?
 - Since Spaulding is the only university in Kentucky offering the Psy.D. in Clinical Psychology, a limited number of degrees are awarded each year. The ECU program will provide additional opportunities for advanced degrees.

- Are Kentucky's people, communities, and economy benefiting?
 - Graduates of the Psy.D. program will help meet the critical need for trained mental health professionals in Kentucky.
 - The increased availability of affordable behavioral health services through the ECU Psychology Clinic reflects Eastern's commitment to regional stewardship

Related Programs at other Kentucky Institutions

- None of the state supported institutions offer the Psy.D. Clinical Psychology degree
- The University of Kentucky and the University of Louisville offer the Ph.D. in Clinical Psychology
- Spalding University in Louisville offers a Clinical Psy.D. degree

Appendix D
Letters of Support

1. Cumberland River Comprehensive Care Center (Regional Mental Health and Mental Retardation Program in South Eastern Kentucky)
2. Adanta (Regional Mental Health and Mental Retardation Program in South Central Kentucky)
3. Pathways, Inc. (Regional Mental Health and Mental Retardation Program in North Eastern Kentucky)
4. ECU Student Counseling Center



Cumberland River Comprehensive Care Center

1203 American Greeting Road – PO Box 568 – Corbin, KY 40702

Phone: 606-528-7010 Fax: 606-528-5401

V/TDD 1-888-640-9335

Joint Commission Accredited

September 12, 2008

Dr. John Wade, Dean
College of Arts and Sciences
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

Dear Dr. Wade and others, whom it may concern,

As, Executive Director of Cumberland River Comprehensive Care Center, member of Kentucky Association of Regional Programs, and as a citizen of rural Kentucky, I am writing to express my support for the proposal to offer the Psy.D. in clinical psychology degree program. Cumberland River Comprehensive Care Center is one of 14 mental health centers in the state of Kentucky, serving 8 counties in southeastern Kentucky. As a mental health care provider, we have always struggled with recruitment and retention of health care practitioners to our rural area particularly doctoral-level psychologists.

This program would provide an innovative and sustainable rural training experience for students and prepare them for how to provide culturally sensitive services to the Appalachian population with mental health issues. Students would also have the opportunity for specialized training in developmental disabilities, mental health administration, school-based mental health services and deafness.

Our center is Joint Commission Accredited and we feel we provide quality services for the people of our region. It would be our desire to be involved with providing practicum and internship placements in our region. This program would enhance the work currently in place with a severely underserved population of rural adults and children.

With this opportunity to combine the EKU students and rural mental health practice, Kentucky will be in an excellent position to demonstrate interdisciplinary methods, an action research approach to training and service development which will certainly have a great impact on the lives of clients and their families.

Sincerely Yours,

A handwritten signature in cursive script that reads "Danny Jones".

Danny Jones
Executive Director

Serving the Eight Southeastern Kentucky Counties of
Bell, Clay, Harlan, Jackson, Knox, Laurel, Rockcastle, and Whitley

The Adanta Group
Behavioral Health Services

259 Parkers Mill Rd.
Somerset, KY 42501
606-679-4782
606-678-5296 Fax
1-800-633-5599 TTY/Crisis



A D A N T A

September 10, 2008

Dr. John Wade, Dean
College of Arts and Sciences
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

Dear Dr. Wade,

Dr. Robert Brubaker has contacted us about the prospect of Eastern Kentucky University offering a Psy.D. in clinical psychology degree program. The purpose of this letter is to lend our support, as a Community Mental Health Center, for such an endeavor. The rural communities of the Lake Cumberland region would greatly benefit from having trained doctoral-level psychologist who would be willing to work (and provide supervision of master's level psychologist) in our rural setting. Our agency would be willing to provide practicum and internship placements for eligible students.

If we can be of further assistance in supporting this Doctorial Level Program please, feel free to contact me at 606-679-4782 ex. 208.

Sincerely

Cathy C. Epperson
Chief Executive Officer

Cc: Human Resources



PATHWAYS, INC.
1212 BATH AVENUE
P O BOX 790
ASHLAND KY 41105-0790

606 324-1141
800 562-8909

September 9, 2008

Mr. John Wade, Dean
College of Arts and Sciences
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

Dear Sir,

Pathways, Inc. is pleased to support the efforts of Eastern Kentucky University to develop the Psy.D clinical psychology degree. With the addition of this degree, it will strengthen the partnership formed between the University and the community mental health centers. We struggle recruiting doctoral level staff and I am particularly interested in the University promoting advanced degrees to residents from the rural areas.

I feel that the advanced degrees will specifically help the community mental health centers in our efforts toward Best Practice models of therapy and will certainly provide supervision for the MA level therapists.

We pledge our support and offer our assistance. Please let me know specifically what we can do to further this plan.

Respectfully,

John F. Parks, MSW
Director of Human Resources

JFP/dw





EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Counseling Center

*Accredited by the International
Association of Counseling Services,
Inc.*

SSB, CPO 52
521 Lancaster Avenue
Richmond, Kentucky 40475-3152
(859) 622-1303
FAX: 859-622-1305
<http://www.counseling.eku.edu>

September 13, 2008

Dr. Rodney Piercey
Provost/Vice President
Coates 30A
Eastern Kentucky University
521 Lancaster Dr.
Richmond, KY 40475

Dear Dr. Piercey:

This letter is written in support of the proposal submitted by the Department of Psychology for a Doctor of Psychology degree offered through their department. I am both pleased and excited about the prospects of a Doctor of Psychology program within the Department of Psychology at EKU as there is a shortage of mental health providers on the national level. Also relevant to this prospect, the mental health field is one of the fastest growing fields according to recent projections of the U.S. Department of Labor.

Currently there is significant concern on the national level about the extreme demand for mental health services. There is a growing body of evidence showing that mental health needs in our country have reached epidemic proportions. This need is now seen as a public health issue. A recent University of Texas (2008) study reveals that 50% college students today have seriously considered suicide. Suicide hotlines are receiving more calls than ever before. A Doctor of Psychology program at EKU could pave the way to addressing the need and demand by training professionals in this field.

The Counseling Center at EKU has a long-standing cooperative relationship with the Department of Psychology. We have worked with the Psychology Department for over 30 years and rely heavily on their advanced trainees to provide services at our Counseling Center. The EKU Counseling Center is accredited by the International Association of Counseling Services and very selective about our selection process for professionals-in-training to provide services in our center. We have consistently found that the Department of Psychology has done an exceptional job at training their master's level students in psychology. Should the Doctor of Psychology degree be accepted, our center would indeed offer many training opportunities for these professionals-in-training. This cooperative endeavor would benefit the student, the department, the Counseling Center and the University.

Many of the students attending EKU who request counseling services are from rural Kentucky and have significant mental health needs upon arrival on our campus. Many of these students are receiving counseling services at EKU for the first time due to limited services provided in their rural communities. Their success at EKU could be greatly enhanced if they could receive services earlier in their lives and prior to attending EKU. Mental health services to these rural regions would address a great need exhibited in the state of Kentucky.

In summary, the Counseling Center fully supports the proposal for the Doctor of Psychology degree at EKU and would look forward to expanding our cooperative arrangement with the Department of Psychology for practicum and internship opportunities for the students in this program.

Sincerely,



Jen Colvin Walker, Ed.D.
Director
Licensed Psychologist



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Autism Spectrum Disorders Concentration</u> (Major ____, Option <u>X</u> __; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.																						
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> <td style="width: 33%; text-align: right;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/01/2008</td> <td style="text-align: right;">Graduate Council* 12/1/2008</td> </tr> <tr> <td style="text-align: center;"><i>Is this a SACS Substantive Change?</i></td> <td style="text-align: center;"> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td style="text-align: right;">Council on Academic Affairs <u>Withdrawn 12/18/08</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/27/2008</td> <td style="text-align: right;">Approved _____ Disapproved _____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td style="text-align: right;">Faculty Senate** _____</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">_____</td> <td style="text-align: right;">Board of Regents** _____</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">Council on Postsecondary Edu.*** <u>NA</u></td> </tr> </table>				<u>Date</u>	<u>Date</u>	Departmental Committee	10/01/2008	Graduate Council* 12/1/2008	<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs <u>Withdrawn 12/18/08</u>	College Curriculum Committee	10/27/2008	Approved _____ Disapproved _____	General Education Committee*	NA	Faculty Senate** _____	Teacher Education Committee*	_____	Board of Regents** _____			Council on Postsecondary Edu.*** <u>NA</u>
	<u>Date</u>	<u>Date</u>																					
Departmental Committee	10/01/2008	Graduate Council* 12/1/2008																					
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College Curriculum Committee	10/27/2008	Approved _____ Disapproved _____																					
General Education Committee*	NA	Faculty Senate** _____																					
Teacher Education Committee*	_____	Board of Regents** _____																					
		Council on Postsecondary Edu.*** <u>NA</u>																					
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs *** Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																							

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

A. 1. Specific action requested To create a new program.	
A. 2. Effective date: Summer 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: There is no existing program on EKU's campus (or nearby campuses) that provides training for related service providers in the growing area of autism spectrum disorders.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: Adequate	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

THIS SECTION WILL GO JUST BELOW THE SECTION ON MASTER OF SCIENCE AND SPECIALIST IN PSYCHOLOGY IN THE GRADUATE CATALOG (page 54)

Autism Spectrum Disorder Concentration

The Autism Spectrum Disorder Concentration provides integrated multidisciplinary training in autism and related disorders. Participation is limited to students enrolled in graduate degree programs in Psychology, Occupational Therapy, Communication Disorders, and Special Education. Admission to one of the designated graduate degree program does not guarantee admission to the endorsement program. Students seeking admission to the endorsement program should contact their graduate program advisor for information

A total of 15 credit hours is required for candidates for the Autism Spectrum Disorder Concentration, including 1 course in each of the four participating disciplines (Psychology, Occupational Therapy, Communication Disorders, and Special Education) and one discipline-specific practicum in autism spectrum disorders.

OTS 863.....	3 hours
PSY 777.....	3 hours
CDS 867.....	3 hours
SED 790.....	3 hours
OT 831 or PSY 843 or CDS 874 or SED 897.....	3 hours
Total Course Requirements.....	15 hours

Comprehensive Examination: In addition to the exit requirements for their degree, candidates for the emphasis will be required to successfully complete an oral examination on Autism Spectrum Disorders.

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)*
		Summer 2009	AS X JS BT EM ED PC HS	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3.0 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)	
			FR JR SO SR	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.

Autism Spectrum Disorder Concentration

Eastern Kentucky University

Departments of Occupational Therapy (OT) , Psychology (PSY), and Special Education [(SED) and Communication Disorders (CDS)]

Purpose

The following proposal outlines a new training concentration aimed at providing specialty training in autism spectrum disorders to currently enrolled graduate students in clinical psychology, school psychology occupational therapy, and special education. The program will provide a much needed specialized, multidisciplinary, and integrated training approach to this complex group of neurobiological disorders.

Background and Need

Individuals with autism spectrum disorders (ASD) represent an increasing and heterogenous group of consumers who require an individualized and specialized approach to assessment, treatment planning, and intervention. Currently 1 of 150 individuals is diagnosed with an ASD (Center for Disease Control and Prevention, 2007). Behaviors exhibited by these children include impairment of social interaction and communication abilities and restricted, repetitive behaviors. Although there is no known cure for ASD, treatment and supports have been found to be effective in teaching new skills, replacing challenging behaviors, and improving occupational functioning.

In 2005 The Best Practices Subcommittee of the Kentucky Commission on Autism Spectrum Disorders was charged with making recommendations for best practices in interventions for individuals with autism and for training service providers. To meet this objective, a survey was generated. The primary focus of this survey was to identify the knowledge, attitudes, and training needs of service providers and make recommendations relevant to agencies of service providers. A total of 164 providers from 52 Kentucky counties responded to the survey. The majority of responses were generated from individuals working in Vocational Rehabilitation and Education systems. About 75% of respondents reported most frequently that their attitude was a strength in working with individuals with ASD. However, education, knowledge, and experience were rated as a strength by fewer than half of the respondents. Respondents rated problematic social skills and behaviors, as well as poor communication skills as characteristics that impact working with individuals with ASD.

Based on the results of the survey, several recommendations were made. These included:

The primary mode of training should be comprised of supervised field work, direct observation, modeling, and feedback, and hands-on experiences, supplemented by other formats such as workshops, conferences and in service training opportunities.

The work force of providers for adults needs to be increased and training needs to be geared toward this service provider group.

Training is recommended on research supported practices including behavioral intervention, applied behavior analysis, naturalistic applied behavior analysis, combined therapy approaches / communication therapies, and structured teaching.

Collaboration across caregivers and providers needs to increase.

Education, knowledge, and experience of providers are areas that need to be strengthened.

Training needs to emphasize strategies for dealing with interfering problem behaviors, social skills, and poor communication skills.

Service providers require training on specialized diagnostic, assessment, and intervention approaches for ASDs. Emphasis should be on conducting diagnostic assessments, determining communication systems, assessing problem behaviors, implementing positive behavioral supports, assessing and teaching social skills, training peers, and developing family-centered plans.

Currently, individuals with ASD are under-served and under-represented in the service system. Current state training efforts focus largely on improving in-service training for teachers. There is an unmet, largely unrecognized and pressing need for pre-service training about ASD in other disciplines and about using evidence-based methods for assessment, teaching, intervention, and understanding challenging behaviors (Kentucky Commission on Autism Spectrum Disorders Report to the Governor, 2006). Such training will provide future service providers in psychology, occupational therapy, and communication disorders with the knowledge and skills needed to support those with ASD.

Concentration Description

This concentration will train a select group of current EKU graduate students in clinical psychology, school psychology, occupational therapy, special education, and speech-language pathology to provide services to individuals with autism spectrum disorders. This concentration will consist of 15 direct hours of concentration work, supported by other relevant coursework taken within the discipline. This program will prepare students to provide communication, social-emotional, behavioral, occupational, educational, and community services to individuals on the autism spectrum, their families, and their community service providers. Students will be engaged in both

didactic and practicum-based learning experiences. Specifically, students successfully completing this concentration will:

1. Demonstrate knowledge and skills in effective assessment and intervention for individuals with ASD.
2. Compare and contrast a variety of evidenced-based intervention strategies used for those with ASD.
3. Effectively collaborate with parents and other professionals in the assessment and intervention process.
4. Apply knowledge and skills to consumers with ASD in schools, clinics, home, or in the workplace
5. Appreciate the need for skilled service provision to those with ASD.

Classes will be taught online and face-to-face on campus. Classes can be taken in any order but successful completion of at least two of them will be required before a student can enroll in Practicum and Fieldwork courses. Practicum experiences will be completed at the ECU Psychology Clinic or the ECU Speech-Language-Hearing Clinic in Richmond, Kentucky or at other locations approved by the graduate students' advisor, instructor, and/or clinical supervisor.

The following courses will be required:

OT S 875 Independent Study: Occupation of Persons with Autism (3 credit hours)

The Lifestyle Performance Model and sensory integrative theories will be used as conceptual frameworks for assessment and intervention of individuals with ASD. Understanding the impact of sensory processing disorders on children's occupational performance will enable students to design and implement intervention designed to help those with ASD function more independently.

PSY 777 The Autism Spectrum. (3 credit hours)

Assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan. Conduct autism spectrum applied assessment and intervention.

CDS 867 Advanced Language Disorders (3 credit hours)

Advanced study of formal and informal assessment and treatment approaches in child language without consideration of etiology. Emphasis on language and narrative sampling analysis techniques and use of language within the natural context.

SED 790 Applied Behavior Analysis (3 credit hours)

Behavior analysis applied to classroom and instructional management. Development of skills in data collection, intervention procedures, and evaluation of behavior change.

OT 831, or PSY 843, CDS 874 or SED 897 (3 credit hours) Practicum in Autism Spectrum Disorders

The application of knowledge and skills learned in prerequisite courses to those with ASD in a supervised clinical and/or educational setting that specializes in assessment, intervention, and/or education for those with ASD. Students will work on interdisciplinary teams to assess and provide individual and group intervention. Supervision will be provided by faculty with expertise in ASD.

Students will also be required to receive a passing score on an Oral Comprehensive Exam, to be administered at the completion of their course requirements and before they go on internship.

Admission to the Program

Admitted graduate students in each discipline will complete an additional application and admissions process for the ASD Emphasis, including an application form, 2 page purpose statement, and 3 reference letters. A faculty representative from each discipline represented in the emphasis program will sit on the admissions committee. Application for this endorsement program will be open to students currently enrolled in Eastern Kentucky University master's programs in clinical psychology, communication disorders, occupational therapy, and/or special education, or specialist program in school psychology.

Two to three graduate students from each of represented disciplines will be admitted each academic year, so that the program will be comprised of a multidisciplinary group of students and taught by a multidisciplinary set of instructors. Applications should be received by each program in adherence with deadlines for the program's standard application.

Budget Impact

This program is expected to be budget neutral. No new faculty or reassigned time and only one new course will be added, PSY 577/777. The new course will be taught in addition to the instructor's regular courses, as a summer course. There is demand for this course because of the need in Kentucky and the region for practitioners trained to provide services to individuals with ASD and their families. The course will serve not only to fulfill requirements for this endorsement but also as an elective for any student enrolled in the clinical psychology master's program. Further, the endorsement program could generate revenue by attracting students to the university, since this program will be

Kentucky's only multidisciplinary program with this specific structure and a pre-service training focus for enrolled graduate students. Western Kentucky University has a 15 credit Autism Spectrum Disorder Certificate, but it is aimed at professionals in a variety of fields who have already obtained a master's degree.

For more information, contact:

Dr. Myra Beth Bundy
Associate Professor of Psychology
Department of Psychology
Eastern Kentucky University
Richmond, KY 40475
Myrabeth.bundy@eku.edu

Dr. Justin Cooper
Chair, Department of Special Education
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Charlotte.Hubbard @eku.edu

Dr. Peggy Wittman
Associate Professor of Occupational Therapy
Department of Occupational Therapy
Eastern Kentucky University
Richmond, KY 40475
Peggy.wittman@eku.edu

Autism Concentration Program Competencies Eastern Kentucky University

This table shows courses required by the autism concentration and key autism-specific competencies and knowledge that students will be expected to acquire.

Autism Specific Courses and Competencies Each course is 3 credit hours	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	SED 790 (ABA)
Basic Information about ASD	•				
Understanding Neurobiological Theories/Aspects of ASD	•				
Positive Behavior Supports	•	•	•	•	•
Diagnosis and Assessment in Autism Spectrum Disorders	•				
Functional Behavior Assessment	•		•	•	•
Applied Behavior Analysis Methodology	•			•	•
Best Practices Interventions/Supports in ASD through lifespan	•			•	
Evaluating Alternative Therapies	•				
Person-Centered Planning			•	•	
Visual and Structural Supports	•	•		•	
Assistive Technology and Augmentative Communication		•			
Functional Communication Development		•		•	
Social Teaching and Supports	•	•		•	•
Sensory Supports			•	•	
Develop a comprehensive Positive Behavior Support plan	•			•	
Apply knowledge and skills in discipline	•	•	•	•	•
Family Concerns	•			•	
Vocational Planning and Supports in ASD	•		•		

These tables show courses in each discipline that contain content relevant to the autism endorsement program that students will take in addition to the above courses as a part of their autism endorsement study.

Psychology

Program Competencies	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	Applied Behavioral Analysis	Psychology Program Courses
Administering, Interpreting, Report Writing Psychological Tests				•		PSY 824
Biological Bases of Behavior				•		PSY 853
Psychological Interventions				•		PSY 850, 857, 860, 871
Psychological Diagnosis				•		PSY 841, 846, 857
Psychological Professional Ethical Practices				•		PSY 820
Program Evaluation/ Outcome Assessment				•		PSY 820, 846
Human Social-Emotional and Cognitive Development Theories and Principles				•		PSY 847, 857

Occupational Therapy

Program Competencies	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	Applied Behavioral Analysis	Occupational Therapy Program Courses
Evaluate occupational performance using appropriate standardized and nonstandardized assessment tools			+	+		OTS 830, 831, 832
Use evaluation findings to develop occupation-based intervention plans and strategies			+	+		OTS 830, 831, 832
Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory, neuromuscular, and behavioral skills			+	+		OTS 830, 831, 832
Modify environments (e.g., home, work, school, community) and adapt processes			+	+		OTS 830, 831, 832
Design, fabricate, apply, fit, and train in assistive technologies and devices used to enhance occupational performance			+	+		OTS 830, 831, 832
Monitor, and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention			+	+		OTS 830, 831, 832
Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services.			+	+		OTS 830, 831, 832
Practice ethical decision making in professional interactions, client interventions, and employment settings.			+	+		OTS 830, 831, 832

OTS 864, 865, and 866 are offered as electives to occupational therapy graduate students.

Communication Disorders

Program Competencies	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	Applied Behavioral Analysis	Communication Disorders Courses
Formal and informal assessment of communication disorders		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898
Oral and written communication of assessment and treatment data		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898
Devise and implement evidence-based treatment program for any communication disorder		▪		▪		CDS 863, 873, 874, 875, 876, 877, 898
Collaborate and co-treat with professionals and family within Scope of Practice		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898
Demonstrate professionalism and ethical behavior		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898
Utilize technology in assessment and treatment		▪		▪		CDS 720, 863, 873, 874, 875, 876, 877, 878, 898
Evaluate program effectiveness and client outcomes		▪		▪		CDS 863, 873, 874, 875, 876, 877, 898
Provide services to culturally and linguistically diverse populations		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898

Special Education

Program Competencies	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	Applied Behavioral Analysis	Special Education Program Courses
Laws, policies, and ethical principles regarding behavior management, planning, and implementation					•	SED 775, 810, 778, 790, 897
Evidence-based practices validated for specific characteristics of learners and settings					•	SED 775, 856, 790, 897
Use strategies to facilitate maintenance and generalization of skills across learning environments					•	SED 790, 897
Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs					•	SED 856, 793, 897, 790
Use research-supported methods for academic and non-academic instruction of individuals with disabilities					•	SED 897, 856, 790, 778
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities					•	SED 790, 778, 897
Modify learning environments to manage behaviors					•	SED 778, 790, 897
Use performance data and information from all stakeholders to make or suggest modifications in learning environments					•	SED 775, 793, 778, 790, 897
Use effective and varied behavior management strategies					•	SED 778, 790, 897
Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional needs					•	SED 778, 790, 897
Use functional assessments to develop intervention plans					•	SED 778, 790, 897
Use task analysis						SED 790, 897

Eastern Kentucky University
DEPARTMENT OF PSYCHOLOGY

PSY 577/777
The Autism Spectrum
3 Credit Hours

COURSE DESCRIPTION.

PSY 577 The Autism Spectrum. (3) A. Prerequisites: 12 hours in psychology or departmental approval. Introduction to assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan. Development of skills in applied assessment and intervention.

PSY 777 The Autism Spectrum. (3) A. Prerequisite: departmental approval. Assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan. Conduct autism spectrum applied assessment and intervention.

COURSE OVERVIEW

Overview of topics related to society and autism spectrum disorders across the lifespan. Information will be drawn from current media and from research-based literature in the areas of psychology, and the related fields of occupational therapy and communication disorders. Topics will also include education, genetics, biology, epidemiology, and technology. This course will be taught through a combination of online and on campus learning experiences, with most experiences taking place online or at a location of student choice.

Texts and Readings

Mesibov, G., Adams, L., & Klinger, L. (1999). Autism: Understanding the disorder. Kluwer Academic Press.

Aspy, R. & Grossman, B. (2008). Designing comprehensive interventions for individuals with high-functioning autism and Asperger Syndrome: The Ziggurat Model. Autism Asperger Publishing Company.

The Kentucky Family Guide for Autism Spectrum Disorders. Kentucky Autism Training Center. Available on www.louisville.edu/education/kyautismtraining

Additional readings from the literature are assigned for each week of class.

STUDENT LEARNING OUTCOMES:

Upon completion of the course work all students will be able to:

1. Demonstrate their comprehension of the viewpoints and ideas of psychology, speech language pathology, occupational therapy, and other areas of study and disciplines related to aspects of autism assessment, intervention, and adaptation to society.

2. Synthesize information and readings from the media and research literature and develop models of intervention and support for ASDs.
3. Evaluate both the published and Internet literature and research on autism spectrum disorders.
4. Compare, contrast, and apply empirically supported and/or best practice strategies for assessment, intervention, support, and work with parents of a child, children, adolescents, or with adults with autism.
5. Demonstrate the ability to integrate understanding of associated environmental/social factors such as legal, community-based resources, and culture that affect families and individuals with autism.
6. Demonstrate awareness of the characteristics and needs of people with autism spectrum disorders across the lifespan.

Graduate students will (Student Learning Objectives 1-6 plus the following):

7. Analyze information using the Ziggurat model to understand an individual with an autism spectrum disorder.
8. Integrate information obtained through the Ziggurat model to create an intervention/support plan.

COURSE OUTLINE- See attached Topical Outline

COURSE REQUIREMENTS

1. **Case study, topical paper, discussion forum presentation:** for a child, adolescent, or adult with autism. With the help of the instructor, you will identify an individual with autism, gather information about the individual and write a case study. Based on your observations and information, you will choose a theme, topic, or problem relevant to the case study (instructor approval of topic required) and write an APA style research review paper.

(500 Level) For undergraduate students, this paper will be about 10 pages in length and written in APA style. You will sit in with a graduate student on an interview with the family of and/or individual with autism spectrum disorder. You will review the literature in an area related to this person, and will present information from the literature and your case study analysis to other students through an on-campus presentation class meeting. See outline. Seek instructor approval for case and topic via e-mail. This project will be worth 100 points and will be completed in a series of due dates, as noted in the Topic Outline.

(700 Level) For graduate students, this paper will be about 15 pages in length. The main body of the paper will be written in APA style and will be presented through an on-campus presentation class meeting, as discussed above. You will lead an interview and/or observations of a family of and/or individual with autism spectrum disorder and will review a specialized area of the literature as discussed above.

This project will be worth 80 points and will be completed in a series of due dates, as seen in the Topic Outline.

2. **Ziggurat Model (FOR GRADUATE STUDENTS ONLY):**

In addition to the activities above, graduate students will include a 5 page report description of what was learned about the individual and the theme or problem, and a set of simple suggestions for application of what was learned about the theme. You will use our textbook's Ziggurat Model to organize your analysis and write up your case study. As part of the case study process, you will administer to the family/team the informal assessment instruments of this model, the Underlying Characteristics Checklist and the Individual Strengths and Skills Inventory. The Global Intervention Plan Instruction form will be completed to prioritize areas for intervention and to develop a suggested intervention plan for the individual. This suggested plan will be briefly presented to the class in person, presented again and discussed online, and finally, presented individually to the family and/or individual with autism spectrum disorder.

This project will be worth 20 points.

3. **Reading and Discussion Forum:** During each of 10 weeks of the course, students will complete assigned readings. Each student will make 3 posts (can be either comments, questions, or responses) related to each assigned reading on the Blackboard Discussion Forum. These posts will be graded/credited by the instructor. The required posts must be made ON AT LEAST TWO DIFFERENT DAYS and MUST BE MADE DURING THE WEEK THE TOPIC IS BEING COVERED. The quality of a post is determined by the degree to which it makes a substantive contribution to the discussion, and the degree to which it is based on material covered in the readings. Students are not limited to 3 posts per reading, and it is expected that the forum will result in worthwhile group discussions of the assigned materials. Students will receive 1 point for each acceptable post.

In addition to the standard readings, **graduate students only** will be required to complete Autism Internet Modules through the Ohio Center for Autism and Low Incidence. The AIM website is located at http://www.autisminternetmodules.org/user_about.php. The website will provide instructions for registration, accessing the modules, etc. Assigned modules are listed in the reading assignment list.

4. **Website Reviews/Critiques:** Since this is primarily a web based course, it seems appropriate that we devote some attention to the enormous amount of resources available on the internet. As you probably know, there are no editorial controls over much of the information on the Web. Anyone can post information on the Web, regardless of his/her expertise. As a result, there are many Web sites presenting misleading and inaccurate information. This is certainly the case in the area of autism.

Students will complete a project requiring them to evaluate two Web sites. This will involve identifying and visiting a number of Web sites, selecting the two that appear to be the most interesting and useful (or controversial), and writing a review of the sites. You should select one site that provides information about interventions that have received empirical support. These interventions could fall in one (or more) of the following areas: positive behavior supports; functional behavior assessment; applied behavior analysis; visual and structural supports; social teaching and supports; and/or vocational planning and supports. The second site should present a more alternative viewpoint and/or intervention suggestions.

Information on HOW TO REVIEW a Web site can be found in the Course Documents section in a folder titled Criteria for Evaluating Web Sites. The specific format to be followed in writing the reviews can be found in the Course Documents section in a folder titled Format for Writing Web Site Evaluations. Reviews must be written in this format in order to receive full credit. This project is worth 40 points.

5. **A Midterm taken on Blackboard; A Final Taken on Campus:** There will be one midterm exam, and a final exam. The exams will cover assigned readings. The exams will have around 40-50 questions and may consist of multiple choice, fill-in-the-blank, short answer, and essay questions. See Topic Outline for exam dates. The midterm exam will be taken in the location of your choice during an approx. 24 hour time window via Blackboard (exams will be available for the 24 hours after the assigned exam day). Feel free to briefly refer to materials while taking the exam, but since the exams are timed, if you spend too much time looking in your readings/notes, you'll run out of time. Points will be deducted for exams that go over the allotted time. You may not discuss or in any way collaborate on exams with classmates—this would be considered academic dishonesty. The final will be taken on campus or at an instructor pre-approved off-campus proctored site. Please bring student picture ID to the final and make any proctoring arrangements at least 3 weeks before the final exam.

EVALUATION

Reading Discussion Forum Posts (10 weeks, 3 posts each week)	20% of grade
Midterm Exam	18% of grade
Case Study/Paper/Presentation (and Ziggurat Model for grad. students)	40% of grade
Website reviews	4% of grade
Final Exam	16% of grade
3 Attendance Days	2% of grade
Total:	100%

How does Blackboard compute your grade? Your obtained points in each area will be divided by the points possible in each area and then multiplied by the area's weighting percentage. Then these area figures will be added to provide a total final percentage.

Letter grades will be awarded as follows:

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

STUDENT PROGRESS: Students are responsible for monitoring their progress in the course as written assignments are returned to them and as posts are acknowledged.

ATTENDANCE POLICY: Students are expected to attend all class meetings held on campus. You will earn 1% of your grade for attending each of two on-campus class meetings. You will take your final exam during the third on-campus meeting unless you have made prior arrangements to have it proctored at another approved site.

DISABILITY STATEMENT:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in Student Services Building Room 361 by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

ON-CAMPUS MEETINGS:

Students will meet on campus on three occasions, for the first class meeting and orientation, for the presentation day, and for the final exam.

ACADEMIC INTEGRITY:

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

The instructor reserves the right to examine any source used by the student before giving a grade on a paper and to give an “incomplete” in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated.

Students have an affirmative obligation to review and comply with all standards articulated on the ECU Academic Integrity website, at

www.academicintegrity.ecu.edu

For the purposes of this course, academic dishonesty includes, but is not limited to, the following offenses:

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

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions. Ignorance is no defense.

Eastern Kentucky University

Introduction to Autism Spectrum Disorders

PSY 577/777

Topic Outline

Section Instructor:

Myra Beth Bundy, PhD

Department of Psychology

Cammack 106

622-1105

Email: myrabeth.bundy @eku.edu

Week #1: Course Overview and Introduction of Basic Concepts—ON CAMPUS MEETING

Lecture Topic: Orientation to the Course

The Language and State of the Art for Autism; The Ziggurat Model

MEET: Tuesday, time/date

Reading: Chapter 1, Main Text Mesibov et al.; Chapter 4, Main Text; Chapter 1 Aspy& Grossman main text

Autism Through the Life Span

Lecture and Discussion ForumTopic: Autism Through the Life Span

Readings: See Supplementary Reading List

Assignment Due: Present case possibility (if you are the contact person for your case) or receive case possibility information from instructor

Lecture:Bundy--Basics About Autism; Autism and Best Practices Through the Lifespan

Week #2: Medical and Neuropsychological Underpinnings of Autism

Discussion ForumTopic: The Neuropsychology of Autism

Readings: See Supplementary Reading List

Week #3: Family Concerns

Discussion Forum Topic: Family Concerns, Grieving, Adjustment, Role in Child's Intervention and in Supporting Adult, Family Characteristics

Readings: See Supplementary Reading List

Week #4: Methods of Diagnosis and Assessment

Discussion Forum Topic: Methods of Diagnosis and Assessment of Individuals with Autistic Disorder (e.g., Specialized Diagnostic Measures, Functional Behavior Assessment)

Readings: Chapter 2 Aspy& Grossman main text; See Supplementary Reading List; AIM module for **graduate students only**: Assessment for Identification

Week #5:

Intervention

Discussion Forum Topic: Major Intervention and Support Strategies– Young Children:Discrete Trial Training/Applied Behavior Analysis; Positive Behavior Support; Visual and Structural Supports

Readings:See Supplementary Reading List; AIM modules for **graduate students only**: Evidence-based Classroom Interventions

Assignment Due:Turn in brief case description and topic for instructor approval

Midterm Exam: Available on Blackboard all week, notes and other materials may be used.

Week #6:

Intervention

Discussion Forum Topic: Treatment Intervention and Support Strategies - Older Children, Teens, and Adults: Post-Secondary Educational Supports, Vocational Planning and Supports, Transition to Work, Social Skills Training and Support, Adaptations, Psychotherapy, Self-advocacy

Readings:See Supplementary Reading List;Bundy video; AIM modules for **graduate students only**: Evidence-Based Social Skills Interventions:Transition Services and Supports

Week #7:

Intervention

Discussion Forum Topic: Supplementary Intervention Strategies (e.g., Social Stories, Power Cards, Sensory Diet)

Readings: Chapter 5, Main Text; Chapter 3 Aspy& Grossman main text; See Supplementary Reading List; AIM module for **graduate students only**: General Interventions (Home Base)

Assignment Due: Website Reviews/Critiques

Presentation of these reviews to fellow students via posting Power Point presentations

Week #8:

Alternative and Adjunctive Treatment/Viewpoints of Etiology

Discussion Forum Topic: History of and Cautions for Alternative or Adjunctive Treatment Strategies; Alternative Beliefs about Etiology; Overview of Alternative Treatment Strategies;Methods for Evaluating Treatments.

Readings: Chapter 6, Main Text. See Supplementary Reading List

Assignment Due: Case Study and Topical Paper

Week #9:

ON CAMPUS MEETING--PRESENTATION DAY

Discussion Forum Topic: In-depth presentation of, discussion of and questions about case study presentations

Student Presentation of Case Studies

Assignment Due: Feedback letter/plan to parents and client team

MEET: Tuesday, time/date

Week #10: ON CAMPUS MEETING—FINAL EXAM

MEET: Tuesday, time/date

Bring Student ID

Can be proctored off campus with prior arrangement

Supplementary Readings in Order of Assignment

Week 1:

- Smith, T. (1999). Outcome of early intervention for children with autism. *American Psychological Association, 6(1)*, 33-48.
- Ruble, L. A., & Dalrymple, N. (1996). An alternative view of outcome in autism. *Focus on Autism and Other Developmental Disabilities, 11*, 3-14.
- Howlin, P. (2000). Outcome in adult life for more able individuals with autism or Asperger syndrome. *Autism: SAGE Publications and the National Autistic Society, 4(1)*, 63-83.
- Bryson, S., Rogers, S. & Fombonne, E. (2003). Autism Spectrum Disorders: Early detection, intervention, education and psychopharmacological management. *Canadian Journal of Psychiatry, 48 (8)*, p506.
- Volkmar, F., Lord, C., Bailey, An., Schultz, R., & Klin, A. (2004). Autism and pervasive developmental disorders, *Journal of Child Psychology & Psychiatry 45(1)*, 135-170.
- Shea, V. (2005). Lumpers, splitters, & Aspergersyndrome. *Journal of Autism & Developmental Disorders, 35 (6)*, 871-872.

Week 2:

- Bailey, A., Phillips, W., & Rutter, M. (1996). Autism: Toward an integration of clinical, genetic, neuropsychological, and neurobiological perspectives. *Journal of Child Psychology and Psychiatry, 37*, 89-126.
- Rinehart, N., Bradshaw, J., Brereton, A., & Tonge, B. (2002). A clinical and neurobehavioral review of high-functioning autism and Asperger's disorder. *Australian and New Zealand Journal of Psychiatry, 36*, 762-770.
- Courchesne, E., Pierce, K., Schumann, C., Redcay, E., Buckwalter, J., Kennedy, D., & Morgan, J. (2007). Mapping early brain development in Autism, *Neuron, 56(2)*, 399-413.
- Fine, S. (2006). The neurobiology of Autism, *Canadian Journal of Psychiatry, 51(2)*, 122.
- Hooper, S., Poon, K., Marcus, L., & Fine, C. (2006). Neuropsychological characteristics of school-age children with high-functioning autism: Performance on the NEPSY, *Child Neuropsychology, 12 (4/5)*, 299-305.
- Minshew, N., Williams, D. (2007). The new neurobiology of autism: Cortex, connectivity, and neuronal organization, *Archives of neurology, 64(7)*, 945-950.

Week 3:

- Brockmeyer, R. & Bundy, M.B. (2001). The effects of the autism experience on life view and philosophy: A glimpse from one side of the looking glass. In R. Huebner, (Ed.), *Autism: A Sensorimotor Approach to Management* (p. 443-467). Aspen Publishing.
- Schall, C. (2000). Family perspectives on raising a child with autism. *Journal of Child and Family Studies*, 9(4), 409-423.
- Weiss, M.J. (1994). Stress and coping in families of children with autism. *Association for Advancement of Behavior Therapy's Autism Special Interest Group Newsletter*, 9(1), 1-6.
- Piven, J., Wzorek, M., & Landa, R., (1994). Personality characteristics of the parents of autistic individuals, *Psychological Medicine*, 24(3), 783-795.
- Hurley, R., Losh, M., Parlier, M., Reznick, J., & Piven, J. (2007). The broad Autism phenotype questionnaire, *Journal of Autism and Developmental Disorders*, 37(9), 1679-1690.
- “Family Guide”, “Resource Center”, and “Service Center”, Kentucky Autism Training Center. Available on www.louisville.edu/education/kyautismtraining.

Week 4:

- Koegel, L., Koegel, R., & Smith, A. (1997). Variables related to differences in standardized test outcomes for children with autism. *Journal of Autism and Developmental Disorders*, 27(3), 233-243.
- Ventola, P., Kleinman, J., Pandey, J., Barton, M., Allen, S., Green, J., Robins, D., & Fein, D. (2006). Agreement among four diagnostic instruments for autism spectrum disorders in toddlers. *Journal of Autism and Developmental Disorders*, 36(7), 839-847.
- Akshoomoff, N., Corsello, C., & Schmidt, H., (2006). The role of the Autism Diagnostic Observation Schedule in the assessment of autism spectrum disorders in school and community settings, *California School Psychologist*, 11.
- Dawson, M., Soulieres, Isabelle, Gernsbacher, M., & Mottron, L. (2007). The level and nature of autistic intelligence. *Psychological Science*, 18(8), 657-662.
- Barnhill, G. (2001-2002). Behavioral, social, and emotional assessment of students with ASD. *Assessment for Effective Intervention*, 27(1-2).

AIM module for **graduate students only**: Assessment for Identification

Week 5:

- Anderson, S., Taras, M., & Cannon, B. (1996). Teaching new skills to young children with autism. In C. Maurice, G. Green, & S. Luce, (Eds.), *Behavioral Intervention for Young*

Children with Autism: A Manual for Parents and Professionals (pp. 258-270). Pro-Ed publishers.

Dawson, G., & Osterling, J. (1996). Early intervention in autism. In M. Guralnick (Ed), *The effectiveness of early intervention* (pp. 307-325). Brookes Publishing.

Rogers, S. (1998). Empirically supported comprehensive treatments for young children with autism. *Journal of Clinical Child Psychology*, 27(2), 168-179.

Rogers, S., Hayden, D., Hepburn, S., Charlifue-Smith, R., Hall, T., & Hayes, A. (2006). Teaching young nonverbal children with autism useful speech: A pilot study of the Denver model and PROMPT interventions. *Journal of Autism & Developmental Disorders*, 36(8), 1007-1024.

Machalicek, W., O'Reilly, M. & Beretvas, N. (2007). A review of interventions to reduce challenge behavior in school settings for students with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 1(3), 229-246.

Hume, K., & Odom, S. (2007) Effects of an individual work system on the independent functioning of students with autism. *Journal of Autism and Developmental Disorders*, 37(6), 1166-1180.

AIM module for **graduate students only**: Evidence-based Classroom Interventions (2 modules—Structured Work Systems and Activity Organization; Visual Supports)

Week 6:

Attwood, T. (1999). Modifications to cognitive behavior therapy to accommodate the unusual cognitive profiles of people with Asperger's syndrome. *Online conference Proceedings, Autism 99 online conference*. Available: M. Bundy, personal copy.

Ghaziuddin, M., Ghaziuddin, N., & Greden, J. (2002). Depression in persons with Autism: implications for research and clinical care. *Journal of Autism and Developmental Disorders*, 32(4), 299-305.

Kunce, L., & Mesibov, G. (1998). Educational approaches to high-functioning Autism and Asperger syndrome. In E. Schopler, G. B. Mesibov, and L. J. Kunce (Eds), *Asperger Syndrome or High-functioning Autism* (pp. 227-261). New York: Plenum Press.

Seltzer, M., Shattuck, P., Abbeduto, L., & Greenberg, J. (2004). Trajectory of development in adolescents and adults with autism. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 234-247.

Ward, M.J., & Meyer, R.N. (2000). Self-determination for people with developmental disabilities and autism: Two self advocates' perspectives: *Focus on Autism and Other Developmental Disabilities*, 14(3), 133-139.

Bundy, M.B., & Harp, B., (in press). Promising practices for quality of life in adolescents and adults with autism spectrum disorders. *Autism Spectrum Disorders in Adults*, Eds., Mesibov, G., & Shea, V., Plenum Press. (available on Bb)

Please googleyoutubeamandabaggs "In My Language" and watch the video.

AIM module for **graduate students only**: Evidence-based Social Skills Interventions (Peer-Mediated Instruction and Intervention for Children with ASD); Transition Services and Supports (Social Supports...)

Week 7:

Gray, C. (1994). *The Social Story Kit*. Jenison, Michigan, Jenison Public Schools.

Bundy, M.B. (2002). Integration of sensorimotor and psychoeducational/behavioral interventions. In R. Huebner, (Ed.), *Autism: A Sensorimotor Approach to Management* (p. 285-296). Aspen Publishing. (available on Bb)

Bundy, M.B., & McGee, J. (under review). Incorporating perseverative interests in treating dog phobia in an adolescent with autism. (available on Bb)

Keeling, K., Myles, B.S., Gagnon, E., & Simpson, R. (2003). Using the power card strategy to teach sportsmanship skills to a child with autism. *Focus on Autism & Other Developmental Disabilities*, 18(2), 103.

Carter, C., Meckes, L, Pritchard, L, Swensen, S., Wittman, P., & Velde, B. (2004). The friendship club. *Family & Community Health*, 27(2), 143-150.

Wittman, P., Bundy, M.B., Collett, S., Gierman, A., May, S., Voelker, Am., & Zapp, L. (in press). Incorporating the lifestyle performance model for intervention with children with ASD. *Advance for Occupational Therapists*.

AIM module for **graduate students only**: General Interventions (Home Base)

Week 8:

Harrison Elder, J., Shankar, M., Shuster, J., Theriaque, D., Burns, S., & Sherrill, L. (2006). The gluten-free, casein-free diet in autism: Results of a preliminary double blind clinical trial. *Journal of Autism & Developmental Disorders*, 36(3), 413-442.

Unknown Author (2007). An unexpected effect of the autism-vaccine controversy. *Child Health Alert*, 25, 3-4.

Smith, A., Yarwood, J., & Salisbury, D. (2007). Tracking mothers' attitudes to MMR immunization 1996-2006. *Vaccine*, 25(20), 3996-4002.

Smith, T., Scahill, L., Dawson, G., Guthrie, D., Lord, C., Odom, S., Rogers, S. & Wagner, A. (2007). Designing research studies on psychosocial interventions in autism. *Journal of Autism & Developmental Disorders*, 37 (2), 354-366.

TEACCH website http://www.teacch.com/info_evaluation.html

Wong, J. & Smith, R. (2006). Patterns of complementary and alternative medical therapy use in children diagnosed with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 36(7), 901-909.

Woods, J., Association of University Centers on Disabilities: How to Make an Informed Decision when Choosing an Intervention Treatment (available on Bb)

Week 9:

All students read all students' online ppt presentations of their case studies and intervention plans.

Case Study, Paper, Oral Report

Has **three parts** which are all based on a child, adolescent, or adult with autism.

Part I - Case Analysis Identify a child or adult with autism; Dr. Bundy will help you find one if needed. Write a 3-5 page case analysis on this person to include history, family structure, educational programs, medical interventions, related services, current concerns and current strengths. Identify the source of your information. Type this up and turn it in as the first part of your paper.

Part II - Topical Paper Based on the needs of this child or an interest (e.g., sensory problems, inclusion, family adjustment, social communication) which arose from your work with this individual, write an approximately 5-8 page paper which meets the given criteria (next page). Relate the literature to the case study to compare/contrast your individual with the literature. Identify implications of this literature for intervention. You should submit copies of the articles with the paper and include a reference list written in APA format.

Part III - Oral Report You will present your case analysis and a summary of the findings from your topical paper to the class. You will have a 15-20 minute time period to do this.

Eastern Kentucky University
Grading Criteria for Case Study and Literature Review Paper - Attach to Paper

Name:

Part I - Case Analysis – 50 points and 20% of grade Your total:

- Demographic information - age, gender, grade etc.
- History - medical and educational
- Family structure and dynamics
- Current school plan
- Current medical interventions
- Source of information identified
- Related services or activities (PT, OT, Speech-Language) listed
- Most significant problems identified
- Strengths of the child/individual identified
- Does not include any identifying information (e.g., real first name, last name, others)

Part II - Topical Paper - 50 points and 20% of grade Your total:

- Approximately 5-8 page paper submitted on time (page total including case analysis)
- At least 6 references which include journal articles and books or Internet references
- Uses a maximum of 2 Internet references.
- Reviews the literature pertinent to the individual in the case study.
- Submit copies of the articles with the paper - these will be returned to you
- APA style reference list and references in text
- Mechanics of the paper - spelling, grammar, format
- Content of the paper - comprehensive coverage of the topic
- Writing quality - organization, concise, clarity
- Relevance of the topical paper to the needs of the individual.
- Compares and contrasts the case study to the literature review.
- Suggests three (3) applications of intervention for the individual based on the literature or other course materials.
- Quality and insights of these suggestions for intervention.
- States one key idea learned from this project.
- Overall quality of this paper.

For Graduate Students only

- _____ Presents intervention ideas in the form of a Ziggurat Global Intervention Plan.
- _____ Writes letter to family presenting the plan
- _____ If possible, meets with family and/or intervention team to present plan.

Grand total/grade:

Additional Resources

Early Childhood

To support early detection efforts for developmental disabilities, CDC-TV<<http://www.cdc.gov/CDCtv>> has just released a new video in its "Health Matters" series entitled "Baby Steps: Learn the Signs. Act Early"<<http://www.cdc.gov/CDCtv/BabySteps/>>. The video provides up-to-date information and guidance on identifying developmental disabilities and builds upon resources such as NCBDDD's Learn the Signs. Act Early<<http://www.cdc.gov/ACTEARLY>> campaign.

This video, which is available for viewing through a number of channels including mobile phone or as a podcast, is also available for download (See "Download this Video" instructions on the CDC-TV page<<http://www.cdc.gov/CDCtv/>>) allowing organizations to utilize the video in a number of ways including present the video as an instructional tool for new parents, caregivers, healthcare providers or teachers. Featuring interviews with a developmental pediatrician as well as the parent of a special needs child, the video presents compelling and instructional information about developmental milestones

New "Health Matters" features are released each month, and each are produced in collaboration with subject matter experts within CDC's Centers, Institutes and Offices, in this case, the National Center for Birth Defects and Developmental Disabilities. Features will also provide links to other online resources for each topic where viewers can find more information. Providing short, high-quality videos is part of CDC's goal to increase people's access to the information necessary to help prevent illness and injury and to protect their health and that of their families. Collectively, these and other resources contribute to CDC's efforts supporting a larger effort by staff and partners to lead America toward being the Healthiest Nation<<http://www.healthiestnation.org/>>.

First Signs is dedicated to the early identification and intervention of children with developmental delays and disorders.

<http://www.firstsigns.org/>

The Center on the Social and Emotional Foundations for Early Learning
What Works Briefs: Summaries of Effective Practices for Supporting
Children's Social-Emotional Development and Preventing Challenging

Behaviors. The Briefs describe practical strategies, provide references to more information about the practice, and include a one-page handout that highlights the major points of the Brief.

<http://www.vanderbilt.edu/csefel/>

The Center for Evidence-Based Practice: Young Children with Challenging Behavior

The Teaching Tools are intended to assist teachers in problem-solving a plan to support young children who are having challenging behavior. The User's Manual will explain how to use the tools and all of the technical information you will need to access the hyperlinked visual supports and materials. Also included within the Teaching Tools is the Routine Based Support Guide. The Guide is a document that accompanies all of the tools and is organized in routines and activities that typically occur in early childhood programs. It will assist teachers in support plan development.

<http://challengingbehavior.fmhi.usf.edu/conceptbehavior.pdf>

Visual Supports for Communication

Visual Supports: Helping Your Child Understand and Communicate

<http://card.ufl.edu/visual.htm>

Article with practical strategies for making visual supports for students on the Autism Spectrum - from The Center for Autism & Related Disabilities (CARD)

Visual Schedule Systems

<http://www.setbc.org/projects/vss/default.html>

Online information about how to develop and use visual schedules. A downloadable pdf file is also available at this site.

Increasing Communication Skills in Students with Autism Spectrum Disorders: The AAC Technology Solutions, Joanne Cafiero

<http://www.outersound.com/cafiero/articles/10-07-1.htm>

An introduction to the use of Augmentative and Alternative Communication (AAC) in enhancing existing communication modalities in individuals with disabilities.

Teaching Pivotal Behaviors

How to Teach Pivotal Behaviors to Children with Autism: A training

Manual: Robert L Koegel, Laura Schreffirnan, Amy Good, Laurie Cerniglia, Clodagh Murphy, Lynn Kern Koegel

<http://www.users.qwest.net/~tbharris/prt.htm>

This is an excellent resource on the practical application of teaching Pivotal Behaviors in natural environments.

Information on Teaching Social Skills

Carol Gray - Social Stories

<http://www.thegraycenter.org/>

Carol Gray - Sample Social Stories and guidelines

http://www.thegraycenter.org/store/index.cfm?fuseaction=page.display&page_id=30

Understanding Behavior Through Social-Emotional Development, Written by Stephen M. Edelson, Ph.D. Center for the Study of Autism, Salem, Oregon

<http://www.autism.org/socialemotional.html>

Articles on Teaching Students on the Autism Spectrum and Other Learning Differences

Structured Teaching

<http://www.teacch.com/structureteach.html>

Chapel Hill TEACCH Center: This chapter discusses the features of structure that have proven useful in classrooms for students of all ages with autism. These features are physical organization, scheduling, and teaching methods.

<http://www.difflern.com/>

The goal of this website is to provide is to provide information on books/manuals, flashcards, sequencing, PECS, scheduling products, software, videos, puzzles, handwriting, sorting and manipulating and step-by-step books. There is also a page of over 20 related links for educators and families.

DoToLearn

<http://www.do2learn.com/>

Free picture cards and print activities for autism and learning disorders; almost the same as the Mayer-Johnson pictures but a lot cheaper; great site for teachers to get some ideas on fun activities; also great for parents.

Enchanted Learning

<http://www.enchantedlearning.com/Home.html>

Good site for teachers for unit materials.

Shoe Box Tasks

<http://www.shoebotasks.com/>

Good site for ideas for shoebox tasks. Lots of links and monthly ideas.

Tinsnips

<http://www.tinsnips.org/index.html>

Great resource for educators including free worksheets and some available for purchase as well as links, ideas and seasonal theme activities.

Board Maker Files

On this website you will find books that have been adapted using the Picture Communication Symbols (PCS) and the Mayer-Johnson program BoardMaker (c). The Picture Communication Symbols (PCS) are typically used by individuals who have difficulty being understood verbally or have severe difficulty with reading and writing.

http://www.baltimorecityschools.org/boardmaker/adapted_library.asp

Polyxo.com

<http://www.polyxo.com/>

Great resource to download data collection sheets. Brief description of some strategies to teach children with autism.

Room5 Autism Page

<http://members.aol.com/room5/welcome.html>

Great site full of ideas and links for teachers of children with autism!

Work Jobs or Shoebox Task

<http://www.blaine.wednet.edu/bes/class/Klemmt/html%20file/workjobs.html>

Terrific visuals of shoebox type tasks. List of links under classroom activities!

Use Visual Strategies

<http://www.usevisualstrategies.com/>

Students with Autism Spectrum Disorders and many of other students with behavioral or communication challenges tend to be visual learners. They understand what they see better than what they hear. Therefore, they benefit significantly from the use of Visual Strategies.

Simplified Technology

<http://www.iidc.indiana.edu/irca/ftrainpapers.html>

Ideas from Linda Burkhart--includes lesson plans, guidelines, interactive projects, and resources.

General Web Sites on Autism with Numerous Links to Additional Information

Center for the Study of Autism

<http://www.autism.org/contents.html>

Collection of articles on many aspects of Autism

Autism Society of America

<http://www.autism-society.org/>

Autism Resources Links

<http://www.autism-resources.com/>

Autism and Autism Spectrum Disorders (ASDs)

National Institutes of Health

lth

<http://www.nichd.nih.gov/health/topics/asd.cfm>

Autism Spectrum Disorder Overview Centers for Disease Control

<http://www.cdc.gov/ncbddd/autism/overview.htm>

Indiana Resource Center for Autism

<http://www.iidc.indiana.edu/irca/ftrainpapers.html>

These articles provide thoughtful discussions and practical

recommendations on a wide range of topics, including behavior, sensory programming, education, communication, and other issues.

Information for Educators

A Guide for Transition to Adulthood by the Organization for Autism Research

<http://www.researchautism.org/resources/reading/documents/TransitionGuide.pdf>

An Educator's Guide by the Organization for Autism Research

http://www.researchautism.org/resources/OAR_EducatorsGuide.pdf

An Educator's Guide to Asperger Syndrome by the Organization for Autism Research

http://www.researchautism.org/resources/OAR_Guide_Aasperger.pdf

Educating Children with Autism Committee on Educational Interventions for Children with Autism

National Research Council

Read for free at http://www.nap.edu/catalog.php?record_id=10017

The Puzzle of Autism National Education Association and the Autism Society of America

<http://www.nea.org/specialed/images/autismpuzzle.pdf>

Teachers Tool Box

<http://www.ttoolbox.com/>

On-line Training

Autism Internet Modules (AIM)

<http://www.ocali.org/aim/>

The Ohio Center for Autism and Low Incidence (OCALI) will develop Autism Internet Modules (AIM) in partnership with the Autism Society of America (ASA) and the Nebraska Autism Spectrum Disorders Network. The AIM project will develop a series of 60 online modules on ASD including characteristics, diagnosis, interventions and supports, transition, and

employment. Module authors will include experts in ASD from across the nation. These modules will be available at no cost, in an open-source format to any computer or digital telephone user. Thus, these modules will be available throughout Ohio and on a global basis.

Interactive Collaborative Autism Network (ICAN)

<http://www.autismnetwork.org/>

ICAN modules with lessons organized into categories. Lessons include topics such as Overview of Autism, Social and Language Interventions.

The PDA Center (Professional Development in Autism)

<http://depts.washington.edu/pdacent/courses.html>

Autism 101 and Special Education

Autism Speaks

<http://www.autismspeaks.org/>

Check out their video "Autism Every Day"



University Policy Impact Statement

Date November 10, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ (If known) Policy Name Comprehensive Baccalaureate Degree Requirements

Originator(s) Enrollment Management

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

The recently-approved policy change from a minimum degree requirement of 128 to 120 hours necessitates revision of the 43 credit hours requirement for 300-level courses.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Empty box for citing relevant official statements from EKU or external sources.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

<u>Council on Academic Affairs</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Other	Date <u>Nov 20, 2008</u> Pending
<u>Faculty Senate</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
<u>Provost Council</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
<u>President</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____

Executive Policy Group Only

Board Approval Required

Proposed revised *Catalog* language:
(Current *Catalog* language is found on page 48 of the *Undergraduate Catalog*).

DEGREE information

Comprehensive Baccalaureate Degree Requirements

To qualify for a baccalaureate degree, students must satisfy the following requirements:

1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics; and general education; as established by appropriate University committees for each degree program.
3. Complete a minimum of ~~128~~ 120 semester credit hours, ~~with at least 43 hours at the 300 level or above.~~
4. Complete at least 36 hours at the 300 level or above.
5. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
6. Earn a minimum of 32 semester hours through EKU.*
7. Earn the credits applicable to the degree within eight years prior to the date the degree is awarded. Credits more than eight years old may be validated by the college dean.
8. Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI or STA.
9. According to AACSB International business accreditation standards, students enrolled in University baccalaureate degree programs, other than those within EKUBusiness, will not receive credit toward their degrees for more than 25 percent of their undergraduate programs in credit hours in courses offered through EKUBusiness and/or business courses (courses commonly taught in school of business) transferred from other colleges and universities or taken from other units within Eastern Kentucky University. Students who desire to take business courses are encouraged to enroll in the Business minor.

*Degree programs offered by the College of Business and Technology have more stringent residency requirements. Please refer to degree requirements in the College of Business and Technology section of this *Catalog*.



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

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

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Michael.Foster@eku.edu

TO: Council on Academic Affairs

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

DATE: December 18, 2008

SUBJECT: Agenda items for 12-18-08 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the December 18, 2008 meeting of the Council on Academic Affairs.

AGENDA

Department of Anthropology, Sociology, and Social Work

Course Revision

SWK 410 (Social Welfare Policy Practice) - Change catalog description

New Course

SWK 440 (Addictions) – Add course to curriculum

Department of Computer Science

New Course

CSC 123 (Exploring Virtual Worlds) - Add a course to curriculum

Department of Economics

Course Revision

ECO 420 (Research Methods II)-Change course title

Program Revision

Economics-Modify the B.A. program

Department of Geography and Geology

Program Revision

Geography B.A.-Remove “specialty areas”

Department of Government

Course Dropped

LAS 320 (Civil Law & Liability) – Drop course

Course Revision

LAS 350 (Litigation Practice & Procedure) – Revise catalog text

New Course

LAS 355 (Litigation: Trial to Appeal) – To provide a new course

Program Revision

Paralegal Program- Change course requirements

Department of Mathematics and Statistics

Course Revision

STA 501 (Non parametric Statistics) – Update catalog description

STA 701 (Non parametric Statistics) – Update catalog description

STA 585 (Experimental Design) - Update catalog description

STA 785 (Experimental Design) - Update catalog description

Department of Music

Course Revision

MUS 145C (Baritone Horn I) – Modify catalog text

MUS 245C (Baritone Horn II) – Modify catalog text

MUS 345C (Baritone Horn III) – Modify catalog text

MUS 445C (Baritone Horn IV) – Modify catalog text

MUS 145E (Tuba I) – Modify catalog text

MUS 245E (Tuba II) - Modify catalog text

MUS 345E (Tuba III) - Modify catalog text

MUS 445E (Tuba IV) - Modify catalog text

MUS 146A (Flute I) - Modify catalog text

MUS 246A (Flute II) - Modify catalog text

MUS 346A (Flute III) - Modify catalog text

MUS 446A (Flute IV) - Modify catalog text

MUS 146B (Oboe I) - Modify catalog text

MUS 246B (Oboe II) - Modify catalog text

MUS 346B (Oboe III) - Modify catalog text

MUS 446B (Oboe IV) - Modify catalog text

MUS 146C (Clarinet I) - Modify catalog text

MUS 246C (Clarinet II) - Modify catalog text

MUS 346C (Clarinet III) - Modify catalog text

MUS 446C (Clarinet IV) - Modify catalog text

MUS 146D (Bassoon I) - Modify catalog text

MUS 246D (Bassoon II) - Modify catalog text

MUS 346D (Bassoon III) - Modify catalog text

MUS 446D (Bassoon III) - Modify catalog text

MUS 146E (Saxophone I) - Modify catalog text

MUS 246E (Saxophone II) - Modify catalog text

MUS 346E (Saxophone III) - Modify catalog text
MUS 446E (Saxophone IV) - Modify catalog text
MUS 147 (Percussion I) - Modify catalog text
MUS 247 (Percussion II) - Modify catalog text
MUS 347 (Percussion III) - Modify catalog text
MUS 447 (Percussion IV) - Modify catalog text

Department of Philosophy and Religion

Course Revision

PHI 300 (Greek & Roman Philosophy) – Change catalog text

New Course

PHI 300W-Add a “W” course to curriculum

Department of Psychology

New Program

Autism Spectrum Disorders Concentration- To create a new program

Syllabi are included for the following courses in the new program:

CDS 874

CDS 867

OTS 831

OTS 863

PSY 577/777

PSY 843

SED 590/790

SED 897

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	ANSW
<input type="checkbox"/> Course Revision (Parts II, IV)	College	A & S
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	SWK 410
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	10/23/08	Graduate Council* <u>Date</u> NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	11/24/08	Council on Academic Affairs 12/18/08
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

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

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

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

B. The justification for this action:
SWK 311 was dropped from the curriculum.

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.)

SWK 410 Social Welfare Policy Practice. (3) I, II. Prerequisites: ~~SWK 311~~. SWK 310 and SWK 350. Dynamics of policy implementation at administrative, judicial, and legislative levels; policy analysis, formulation, modification, and evaluation; focus on policies that contribute to social injustices and policies that foster the creation, enhancement, or promotion of violence.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SWK	410	Summer 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	SWK 311 . <u>SWK 310 and SWK 350</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

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <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>Anthropology, Sociology, & Social Work</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>SWK 440</u> *Course Title (30 characters) <u>Addictions</u> *Program Title <u>Social Work</u> (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/23/08	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
		<u>12/18/08</u>
		Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact 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 establish a new social work elective course: SWK 440, Addictions

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:
 Social Work Faculty, based on feedback from students and a review of the curriculum, decided on offering new electives on the following topics: Substance Abuse, Elderly, and Mental Illness. This course is a new elective. Social work clients with addictions cross many fields in social work practice (child welfare, medical, elderly, schools); social work students should be knowledgeable about substance abuse and treatment approaches.

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: N/A

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

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

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

SWK 440 Addictions. (3) I. II. Pre-requisites: Junior or Senior standing. Open to non-majors. This course will examine how to assess, intervene, and treat individuals, families, and groups with substance abuse and other addictions. The course will examine addictions from a strengths perspective.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SWK	440	Spring 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____ 3	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	FR _____ JR <input checked="" type="checkbox"/> SO _____ SR <input checked="" type="checkbox"/>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Junior or Senior standing</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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

EASTERN KENTUCKY UNIVERSITY
Department of Anthropology, Sociology, and Social Work

SWK 455: TOPICS IN ADDICTIONS
CRN # 13974

2 credit hours

Office: Keith 209

Phone: 622 1368

Or call Social Work office 622-1645

e-mail: caroline.reid@eku.edu

Office Hours: Monday 8—1 p.m and by Appt.

Semester: Fall 2008
Room / Building –Keith 232

1. Catalogue Description: This course will examine the role of social workers in assessing, intervening, and treating individuals, families, and groups with substance abuse and other addiction problems from a strengths perspective.

Course Description

This course provides relevant theory and skills needed by social workers to address substance abuse problems that they will encounter with clients in various practice settings. This online course uses discussion, presentations, 'field work', and videos, to facilitate learning. We will examine current theories pertaining to substance abuse problems, the role of self-help (mutual aid) groups, assessment strategies appropriate to social work settings, motivational enhancement, relapse prevention, family issues, key public policy issues, and the treatment system. We will also examine the influence of gender, age, race, disability and sexual orientation on addiction and recovery. Although listed as an 'online' course, please plan to meet the first night and at least two other times (TBA).

2. Text

van Wormer, K. & Davis, D. (2007). *Addiction Treatment: A Strengths Perspective*. Belmont, CA: Wadsworth Publishing Co.

3. Social Work Definition: THE GENERALIST PERSPECTIVE: The practice of social work requires that a social worker be prepared to intervene in a range of different settings with client systems of any size. There is a common body of knowledge, values, and skills used, and there is recognition that often the most effective change occurs when a professional addresses problems on micro, mezzo, and macro levels.

4. Social Work Program Objectives

1. Apply critical thinking skills within the context of professional social work practice. (Program Goal: #4)

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Program Goal: #2, #3)
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Program Goal: #3, #4)
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (Program Goal: #3, #4)
5. Understand and interpret the history of the social work profession and its contemporary structures and issues. (Program Goal: #1, #2)
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Program Goal: #1, #4)
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (Program Goal: #1, #4)
8. Analyze, formulate, and influence social policies. (Program Goal: #3, #4)
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Program Goal: #2, #3, #4)
10. Use communication skills differentially across client populations, colleagues, and communities. (Program Goal: #1, #3, #4)
11. Use supervision and consultation appropriate to social work practice. (Program Goal: #2, #3)
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (Program Goal: #2, #3, #4)
13. To understand and analyze the impact of current social issues specific to the region and the larger society. (Program Goal: #1, #4)

5. Student Outcomes:

1. Students will acquire an understanding of addiction as a chronic problem and chronic disease. (Program obj. 1, 4, 6).
2. Students will critique the use of the ecological model as a framework that identifies bio-psychosocial components in addiction.(Program obj. 7).
3. Students will compare and contrast the major treatment modalities used today and to recognize that approaches should be individualized for clients. (Program obj. 6, 8)
4. Students will be able to describe and discuss alcoholism, drug dependency and other addictions as a family disease so that interventions may include family members for best results. (Program obj. 6, 7, 10).
5. Students will explain the basic philosophy and principles of Alcoholics Anonymous and Al Anon, and the harm reduction model. (Program obj. 6, 8).
6. Students will identify physiological aspects of addiction with special emphasis on “the addicted brain.” (Program obj. 7).
7. Students will illustrate a realistic appreciation for the field of addictions counseling as a viable area of social work employment. (Program obj. 6).

8. Students will analyze the impact of addictions on the psychological, social, cultural, and spiritual functioning of individuals, groups, organizations, communities, and society and be aware of the special treatment needs of diverse populations in American society. (Program obj. 3, 6, 10, 13)

6. Academic Integrity/Honesty Policy:

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

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

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

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

7. Disabilities Policy- NOTICE TO STUDENTS:

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

8. Attendance Policy

This online course follows a ‘scheduled asynchronous’ model. This means that there are scheduled weekly deadlines, but within the week participants may choose the best time(s) to complete the work. Late work will be penalized 10% for being late (It is due on the TIME and DAY specified). For each day late, you will receive a 20% deduction. No exceptions to this policy.

9. Grading and Evaluation

Assignment	Number of Points
1. Reaction Paper --12 steps	150 points
2. Reaction Paper Movie & Handout	150 points
3. Midterm Examination	200 points
4. Discussion Forum Participation	150 points
5. CSAP Online module and Quizes--Choose 1 topic (several modules)	150 points
6. Final Examination	200 points
Total Possible	1000 points

Grading:	900--1000pts	A
	800--899 pts	B
	700--799 pts	C
	600--699pts	D

10. Student Progress: Students will be informed of their mid-term grade at the mid-point of the semester based on course assignments completed to date. Last day to drop this course is October 17th, 2008

11. Course Assignments

Chapter Quizzes

Although the quizzes are not graded, you will be better prepared to assess your understanding of the readings in the text. Practice quizzes will also help you be better prepared for the exams -- be sure to review items that you missed on the quizzes and re-read those sections of the chapter.

1. Reaction Paper to 12-Step programs and Alternatives 12.3.08
2. Reaction Paper: Alcohol and Drug Movie and Class Handout 11.5.08
3. Midterm Exam (chapters 1--6 of text and other reading materials) 10.15.08
4. Discussion Forum--weekly

5. CSAP Online Modules. 10.8.08

6. Final Exam (Covering chapters 7--13 and other assigned readings). 12.17.08

12. Course Outline: [Disclaimer: The dates and topics are meant as a general guideline and may be adjusted as needed for the flow of the course and student needs].

Date	Online Lecture	Readings	Assignments
8.27	<p><u>Course Preview</u></p> <ul style="list-style-type: none"> • Meet at Richmond EKU-- Keith 232 3.55-- 5.55 pm • Preface • Organization and Framework • Strengths-Based Therapy • Basic Assumptions • Movie--Altered States 	<p>Textbook Overview: Please skim the textbook, read the textbook preface, pages xi -xxi.</p>	<ul style="list-style-type: none"> • Review Syllabus • Sign Letter of Agreement • View Altered States: A history of Drug Use in America <p>Before this Friday, Aug 29th</p> <ul style="list-style-type: none"> • Please Review the website and skim the book. • Complete practice quiz BB Preface after reading the Text preface
9.3	<p>Chapter 1--The Nature of Addiction</p> <ul style="list-style-type: none"> • What is Addiction • Biopsychsocial Model • Prevalence of Substance Misuse • The Grip of Addiction • Strengths Perspective • Themes in Recovery • Finding the Strengths in Divergent Models • Empirical Research 	<p>Chapter 1 of Textbook, Addition Treatment: A Strengths Perspective van Wormer and Davis, pages 1-39</p> <p>Read ppt and summary</p>	<ul style="list-style-type: none"> • View Webcast • Complete practice quiz BB • Post your comments to Discussion Board no later than 7 p.m. Weds, 9.3

	<ul style="list-style-type: none"> • Harm Reduction and the Strengths Approach • Treatment Trends 		
9.10	<p>Chapter 2--Historical Perspectives</p> <ul style="list-style-type: none"> • Early use and misuse of Intoxicants • The European Context • Colonial America • Prohibition of Alcohol • Marijuana Control Efforts • Modern War on Drugs • History of Addiction Treatment 	<p>Read van Wormer and Davis, Chapter 2</p> <p>Read History--Pics and Info before Prohibition document</p>	<p>Post your comments to the discussion Forum by Weds, Sept 10th, 7. pm</p>
9.17 Last Day to Withdraw	<p>Chapter 3--Strength Based Helping</p> <ul style="list-style-type: none"> • Harm Reduction • Motivational Interviewing • Techniques for Enhancing Motivation • Group Models • Solution Focused Therapy and Narrative Therapy: 'Third Wave' Approaches • Traditional treatment and Strengths-Based Approaches 	<p>van Wormer and Davis, Chapter 3</p>	<ul style="list-style-type: none"> • Post your comments to the discussion Forum by 7 pm this Weds, 9.17 • View example of Motivational Interviewing • View webcast The Role of Faith- and Community-Based Systems in Addiction Treatment and Recovery

9.24	<p>Chapter 4--Substance Misuse, Dependence and the Body</p> <ul style="list-style-type: none"> • Properties of Alcohol And Other Drugs • Metabolism • The Brain and Addiction • Medical consequences of Substance Misuse 	van Wormer and Davis, Chapter 4	<ul style="list-style-type: none"> • Read entire NIDA-- Drugs, Brain and Behavior: The Science of Addictions • Post to Discussion Board
10. 1	<p>Chapter 5--Interventions related to biology</p> <ul style="list-style-type: none"> • Behavioral therapies • Changing Brain Chemistry • Pharmaceutical Interventions • Holistic Approaches • Assessment of Alcohol and Other Drug Use 	van Wormer and Davis, Chapter 5	<ul style="list-style-type: none"> • Read the PowerPoint and notes pages of NIDA--Biology and Interventions and • INFOFACTS • Read Treatment and addictions PDF NIDA doc • View Treatment on Addictions: NIAAA Road to Recovery Series TREATMENT 101 AND Medication-Assisted Therapies: Providing a "Whole-Patient" Approach to Treatment • Also, post your comments to the discussion Forum by Weds, 7 pm 10.1
10.8	<p>Chapter 6: Addiction Across the Lifespan</p> <ul style="list-style-type: none"> • The Stages of Growth and Development • Teenage Drinking and Using • Prevention of Substance Misuse in Teens • Gender-Specific 	van Wormer and Davis, Chapter 6	<p>Post your comments to the discussion Forum by Weds, 10.8, 7pm.</p> <p>View webcast Binge Drinking Among Youth or Youth and College Drinking</p> <p>VIEW WEBCAST ON RETHINKING THE DEMOGRAPHICS OF ADDICTION: HELPING OLDER ADULTS FIND RECOVERY</p>

	Programming for Girls <ul style="list-style-type: none"> • Addiction Problems Among the Elderly • Assessment • Prevention of Relapse • Spiritual Healing 		<p><i>DUE: DUE: CSAP ONLINE MODULE MUST HAVE A MINIMUM SCORE OF 80% TO RECEIVE CREDIT</i></p>
10.15	Midterm Exam		<p>The Midterm Exam covers the textbook - Chapters 1-6 and online lessons 1-6.</p> <p>The Midterm Examination will be available on Weds 10.15 from 3.55 until 4.55 pm.</p> <p>This may be online...stay tuned</p> <p>Last day to drop</p>
10.22	Chapter 7: Eating Disorders, Gambling, Shopping and other Behavioral Addictions <ul style="list-style-type: none"> • Eating Disorders • Compulsive Gambling • Shopping Addiction • Lost in Cyberspace • Sex Addiction • Cognitive Therapy and the Strengths Perspective 	van Wormer and Davis, Chapter 7	<p>View video on Behavioral Compulsions and Causes of Addiction</p> <p>or if this link does not work go to Post Discussion Board comments by midnight this Weds, 7 pm.</p>
10.29	Chapter 8: Substance Misuse with a Co-occurring disorder or disability <ul style="list-style-type: none"> • Substance Misuse and Mental Disorders • The Perils of Differential Diagnosis 	van Wormer and Davis, Chapter 8	<p>Post your comments to the discussion Forum by Weds, 7 pm.</p> <p><i>VIEW WEBCAST: WHEN ADDICTION AND MENTAL DISORDERS CO-OCCUR</i></p> <p>or</p> <p><i>ADDICTION AND PTSD: COMBATING</i></p>

	<ul style="list-style-type: none"> • Disorders and Disabilities that Commonly Coexist With Substance Misuse • Integrated (Seamless) Treatment Practices • Case Management Teams • Strengths-Based Interventions 		<i>CO-OCCURRING DISORDERS</i>
11.5	<p>Chapter 9: Family Risks and Resiliencies.</p> <ul style="list-style-type: none"> • Classic Family Systems Therapy • Family Adaptation to Addiction • Wegscheider's Role Theory • Stages of Change and Family Treatment • Healing • Case Study • Exercise for Family Groups 	van Wormer and Davis, Chapter 9	<p>Post your comments to the discussion Forum by Weds 7pm.</p> <p><i>VIEW WEBCAST</i></p> <p><i>OR</i></p> <p>DUE: Reaction Paper: Movie and Handout</p>
11.12	<p>Chapter 10: Racial, Ethnic and Cultural Issues</p> <ul style="list-style-type: none"> • Asian Americans and Pacific Islanders • Native Americans and Alaskan Natives • Spiritual and Cultural Values 	van Wormer and Davis, Chapter 10	<p>Post your comments to the discussion Forum by midnight this Weds, 7 pm</p> <p>VIEW webcast CADCA Across Cultures: Uniting the Community to Fight Drugs</p>

	<ul style="list-style-type: none"> • Hispanics • African Americans • Model Ethnic-Centered 		
11.19	<p>Chapter 11: Gender and Sexual Orientation Differences</p> <ul style="list-style-type: none"> • Introduction • Gender Differences • Substance Abuse Counseling and Sexual Orientation 	van Wormer and Davis, Chapter 11	<p>Post your comments to the discussion Forum by Weds 7 pm.</p> <p>Treatment Issues for women Webcast</p>
11.26	<p>Chapter 12: Mutual Help Groups: A strengths perspective</p> <ul style="list-style-type: none"> • Alcoholics Anonymous • Gamblers Anonymous • Other Twelve-Sep Groups • Other Mutual-Support Groups • How to Support Client Involvement in Mutual-Help Groups 	van Wormer and Davis, Chapter 12	<p>VIEW webcast: Road To Recovery: Mutual Support Groups</p> <p>Post your comments to the discussion Forum by Weds, 7 p.m. .</p>
12.3	<p>Chapter 13: Public Policy</p> <ul style="list-style-type: none"> • Welfare Reform • Policies Pertaining to the Treatment Profession • The War on Drugs 	van Wormer and Davis, Chapter 13	<p>Post your comments to the discussion Forum by Weds 7 pm.</p> <p>View Webcast</p> <p><i>DUE: REACTION PAPER -- 12 STEPS</i></p>

	<ul style="list-style-type: none"> • Mandatory Sentencing • Civil Asset Forfeitures • Punishing the Pregnant and Addicted • Harm Reduction • Methadone Maintenance • The Middle Road • Policies Related to Gambling 		
12.10	<p>Epilogue--Providing Options</p> <ul style="list-style-type: none"> • Revelations • Comments • Overview of the Book 	van Wormer and Davis, Epilogue (pg. 419-423)	<p>Post your comments to the discussion Forum by Weds 7 pm.</p> <p>The Final Exam Review sheet is available under Epilogue in the lessons section. It covers topics that you should focus on for the final exam; you should print it out and use it as you study for the exam.</p>
12.17	Final Examination		<p>Final Exam</p> <p>This examination covers van Wormer/Davis - Chapters 7-13 and class notes/webcasts</p> <p>Stay tuned to find out if this will be online or in Keith Bldg</p>

This schedule is subject to change at the discretion of the professor.

13. Bibliography

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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 checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <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>Computer Sciences</u> College <u>Arts and Science</u> *Course Prefix & Number <u>CSC123</u> *Course Title (30 characters) <u>Exploring Virtual Worlds</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>10/10/08</u>	Graduate Council* <u>N/A</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	<u>10/27/08</u>	Council on Academic Affairs <u>12/18/08</u> Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	<u>11/24/08</u>	Faculty Senate** <u>N/A</u>
Teacher Education Committee*	<u>N/A</u>	Board of Regents** <u>N/A</u> Council on Postsecondary Edu.*** <u>N/A</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

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 123. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The use of online virtual environments has reached a saturation point in the next generation of students. This course will frame the issues that users face when interacting in virtual worlds in an academic context. Students will learn how these new technologies will continue to shape their society and fields of employment.	
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 123 Exploring Virtual Worlds. (3) A. Exploration of the technologies used in virtual environments and their effects on society. Review of technology driving virtual environments with historical context. Emerging technology. Social/economic consequences. Possible future outcomes through new technologies and science fiction. Gen Ed VIII Option 3.

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	123	Fall 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.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>1</u>	Laboratory _____	Other <u>2</u>	
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)	
W	3	N	FR _____	JR _____
B	3	N	SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

CSC 123 Syllabus Exploring Virtual Worlds

Course Description:

Exploration of the technologies used in virtual environments and their effects on society. Review of technology driving virtual environments with historical context. Emerging technology. Social/economic consequences. Possible future outcomes through new technologies and science fiction.

Prerequisite:

Students are expected to have a working knowledge of the Internet and World-Wide Web, but not any specific background in computer science topics

Text:

1. *Exodus to the Virtual World*, Edward Castronova, Palgrave Macmillan, 2008
2. *I, Avatar: The Culture and Consequences of Having a Second Life*, Mark Meadows, New Riders Press, 2008
3. *Snow Crash*, Neal Stephensen, Bantam Spectra Books, 2000

- Supplemental readings on technology will be provided throughout the semester.

General Education Goals:

Students will be able to:

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
- Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments. (Goal three)
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal seven)
- Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)

Course Objectives:

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues relating to the development and application of science and technology in society.
- Analyze the historical, social, or ethical context of economic, scientific and technical developments, and how these developments influence people, their business relationships, and their interactions with their environment.
- Examine the methods that underlie the search for scientific and technical knowledge in society.
- Integrate knowledge that will deepen students' understanding of, and will inform their own choices about, scientific and technical issues of personal and public importance.

Course Outline

Week	Topics
1-2	<p>Defining a Virtual World:</p> <p>Expand perceptions of a virtual world beyond online games. Introduce technologies such as virtual trainers (medicine, industrial assembly), virtual reality simulators. Begin using a working online virtual world (i.e. Second Life, Lively, etc...)</p>
3	<p>Social Networking</p> <p>A social network as a virtual world. The rise of the Internet as the world network. Implications of mixing real world interactions with publically accessible online environments.</p>
4-5	<p>Avatars</p> <p>Self-representation in a virtual world. Available and future technologies to generate a virtual presence. What factors effect the creation of an online self.</p>
6	<p>Immersiveness in Virtual Environments</p> <p>Photo-realistic graphical capabilities for rendering avatars and online worlds. Currently available human-computer interfaces. How the environment itself adds immersion.</p>
7-9	<p>The Synthetic Divide</p> <p>What factors determine the ability to join a virtual world. Technology availability. Technology literacy. Cultural preconceptions. Social/peer factors. Economic factors.</p>
10	<p>Privacy/Security concerns</p> <p>Should the connection between real and virtual be kept private? Is the Avatar an anonymous representation or a perfected version of our self? Network security as a form of personal security.</p>
11	<p>Economic implications</p> <p>How large is the synthetic divide from an economic viewpoint. Real -> virtual currency is an understood exchange. Virtual -> real currency is only</p>

	recently becoming a possibility.
12	<p>Social Issues</p> <p>What are the differences between real-world relationships and virtual-world relationships? Do virtual actions cross the synthetic divide? How does the technology help/hinder social interactions?</p>
13	<p>Technology trends</p> <p>An overview of the history of virtual worlds. Building a possible roadmap for possible improvements in the near future (1-3 years)</p>
14	<p>Future developments in Virtual Worlds</p> <p>An overview of emerging technologies in Virtual Reality(VR), Networking, and Human-Computer Interface (HCI). Possible technologies in 5-10 years.</p>

Grading and Evaluation Policies:

There will be approximately 6 written assignments. Many of these will involve researching topics on the internet, using a virtual environment, and writing a report based on that research.

Grade Components:

Grading Scale:

Assignments	60%	90-100	A
Two written tests	20%	80-89	B
Comprehensive Final.....	20%	70-79	C
		60-69	D
		0-59	F

Attendance Policy:

Attendance will be taken during mandatory meeting times. Unexcused absences in excess of 10% of the scheduled meetings will **result in a one letter grade reduction for the course**. Unexcused absences in excess of 20% of the scheduled meetings will **result in a two letter grade reduction for the course**. Unexcused absences in excess of 30% of the scheduled 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 and online.

Students with Disabilities:

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

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. Questions regarding the policy may be directed to the Office of Academic Integrity.

General Education Course Approval Form
Revised: Spring 2008

Department: Computer Science

Course Prefix and Number: CSC 123

Course Title: Exploring Virtual Worlds

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

University General Education

Identify the general education blocks addressed in this course:

VIII, Option 3 (Society, Technology, & Values)

Course Abstract

1. Describe the course content.

CSC 123 is designed to be an exploration of the technology in virtual worlds and how it is changing our culture and society. Students will be introduced to the notion that a virtual world encompasses everything from chatrooms to fully interactive 3D worlds. Students will also be introduced to the use of these same technologies in specialized fields such as medicine, manufacturing, defense, etc... In addition, students are exposed to other viewpoints of social networking (such as the perspective from a possible employer). Students will then be introduced to the discussion of the synthetic divide: the concept of how real life and a second (virtual) life are separated. This course will investigate the societal impact that is occurring as the line between real and virtual lives are blurring. Avatars as an online representation will be discussed to emphasize the unlimited possibilities in a virtual presence. Students will gain a better understanding of the role that virtual worlds will play in various non-technical areas in coming years. Students will also be informed of ways to remain a responsible citizen in both real and virtual worlds.

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

Lectures will be used to introduce new topics to the students and give them direction as they interact in virtual environments. These lectures will occur in the physical classroom setting and a virtual environment depending on the particular topic.

Discussions will occur once students complete online assignments to share their experiences with classmates. These discussions will provide students with a way to identify how the technologies in of virtual worlds and their use will continue to effect culture and society.

Students will also be placed in small groups for short assignments in virtual worlds.

Faculty must have at least a Master's degree in Computer Science to teach CSC123.

Dr. George Landon will coordinate the course

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

No new resources needed.

4. Describe the assessment process.

(a) What type of assessment instruments will be used to evaluate student learning?

The assessment items for comprehension and methods will be common multiple-choice items from each of the 3 term exams. These questions will be agreed upon by all instructors. For the other critical thinking criteria, students will be required to write about their experiences or observations. Each of the criterion is expanded in the samples below.

(b) When will data be collected?

The data will be collected on uniformly distributed assignments throughout the semester.

(c) For how many students will assessments be scored?

All students' exams and papers will be assessed. Faculty will use these scores as part of the students' grade in the class.

(d) Who will score the assessment instruments?

Faculty who teach the sections will grade the exams, and score papers for class-grading purposes.

(e) Who is the faculty person responsible for assessment data for this course?

Dr. George Landon

Provide at least one example of an assessment item (*e.g., question on exam; portion of an assignment*) that could be used to assess student learning on each of the criteria on the GE scoring rubric appropriate for this course.

Scoring Rubric: Society, Technology, and Values Theme

Comprehension: (Multiple-choice items on mid-term and final exams).

1. Choose the largest division in the population of virtual worlds
 - a. Technical ability
 - b. Cultural expectations
 - c. Household income
2. Which of the following does not cross the synthetic divide?
 - a. Currency
 - b. Social Relationships
 - c. Physical Appearance
 - d. Societal principles
3. Socio-economic standings can be removed in a virtual world?
 - a. True
 - b. False

4. Which of the follow are not expanding the population in virtual worlds
 - a. Increased internet connectivity
 - b. Peer influence
 - c. Improved interfaces
 - d. Cultural acceptance
5. The level of immersion in a virtual world is related more to the quality of the interactions than the technology or graphical effects.
 - a. True
 - b. False
6. The following can be considered virtual worlds:
 - a. Amazon, Facebook, Lively, Yahoo groups
 - b. IRC, Facebook, Lively, Yahoo groups
 - c. IRC, MySpace, Google Images, Yahoo groups
 - d. IRC, Facebook, Lively, Xbox Live
7. Ivan Sutherland's development of the head-mounted display:
 - a. led to a drastic change in the way we currently use computers.
 - b. provided a new control interface for virtual environments.
 - c. increased the possibilities for immersion in virtual environments.
 - d. was the first step toward developing flat-panel monitors.
8. Haptic feedback is a requirement for surgical trainers
 - a. True
 - b. False
9. Non-invasive brain-computer interfaces (BCIs) are currently being developed for
 - a. Video games
 - b. Physical rehabilitation
 - c. Neuroimaging studies
 - d. All of the above
10. Science Fiction technology is typically ignored by researchers in virtual world development?
 - a. True
 - b. False
11. Virtual environments focusing on social interactions need which of the following to be *immersive*?
 - a. photo-realistic 3D rendering
 - b. active participants
 - c. well-planned world and back-story
 - d. all of the above
12. What aspect of the U.S. Army's *America's Army* is most likely to make it an effective recruiting tool?
 - a. Team-based missions

- b. Realistic combat scenarios
 - c. Lack of negative consequences
 - d. Accurately simulated environment
13. A virtual environment is always the best tool for creating an interactive learning environment.
- a. True
 - b. False

Application and Analysis: (Written Assignment 2)

Watch one film related to virtual worlds from a provided list (i.e. *Lawnmower Man*, *Strange Days*, *Existenz*, *The Thirteenth Floor*, and *The Matrix*). Write a 6-page paper discussing:

- The factors that help or hinder us from reaching this fictional future
- How the film might have changed popular conceptions on the availability of the technology represented in the film.
- How technology in the film (choose a predominately featured one) would affect our society if it became widely available.

Interpretation and Evaluation: (Written Assignment 3)

Over a 2-week period, spend 4 hours in an online virtual environment. Keep a log of your activities and interactions. Write a 6-page paper (including the log) that analyzes:

- How your *avatar* enhanced or hindered you online interactions.
- What technologies need to be further developed to improve your online interactions.
- Using specific examples, quantify the level of *immersion* you experience.

Methods: (Multiple Choice)

1. Which virtual environment will likely give participants the highest level of immersion:
 - a. World of Warcraft
 - b. Whirled
 - c. Second Life
 - d. MSN messenger
2. A virtual training device benefits from which of the following (circle all that apply)
 - a. The ability to measure accuracy in a completed task

- b. A universal device suitable for all participants
 - c. A “no risk” environment that allows failure without consequences
 - d. A customizable solution that can be easily retrofitted for changes in the field.
3. Which venue is currently advancing virtual worlds the most:
- a. Industry
 - b. Entertainment
 - c. Education
 - d. Religious
4. An avatar is a(n)?
- a. hyperlink to a virtual location.
 - b. picture of you.
 - c. online representation
 - d. computerized assistant
5. Which technology development in the past 20 years has most influenced online virtual worlds?
- a. widespread use of the Internet
 - b. high-quality 3D graphics
 - c. development of the 3D mouse
 - d. affordable digital sound synthesis
6. When the technology is deployed to allow a universal avatar, which of the following will likely happen (circle all that apply):
- a. Companies will offer paid avatar creation services
 - b. Avatars will always accurately portray their real-world counterpart
 - c. Secure storage of the avatar will become as important as a credit card number
 - d. The avatar can be used as a form of identification.
7. A Cave Automatic Virtual Environment (CAVE) would be best deployed for which application
- a. Industrial assembly application
 - b. Virtual walkthrough of a world heritage site
 - c. Social Network
 - d. Classroom instruction
8. Rendering of peripheral vision is not necessary in a flight simulator
- a. True
 - b. False
9. What is the biggest hurdle in deploying head-tracking devices in virtual environments
- a. User-inconvenience
 - b. Cost

- c. Display update delay

Integration: (Written Assignment 1)

Take on the role of a human resources manager and use a social networking site to gain a better understanding of the interviewee's quality. Assume that the account owner has applied for a posted position in your company and that their resume fits the company expectations. Use one or more publicly available accounts that are very active (at least 5 active friends). You may do this analysis on a friend's account and share your results with them. However, no assignments may be submitted on the same person.

Recommendation:

Approve?

Department Curriculum

Committee (Chair): _____

Date: _____ Yes

No

College Dean(s)*: _____

Date: _____ Yes

No

College Curriculum

Committee (Chair)*: _____

Date: _____ Yes

No

General Education

Committee (Chair): Approved 11.24.08 _____

Date: _____

Yes

No

*If necessary

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

Part I

<u>(Check one)</u>	Department Name	<u>Economics</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Arts and Sciences</u>
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	<u>ECO 420</u>
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (<u>30 characters</u>)	<u>Advanced Research Methods</u>
<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	<u>11/3/08</u>	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs <u>12/18/08</u>
College Curriculum Committee	<u>11/24/08</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	<u>NA</u>	Faculty Senate** <input type="checkbox"/>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <input type="checkbox"/>
		Council on Postsecondary Edu.*** <input type="checkbox"/>

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact 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 title of ECO 420 from Advanced Research Methods to Research Methods II.

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

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

B. The justification for this action:
 The name change to Research Methods II better reflects the fact that ECO 420 is a follow-up course to ECO 320.

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

Personnel Impact: None; existing faculty and staff will be used.

Operating Expenses Impact: None; existing department institutional support is satisfactory.

Equipment/Physical Facility Needs: None; existing facilities will be used.

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

New or Revised* Catalog Text

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

ECO 420 ~~Advanced Research Methods II.~~ (3) II. Prerequisite: ECO 320 or departmental approval. Problems of heteroscedasticity, serial correlation, and endogeneity in the linear statistical model; nonlinear models and modern time series analysis. Formulation and execution of empirical research project.

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	ECON
<input type="checkbox"/> New Course (Parts II, IV)	College	CAS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Economics
<input type="checkbox"/> New Program (Part III)		(Major <u>xx</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	8/21/08	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		<u>Date</u>
		NA
College Curriculum Committee	11/24/08	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	12/18/08
		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.)
To modify the B.A. program by requiring ECO 420.

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

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

B. The justification for this action:
A few years ago the Economics department instituted an option of allowing students to take either ECO 420 (Research Methods II) or ECO 490 (Senior Seminar in Economics). However, too many students are obtaining a B.A. in Economics without really undertaking a rigorous research project that involves data and hypothesis testing.

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.)

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

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

Economics (B.A.)

CIP Code: 45.0601

Major Requirements33 hours

A minimum grade of “C” is required in all courses counted towards the major.

Economics Core21 hours

ECO 220, 230, 231, 320, 330, 331, and 420 ~~or 490~~. Majors must select an option in General Economics, Applied Economics, International Economics, or Public Policy. ~~General Economics students must take ECO 420.~~

Options12 hours

General Economics12 hours

Twelve hours of upper division economics courses.

Applied Economics.....12 hours

ECO 300 and nine hours of upper division economics courses.

International Economics12 hours

ECO 394, 395, and six hours of upper division economics courses.

Public Policy12 hours

ECO 315, 365, and six hours from ECO 324, 333, 370, 394, 580 or 590.

Supporting Course Requirements21 hours

Additional supporting course requirements beyond those specified below must be approved by the advisor in consultation with the Chair of the Department of Economics.

General Economics: MAT 211 plus 18 hours of courses as noted above.

Applied Economics: MAT 107 or 211; six hours of courses as noted above; and twelve hours from a list of approved courses within specific program areas, including (but not limited to) Agriculture, Construction Technology, and Travel and Tourism.

International Economics: MAT 107 or 211; six hours of courses as noted above; and one of the following three alternatives: (1) twelve hours of foreign language, (2) twelve hours of area studies to be pre-approved by the advisor and the Chair, or (3) twelve hours from the core and elective courses listed in the International Studies minor.

Public Policy: MAT 107 or 211; POL 101, 321, 374; three hours from POL 370, 371, 377; plus six hours of courses as noted above.

General Education Requirements45 hours

Standard General Education program, excluding general education block II. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement1 hour

ASO 100.

Free Electives28 hours

Total Curriculum Requirements128 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 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.)	(Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	10/12/07	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To remove the "specialty areas" from the BA Geography program

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

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

B. The justification for this action:

Nobody in the past five years has graduated with one of the specialty areas; The undergraduate advisor reports that students find the specialty areas confusing (and frequently think that they have to choose one); The specialty areas do not represent the strengths of the department or the courses offered, and as a result it is nearly impossible for students to graduate with a BA Geography in one of the specialty areas.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

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

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

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

GEOGRAPHY (B.A.)

CIP Code: 45.0701

Major Requirements 39 hours

Geography Core 15 hours

GEO 100, 210, 220, 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	Government
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	LAS 320
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Civil Law and Liability
<input checked="" type="checkbox"/> New Program (Part III)	*Program Title	(Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input type="checkbox"/> Program Revision (Part III)		
<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	11-06-2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To drop LAS 320 – Civil Law & Liability

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

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

B. The justification for this action:

The Paralegal program seeks to update its curriculum and incorporate suggestions from both our Paralegal Program Advisory Board and our Paralegal Student Focus Group. The Paralegal faculty, Board, and Student Focus Group agree that LAS 320 Civil Law & Liability needed substantial modification to integrate both substantive and procedural law. The decision was made to drop LAS 320 and replace it with a new course, LAS 355 Litigation: Trial to Appeal, which naturally follows a course currently required, LAS 350 Litigation Practice & Procedure.

Seldom do working paralegals confront problems that only involve either procedural or substantive law. The two concepts are invariably intertwined. By dropping LAS 320 (and adding LAS 355), we hope to offer our students a learning system that will provide both critical thinking skills and practical approaches for problems they will encounter in typical law office settings.

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

Personnel Impact: None Predicted

Operating Expenses Impact: None Predicted

Equipment/Physical Facility Needs: None Predicted

Library Resources: None Predicted

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.)

~~LAS 320 Civil Law and Liability. (3) I,II. Prerequisite: LAS 210 or director approval. Study of legal principles and paralegal practice in torts, contracts, Uniform Commercial Code, collections, employee benefits, and insurance.~~

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

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

New or Revised* Program Text

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

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"/> Hybrid Course ("S," "W") <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>Government</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>LAS 350</u> *Course Title (30 characters) <u>Litigation Practice & Procedure</u> *Program Title _____ (Major <u>X</u> , Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11-06-2008	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	N/A	Faculty Senate** N/A
Teacher Education Committee*	N/A	Board of Regents** N/A
		Council on Postsecondary Edu.*** N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise title, course descriptions, and prerequisites. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The Paralegal program seeks to update its curriculum and incorporate suggestions from both our Paralegal Program Advisory Board and our Paralegal Student Focus Group. Seldom do working paralegals confront problems that only involve either procedural or substantive law. By revising LAS 350 (and adding LAS 355), we hope to offer our students a learning system that will provide both critical thinking skills and practical approaches for problems they will encounter in typical law office settings.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Predicted Operating Expenses Impact: None Predicted Equipment/Physical Facility Needs: None Predicted	

Library Resources:

None Predicted

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.)

~~**LAS 350 Litigation Practice and Procedure. Litigation— Evidence to Discovery. (3) A.** Prerequisites: LAS 220 and 320 or Director Approval. Paralegal trial preparation including investigation techniques, discovery, disclosure, exhibit preparation, witness preparation, pretrial motion, evidence, jury instructions, trial assistance, and appeals. Study of legal principles and paralegal practice in substantive civil law. Incorporates procedural aspects of the early stages of civil litigation including evidence and investigation, pleadings, and the discovery/disclosure process.~~

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
LAS	350	Fall 2009	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	LAS 220 and 320 or Director Approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

LAS 350 LITIGATION – EVIDENCE TO DISCOVERY
Department of Government – Paralegal Program
SYLLABUS

Text: The Litigation Paralegal by James McCord (Thomson/West 5th ed. 2008)
Tort Law for Legal Assistants by Linda & Stanley Edwards (Delmar 2009)
Contract Law for Paralegals by Melinda Thomas (Delmar 1997)

Course Description: Study of legal principles and paralegal practice in substantive civil law while incorporating procedural aspects of the early stages of civil litigation including evidence and investigation, pleadings, and the discovery/disclosure process. Prerequisite: LAS 220.

<u>Grading Scale</u>	<u>Grading Procedure</u>	<u>Point Value</u>
720 – 800 = A	Midterm Exam	150
640 – 719 = B	Comprehensive Final Exam	200
560 – 639 = C	Assignments (approx. 8)	400
480 – 559 = D	Forum Discussion Boards	50

Course Policies: Regular on-campus and on-line class attendance is mandatory. **Note that on-campus classes will be held on the first day of class, the day of the Midterm Exam, and the day of the Final Exam.** Class attendance and/or participation will be taken into consideration in determining the final grades of students with “borderline” final grade point averages. If you must miss class, it will be your responsibility to be aware of any announcements, assignments, changes in procedure, and information presented in class, etc., by going to the course website and obtaining the pertinent material/information. Lectures will cover additional material, such as Kentucky law, that, although not contained in the textbook, WILL be included on exams and/or assignments.

Midterm grades will be based upon the assignments and exam graded prior to the last day to withdraw from class. Assignments will be submitted throughout the semester, via e-mail attachment, and must be **typewritten in 12 point type, using MS Word, with 1 1/2” left margins and 1” remaining margins, have numbered pages, and include your full name on each page**, unless otherwise noted. Assignments will be graded on the basis of their content, organization, accuracy, clarity, and proofreading.

Make-up exams will NOT be given. Late assignments will NOT be accepted. Only extreme situations, such as severe personal illness, or death in the immediate family, where such can be documented (e.g., a physician’s written statement on office letterhead verifying that you were too ill to attend class on exam day or submit an assignment the day it was due) MAY provide grounds for exceptions to these policies on make-up exams and late assignments. In addition, claims of malfunctioning or inoperable computers/printers/ discs and/or Internet service, or that your assignment did not arrive via email attachment, etc., will NOT be sufficient to allow assignments to be submitted after they are due. **Any late work (including missed exams) must be accompanied by a “Motion to Accept Late Work” in a form suitable for filing with the Madison Circuit Court, together with a “Memorandum in Support of Motion” and appropriate documentation attached as exhibits. If all of these materials are provided in proper form no later than the seventh day after the due date, I will consider accepting the late work.**

Accommodations: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodations and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 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.

The Department of Government is located in McCreary Hall, a historic building on campus that is not handicapped accessible. Alternative meeting locations are available for those students who are unable to access the building. Please notify me of your need and I will arrange an alternative meeting location.

Academic Integrity: Each student is expected to do his/her own work, unless working in groups. Cheating and plagiarism will not be tolerated. Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity Policy is available at www.academicintegrity@eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Course Objectives: LAS 350 – Litigation: Evidence to Discovery meet the following learning objectives adopted by the Department of Government pursuant to the strategic plans of the College of Arts and Sciences and EKU:

1. **Diversity:** Students will develop greater awareness of the importance of a diverse citizenry and the role of law in preventing discrimination based on race, ethnicity, religion, socioeconomic status, gender, sexual orientation, disabilities, age, and cultural or national background by reading, briefing, and discussing pertinent cases and/or current events that address such issues
2. **Theory and Content of Law:** Students will gain knowledge about the foundations, functions, ethics, terminology, sources of law, and court structure and procedure by studying the both the substantive and procedural aspects of our civil law system that are generally used in a civil law practice office and by successfully answering exam questions focusing on these areas.
3. **Professional Competence:** Students will demonstrate the knowledge and practice skills to perform competently as paralegals in the civil law field by developing their knowledge of professional ethics, their ability to draft legal documents, and their knowledge of the civil court system and procedures and the paralegal profession by drafting several legal documents.

Specific theory and content objectives for LAS 350 – Litigation: Evidence to Discovery:

1. Students will continue to develop critical thinking and analytical writing skills.
2. Students will continue to develop the ability to locate, read, and brief pertinent case law.
3. Students will gain a basic understanding of substantive and procedural civil law.
4. Students will gain the ability to draft and edit relevant legal documents.
5. Students will gain an understanding of legal ethical issues that are common to civil law.

Proposed Course Outline & Time Schedule

AUG	Introduction to Course and Substantive Civil Law and Procedure Substantive Civil Law and Procedure continued
SEPT.	Drafting Pleadings (First Drafting Assignment due) Drafting Pleadings continued (Case briefs due) Evidence & Investigation (Second Drafting Assignment due) Evidence & Investigation continued

OCT Filing the Lawsuit
Midterm Exam
Filing the Lawsuit continued
Defending and Testing the Lawsuit (Third Drafting Assignment due)

NOV Discovery: Interrogatories
Discovery: Interrogatories continued (Fourth Drafting Assignment due)
Discovery: Depositions (Case briefs due)
Discovery: Depositions continued (Fifth Drafting Assignment due)

DEC Discovery: Document Production & Control
Discovery: Document Production & Control continued (Sixth Drafting Assignment due)
Comprehensive Final Exam

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

Part I

(Check one)	Department Name	Government
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	LAS 355
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Litigation – Trial to Appeal
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Paralegal Program
<input type="checkbox"/> New Program (Part III)		(Major <input checked="" type="checkbox"/> , Option ___; Minor ___; or Certificate ___)
<input type="checkbox"/> Program Revision (Part III)		
<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	11-06-2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved ___	
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To provide a new course – LAS 355: Litigation: Trial to Appeal

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

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

B. The justification for this action:

The Paralegal program seeks to update its curriculum and incorporate suggestions from both our Paralegal Program Advisory Board and our Paralegal Student Focus Group. The Paralegal faculty, Board, and Student Focus Group agree that LAS 320 Civil Law & Liability needed substantial modification to integrate both substantive and procedural law. The decision was made to drop LAS 320 and replace it with a new course, LAS 355 Litigation: Trial to Appeal, which naturally follows a course currently required, LAS 350 Litigation Practice & Procedure.

Seldom do working paralegals confront problems that only involve either procedural or substantive law. The two concepts are invariably intertwined. By adding LAS 355 (and dropping LAS 320), we hope to offer our students a learning system that will provide both critical thinking skills and practical approaches for problems they will encounter in typical law office settings.

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

Personnel Impact:
 None predicted

Operating Expenses Impact:
 None predicted

Equipment/Physical Facility Needs:

None predicted

Library Resources:

None predicted

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.)

LAS 355 Litigation – Trial to Appeal. (3) I, II. Prerequisite: LAS 220 or Director Approval. Study of legal principles and paralegal practice in substantive civil law. Incorporates procedural aspects of the latter stages of civil litigation, including settlement and ADR, trial preparation, trial, post-trial practice, and appeal.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
LAS	355	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Govn
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1		N	FR _____ JR _____	
W			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	LAS 220 (C) or Director Approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

LAS 355 LITIGATION – TRIAL TO APPEAL
Department of Government – Paralegal Program
SYLLABUS

Text: The Litigation Paralegal by James McCord (Thomson/West 5th ed. 2008)
Tort Law for Legal Assistants by Linda & Stanley Edwards (Delmar 2009)
Contract Law for Paralegals by Melinda Thomas (Delmar 1997)

Course Description: **LAS 355 Litigation – Trial to Appeal. (3) I, II.** Prerequisite: LAS 220 or Director Approval. Study of legal principles and paralegal practice in substantive civil law. Incorporates procedural aspects of the latter stages of civil litigation, including settlement and ADR, trial preparation, trial, post-trial practice, and appeal.

<u>Grading Scale</u>	<u>Grading Procedure</u>	<u>Point Value</u>
720 – 800 = A	Midterm Exam	150
640 – 719 = B	Comprehensive Final Exam	200
560 – 639 = C	Assignments (approx. 8)	400
480 – 559 = D	Forum Discussion Boards	50

Course Policies: Regular on-campus and on-line class attendance is mandatory. **Note that on-campus classes will be held on the first day of class, the day of the Midterm Exam, and the day of the Final Exam.** Class attendance and/or participation will be taken into consideration in determining the final grades of students with “borderline” final grade point averages. If you must miss class, it will be your responsibility to be aware of any announcements, assignments, changes in procedure, and information presented in class, etc., by going to the course website and obtaining the pertinent material/information. Lectures will cover additional material, such as Kentucky law, that, although not contained in the textbook, WILL be included on exams and/or assignments.

Midterm grades will be based upon the assignments and exam graded prior to the last day to withdraw from class. Assignments will be submitted throughout the semester, via e-mail attachment, and must be **typewritten in 12 point type, using MS Word, with 1 1/2” left margins and 1” remaining margins, have numbered pages, and include your full name on each page**, unless otherwise noted. Assignments will be graded on the basis of their content, organization, accuracy, clarity, and proofreading.

Make-up exams will NOT be given. Late assignments will NOT be accepted. Only extreme situations, such as severe personal illness, or death in the immediate family, where such can be documented (e.g., a physician’s written statement on office letterhead verifying that you were too ill to attend class on exam day or submit an assignment the day it was due) MAY provide grounds for exceptions to these policies on make-up exams and late assignments. In addition, claims of malfunctioning or inoperable computers/printers/ discs and/or Internet service, or that your assignment did not arrive via email attachment, etc., will NOT be sufficient to allow assignments to be submitted after they are due. **Any late work (including missed exams) must be accompanied by a “Motion to Accept Late Work” in a form suitable for filing with the Madison Circuit Court, together with a “Memorandum in Support of Motion” and appropriate documentation attached as exhibits. If all of these materials are provided in proper form no later than the seventh day after the due date, I will consider accepting the late work.**

Accommodations: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodations and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 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.

The Department of Government is located in McCreary Hall, a historic building on campus that is not handicapped accessible. Alternative meeting locations are available for those students who are unable to access the building. Please notify me of your need and I will arrange an alternative meeting location.

Academic Integrity: Each student is expected to do his/her own work, unless working in groups. Cheating and plagiarism will not be tolerated. Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity Policy is available at www.academicintegrity@eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Course Objectives: LAS 355 – Litigation: Trial to Appeal meet the following learning objectives adopted by the Department of Government pursuant to the strategic plans of the College of Arts and Sciences and EKU:

1. **Diversity:** Students will increase their awareness of the importance of a diverse citizenry and the role of law in preventing discrimination based on race, ethnicity, religion, socioeconomic status, gender, sexual orientation, disabilities, age, and cultural or national background by reading, briefing, and discussing pertinent cases and/or current events that address such issues.
2. **Theory and Content of Law:** Students will gain knowledge about the foundations, functions, ethics, terminology, sources of law, and court structure and procedure by studying the both the substantive and procedural aspects of our civil law system that are generally used in a civil law practice office and by successfully answering exam questions focusing on these areas.
3. **Professional Competence:** Students will demonstrate the knowledge and practice skills to perform competently as paralegals in the civil law field by developing their knowledge of professional ethics, their ability to draft legal documents, and their knowledge of the civil court system and procedures and the paralegal profession by drafting several legal documents.

Specific theory and content objectives for LAS 355 – Litigation: Trial to Appeals:

1. Students will continue to develop critical thinking and analytical writing skills.
2. Students will continue to develop the ability to locate, read, and brief pertinent case law.
3. Students will gain a basic understanding of substantive and procedural civil law.
4. Students will gain the ability to draft and edit relevant legal documents.
5. Students will gain an understanding of legal ethical issues that are common to civil law.

Proposed Course Outline & Time Schedule

AUG	Introduction to Course and Substantive Civil Law and Procedure Substantive Civil Law and Procedure continued
SEPT.	Settlement (First Assignment due) Settlement continued Alternative Dispute Resolution (ADR) (Second Assignment due) Alternative Dispute Resolution (ADR) continued (Case briefs due)

OCT Trial Preparation
Midterm Exam
Trial Preparation continued
Trial (Third Assignment due)

NOV Trial continued
Trial continued (Fourth Assignment due)
Post-trial practice (Case briefs due)
Post-trial practice continued (Fifth Assignment due)

DEC Appeal
Appeal continued (Sixth Assignment due)
Comprehensive Final Exam

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

Part I

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

Proposal Approved by:	Date		Date
Departmental Committee	11-06-2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To drop a current course – LAS 320 Civil Law & Liability, and replace it with a new course – LAS 355 Litigation: Trial to Appeal in our program requirements.

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

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

B. The justification for this action:
 Program revision is required due to dropping LAS 320 and adding LAS 355.

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

Personnel Impact:
 None Predicted

Operating Expenses Impact:
 None Predicted

Equipment/Physical Facility Needs:
 None Predicted

Library Resources:

None Predicted

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Departmental Degree Requirements

Paralegal majors (A.A., B.A.) must attain a minimum grade of “C” in all “major” and “supporting” courses. A minimum grade of “C” must be earned in LAS 210 before taking LAS 220 and 320. A minimum grade of “C” must be earned in LAS 220 before being admitted to any of the upper division requirements.

Transfer Students

Transfer students must take a minimum of 15 semester hours of paralegal (LAS) courses at EKU to earn a paralegal degree.

Baccalaureate Degrees

Paralegal Science (B.A.)

CIP Code: 22.0302

Major Requirements.40 hours

LAS 210, 220, 300, ~~320~~, 325, 350, 355, 385, 399, 410 and 12 hours from LAS 330, 340, 360, 370, 380, 460, or 490

Supporting Course Requirements.12 hours

ACC 201, ENG 301, POL 101, and three hours from POL 460, 463, or 464.

General Education Requirements.45 hours

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

University Requirement.1 hour

ASO 100.

Free Electives.30 hours

Total Curriculum Requirements.128 hours

Associate Degree

Paralegal Studies (A.A.S.)

CIP Code: 22.0302

Major Requirements.37 hours

LAS 210, 220, 300, ~~320~~, 325, 350, 355, 385, 399, 410 and nine hours from LAS 330, 340, 360, 370, 380, or 460.

Supporting Course Requirements.25 hours

ASO 100, six hours of English Composition*, three hours of general education humanities*, POL 101*, MAT 105*
Or higher, three hours general education elective* (not POL 101), ACC 210, and ENG 301.

Free Electives.2 hours

Total Curriculum Requirements.64 hours

*Courses meeting general education requirements.
Dept. of Government Page 18

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"/> Hybrid Course ("s," "w") <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>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>STA 501</u> *Course Title (30 characters) <u>Nonparametric Statistics</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> August 19, 2008	<u>Date</u> NA
	Departmental Committee	Graduate Council*
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
	College Curriculum Committee	Approved <input checked="" type="checkbox"/> Disapproved _____
	General Education Committee*	Faculty Senate**
	Teacher Education Committee*	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To update the description for STA 501.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The list of prerequisite courses needs to be updated to reflect changes in other courses at EKU.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: No impact.</p> <p>Operating Expenses Impact: No impact.</p> <p>Equipment/Physical Facility Needs: No change.</p> <p>Library Resources: Existing library resources are adequate.</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.)

STA 501 Nonparametric Statistics. (3) A. Prerequisite: STA 215 or 270 or 500 or 700 or 575 or 775 or 521 or 721 or 585 or 785 or COR 400 or CRJ 400 or ECO 220 ~~or ECO 848~~ or EPY 842 or HEA 450 or PLS 400 or PSY 291 or QMB 200. Simple, efficient nonparametric methods without normality assumptions. Tests, estimation of proportions, medians, two-sample location/dispersion, one- and two-way layout, independence, regression, and use of statistical software ~~analysis packages~~.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
STA	501	Fall 2009	AS <u>X</u> JS _____ BT <u>EM</u> _____ ED <u>PC</u> _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
Lecture	_____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. STA 215 or 270 or 500 or 700 or 575 or 775 or 521 or 721 or 585 or 785 or COR 400 or CRJ 400 or ECO 220 ~~or ECO 848~~ or EPY 842 or HEA 450 or PLS 400 or ~~PSY 291 or~~ QMB 200.

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

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

Part I

(Check one)	Department Name	Mathematics and Statistics
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	STA 701
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Nonparametric Statistics
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	08/19/ 2008	Graduate Council*	11/10/08
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	12/18/08
College Curriculum Committee	9/29/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
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 update the description for STA 701.

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:

The language is being adjusted to be consistent with other STA courses.

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

Personnel Impact:
 No impact.

Operating Expenses Impact:
 No impact.

Equipment/Physical Facility Needs:
 No change.

Library Resources:
 Existing library resources are adequate.

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

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

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

New or Revised* Catalog Text

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

STA 701 Nonparametric Statistics. (3) A. Simple, efficient nonparametric methods without normality assumptions. Tests, estimation of proportions, medians, two-sample location/dispersion, one- and two-way layout, independence, regression, and use of software ~~analysis packages~~. It is strongly recommended that students have completed a statistics course.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
STA	701	Spring 2009	AS <u>X</u> JS _____ BT <u>EM</u> _____ ED <u>PC</u> _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
Lecture	_____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one)	Department Name	Mathematics and Statistics
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	STA 585
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Experimental Design
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)		
<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	August 19, 2008	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	9-29-08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*		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 update the description for STA 585

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

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

B. The justification for this action:
 The list of prerequisite courses needs to be updated to reflect changes in other courses at EKU.

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

Personnel Impact:
 No impact.

Operating Expenses Impact:
 No impact.

Equipment/Physical Facility Needs:
 No change.

Library Resources:
 Existing library resources are adequate.

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

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

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

New or Revised* Catalog Text

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

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

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
STA	585	Fall 2009	AS <u>X</u> JS BT <u>EM</u> ED <u>PC</u> HS	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
Lecture	_____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. STA 215 or 270 or 500 or 700 or 501 or 701 or 521 or 721 or 575 or 775 or COR 400 or CRJ 400 or ECO 220 ~~or ECO 848~~ or EPY 842 or HEA 450 or PLS 400 or ~~PSY 291 or~~ QMB 200

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one)	Department Name	Mathematics and Statistics
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	STA 785
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Experimental Design
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	08/19/08	Graduate Council* 11/10/08
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	9/29/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
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 update the description for STA 785

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:
 This advisory statement will help students to choose an appropriate course.

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

Personnel Impact:
 No impact.

Operating Expenses Impact:
 No impact.

Equipment/Physical Facility Needs:
 No change.

Library Resources:
 Existing library resources are adequate.

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

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

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

New or Revised* Catalog Text

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

STA 785 Experimental Design. (3) A. Introduction to analysis of variance and experimental design with emphasis on authentic applications and use of statistical ~~computingsoftware~~ packages. Includes completely randomized designs, factorial experiments, multiple comparisons, checking model assumptions, randomized blocks, Latin squares, fixed and random models, and nested-factorial experiments. [It is strongly recommended that students have completed a statistics course.](#)

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
STA	785	Spring 2009	AS <u>X</u> JS _____ BT <u>EM</u> _____ ED <u>PC</u> _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
Lecture	_____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 145c
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Baritone Horn 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>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description, change the course title, and clarify corequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>	<p>B. The justification for this action: The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked. The name baritone horn is outdated, the instrument currently in use is the euphonium and other music programs have changed their applied course titles to reflect the current practice of the discipline.</p> <p>C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA</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.)

MUS 145c ~~Baritone Horn~~ Euphonium I. (1-2) I, II. Corequisite: MUS 250 and 255A or 255B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in ~~baritone horn~~ euphonium. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	145c	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 255A or 255B or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 245c
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Baritone Horn II
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	9/12/08	Graduate Council*
		NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
		12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description, change the course title, and clarify corequisites

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

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

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked. The name baritone horn is outdated, the instrument currently in use is the euphonium and other music programs have changed their applied course titles to reflect the current practice of the discipline.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 245c ~~Baritone Horn~~ Euphonium II. (1-2) I, II. Prerequisite: MUS 145c. Corequisite: MUS 250 and 255A or 255B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in ~~baritone horn~~ euphonium. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	245c	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 255A or 255B or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 145c</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 345c
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Baritone Horn III
<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	9/12/08	Graduate Council*
		NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
		12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
		NA
Teacher Education Committee*	NA	Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description, change the course title, and clarify corequisites

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

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

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked. The name baritone horn is outdated, the instrument currently in use is the euphonium and other music programs have changed their applied course titles to reflect the current practice of the discipline.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 345c ~~Baritone Horn~~ Euphonium III. (1-4) I, II. Prerequisite: MUS 245c and completion of the sophomore comprehensive in music. Corequisite: MUS 250 and 455A or 455B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in ~~baritone horn~~ euphonium. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	345c	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 245c</u>
Course Prefix and No.	
Test Scores	<u>Passing score on the sophomore comprehensive in music</u>
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	Music
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 445c
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Baritone Horn IV
<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	9/12/08	Graduate Council*
		NA
		NA
		12/18/08
		11/24/08
		NA
		NA
		NA
		NA

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

College Curriculum Committee 11/24/08 Approved Disapproved

General Education Committee* NA Faculty Senate** NA

Teacher Education Committee* NA Board of Regents** NA

Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To add text to the course description, change the course title, and clarify corequisites

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

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

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked. The name baritone horn is outdated, the instrument currently in use is the euphonium and other music programs have changed their applied course titles to reflect the current practice of the discipline.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 445c ~~Baritone Horn~~ Euphonium IV. (1-4) I, II. Prerequisite: MUS 345c. Corequisite: MUS 250 and 455A or 455B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in ~~baritone horn~~ euphonium. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	445c	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 345c</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 145e
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Tuba 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>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add text to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 145e Tuba I. (1-2) I, II. Corequisite: MUS 250 and 255A or 255B or 235 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in tuba. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	145e	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	MUS 250 and 255A or 255B or 235 or 256
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Music
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 245e
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Tuba 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	9/12/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		NA
College Curriculum Committee	11/24/08	Council on Academic Affairs
General Education Committee*	NA	12/18/08
Teacher Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved
		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 text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 245e Tuba II. (1-2) I, II. Prerequisite: MUS 145e. Corequisite: MUS 250 and 255A or 255B or 235 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in tuba. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	245e	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	<u>MUS 250 and 255A or 255B or 235 or 256</u>
Course Prefix and No.	

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

Course Prefix and No.	<u>MUS 145e</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

(Check one)	Department Name	Music
____ New Course (Parts II, IV)	College	Arts and Sciences
X Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 345e
____ Course Dropped (Part II)	*Course Title (30 characters)	Tuba III
____ New Program (Part III)	*Program Title	
____ Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add text to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 345e Tuba III. (1-4) I, II. Prerequisite: MUS 245e and completion of the sophomore comprehensive in music.
Corequisite: MUS 250 and 455A or 455B or 435 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in tuba. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	345e	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	

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

Course Prefix and No.	<u>MUS 245e</u>
Course Prefix and No.	
Test Scores	<u>Passing score on the sophomore comprehensive in music</u>
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	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 445e
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Tuba IV
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add text to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 445e Tuba IV. (1-4) I, II. Prerequisite: MUS 345e. Corequisite: MUS 250 and 455A or 455B or 435 or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in tuba. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	445e	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 345e</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

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Music
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 146a
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Flute I
<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	9/12/08	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		NA
College Curriculum Committee	11/24/08	Council on Academic Affairs
General Education Committee*	NA	12/18/08
Teacher Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved
		Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 146a Flute I. (1-2) I, II. Corequisite: MUS 250 and 255A or 255B or 235 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in flute. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	146a	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	MUS 250 and 255A or 255B or 235 or 256
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 246a
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Flute II
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	9/12/08	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
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 text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 246a Flute II. (1-2) I, II. Prerequisite: MUS 146a. Corequisite: MUS 250 and 255A or 255B or 235 or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in flute. May be
retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	246a	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	<u>MUS 250 and 255A or 255B or 235 or 256</u>
Course Prefix and No.	

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

Course Prefix and No.	<u>MUS 146a</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

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Music
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 346a
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Flute 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	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 346a Flute III. (1-4) I, II. Prerequisite: MUS 246a and completion of the sophomore comprehensive in music. Corequisite: MUS 250 and 455A or 455B or 435 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in flute. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	346a	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	

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

Course Prefix and No.	<u>MUS 246a</u>
Course Prefix and No.	
Test Scores	<u>Passing score on the sophomore comprehensive in music</u>
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	Music
____ New Course (Parts II, IV)	College	Arts and Sciences
X Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 446a
____ Course Dropped (Part II)	*Course Title (30 characters)	Flute IV
____ 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	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
 The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 446a Flute IV. (1-4) I, II. Prerequisite: MUS 346a. Corequisite: MUS 250 and 455A or 455B or 435 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in flute. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	446a	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 346a</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

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Music
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 146b
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Oboe I
<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	9/12/08	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		NA
College Curriculum Committee	11/24/08	Council on Academic Affairs
General Education Committee*	NA	12/18/08
Teacher Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved
		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 text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 146b Oboe I. (1-2) I, II. Corequisite: MUS 250 and 255A or 255B or 235 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in oboe. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	146b	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	MUS 250 and 255A or 255B or 235 or 256
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 246b
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Oboe II
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 246b Oboe II. (1-2) I, II. Prerequisite: MUS 146b. Corequisite: MUS 250 and 255A or 255B or 235 or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in oboe. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	246b	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 255A or 255B or 235 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 146b</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

(Check one)	Department Name	Music
____ New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 346b
____ Course Dropped (Part II)	*Course Title (30 characters)	Oboe III
____ New Program (Part III)	*Program Title	
____ Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add prerequisites to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 346b Oboe III. (1-4) I, II. Prerequisite: MUS 246b and completion of the sophomore comprehensive in music.
Corequisite: MUS 250 and 455A or 455B or 435 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in oboe. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	346b	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 246b</u>
Course Prefix and No.	
Test Scores	<u>Passing score on the sophomore comprehensive in music</u>
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	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 446b
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Oboe IV
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add text to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 446b Oboe IV. (1-4) I, II. Prerequisite: MUS 346b. Corequisite: MUS 250 and 455A or 455B or 435 or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in oboe. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	446b	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 346b</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 146c
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Clarinet 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>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify corequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>	<p>B. The justification for this action: The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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 146c Clarinet I. (1-2) I, II. Corequisite: MUS 250 and 255A or 255B or 235 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in clarinet. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	146c	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	MUS 250 and 255A or 255B or 235 or 256
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Music
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 246c
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Clarinet 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	9/12/08	Graduate Council*
		NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
		12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 246c Clarinet II. (1-2) I, II. Prerequisite: MUS 146c. Corequisite: MUS 250 and 255A or 255B or 235 or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in clarinet. May be
retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	246c	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 255A or 255B or 235 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 146c</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 346c
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Clarinet III
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add text to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 346c Clarinet III. (1-4) I, II. Prerequisite: MUS 246c and completion of the sophomore comprehensive in music.
Corequisite: MUS 250 and 455A or 455B or 435 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in clarinet. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	346c	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	

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

Course Prefix and No.	<u>MUS 246c</u>
Course Prefix and No.	
Test Scores	<u>Passing score on the sophomore comprehensive in music</u>
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	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 446c
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Clarinet IV
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add text to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 446c Clarinet IV. (1-4) I, II. Prerequisite: MUS 346c. Corequisite: MUS 250 and 455A or 455B or 435 or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in clarinet. May be
retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	446c	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 346c</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 146d
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Bassoon 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>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add text to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 146d Bassoon I. (1-2) I, II. Corequisite: MUS 250 and 255A or 255B or 235 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in bassoon. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	146d	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	MUS 250 and 255A or 255B or 235 or 256
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 246d
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Bassoon II
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	9/12/08	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
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 text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 246d Bassoon II. (1-2) I, II. Prerequisite: MUS 146d. Corequisite: MUS 250 and 255A or 255B or 235 or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in bassoon. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	246d	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 255A or 255B or 235 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 146d</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 346d
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Bassoon III
<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	9/12/08	Graduate Council*
		NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
		12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
		NA
Teacher Education Committee*	NA	Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add prerequisites to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 346d Bassoon III. (1-4) I, II. Prerequisite: MUS 246d and completion of the sophomore comprehensive in music. Corequisite: MUS 250 and 455A or 455B or 435 or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in bassoon. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	346d	Fall 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 _____		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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 246d</u>
Course Prefix and No.	
Test Scores	<u>Passing score on the sophomore comprehensive in music</u>
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	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 446d
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Bassoon IV
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so they had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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.)

MUS 446d Bassoon IV. (1-4) I, II. Prerequisite: MUS 346d. Corequisite: MUS 250 and 455A or 455B or 435 or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in bassoon. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	446d	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 346d</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 146e
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Saxophone 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>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 146e Saxophone I. (1-2) I, II. Corequisite: MUS 250 and 255A or 255B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in saxophone. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	146e	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	MUS 250 and 255A or 255B or 256
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	Music
____ New Course (Parts II, IV)	College	Arts and Sciences
X Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 246e
____ Course Dropped (Part II)	*Course Title (30 characters)	Saxophone II
____ New Program (Part III)	*Program Title	
____ Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
 The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 246e Saxophone II. (1-2) I, II. Prerequisite: MUS 146e. Corequisite: MUS 250 and 255A or 255B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in saxophone. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	246e	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 255A or 255B or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 146e</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 346e
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Saxophone III
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
 The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 346e Saxophone III. (1-4) I, II. Prerequisite: MUS 246e and completion of the sophomore comprehensive in music. Corequisite: MUS 250 and 455A or 455B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in saxophone. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	346e	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 246e</u>
Course Prefix and No.	
Test Scores	<u>Passing score on the sophomore comprehensive in music</u>
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	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 446e
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Saxophone IV
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 446e Saxophone IV. (1-4) I, II. Prerequisite: MUS 346e. Corequisite: MUS 250 and 455A or 455B or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in saxophone. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	446e	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 250 and 455A or 455B or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 346e</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

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 147
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Percussion 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>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

To add text to the course description and clarify corequisites

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

Fall 2009

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

NA

B. The justification for this action:

The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 147 Percussion I. (1-2) I, II. Corequisite: MUS 253 and 255A or 255B or 235 or 256; course open to music majors or minors only. One or two lessons per week. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	147	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 253 and 255A or 255B or 235 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	Music
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 247
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Percussion II
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 247 Percussion II. (1-2) I, II. Prerequisite: MUS 147. Corequisite: MUS 253 and 255A or 255B or 235 or 256; course open to music majors or minors only. One or two lessons per week. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	247	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 253 and 255A or 255B or 235 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 147</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

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Music
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 347
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Percussion 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	9/12/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 347 Percussion III. (1-4) I, II. Prerequisite: MUS 247 and completion of the sophomore comprehensive in music.
Corequisite: MUS 253 and 455A or 455B or 435 or 256; course open to music majors or minors only. One or two lessons per week. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	347	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MUSC
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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 253 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 247</u>
Course Prefix and No.	
Test Scores	<u>Passing score on the sophomore comprehensive in music</u>
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	Music
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	MUS 447
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Percussion IV
<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	9/12/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		NA
College Curriculum Committee	11/24/08	Council on Academic Affairs
General Education Committee*	NA	12/18/08
Teacher Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved
		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 text to the course description and clarify corequisites

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

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

B. The justification for this action:
The catalog text requires a corequisite ensemble course with all applied lessons. The corequisites were not listed in the course description so it had to be manually checked.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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 447 Percussion IV. (1-4) I, II. Prerequisite: MUS 347. Corequisite: MUS 253 and 455A or 455B or 435 or 256;
course open to music majors or minors only. One or two lessons per week. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	447	Fall 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. 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 _____	
			Restricted to Music major and minors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	<u>MUS 253 and 455A or 455B or 435 or 256</u>
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>MUS 347</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

(Check one)	Department Name	Philosophy & Religion
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	PHI 300
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Greek and Roman Philosophy
<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	11/19/07	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	11/24/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*		Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To ensure that students do not receive credit for both PHI 300 and PHI 300W

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

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

B. The justification for this action:
 This is a necessary modification of the catalog description in order to create a writing intensive version of the course.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

PHI 300 Greek and Roman Philosophy. (3) A. Survey of philosophical thought as seen through an examination of selected issues and selected philosophers from ancient Greece through the early Roman period. Credit will not be awarded to students who have credit for PHI 300W. Gen. Ed. IIIB or VII (AH).

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	300	Fall 2009	AS <input type="checkbox"/> X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	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 _____	
		A	SO _____ SR _____	
		P		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>Credit not allowed with PHI 300W.</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) 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"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <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 and Religion</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>PHI 300W</u> *Course Title (30 characters) <u>Greek and Roman Philosophy: 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	
Departmental Committee		<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council* <u>NA</u> Council on Academic Affairs <u>12/18/08</u>
College Curriculum Committee	<u>11/24/08</u>	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*		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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a PHI 300 course that incorporates substantive writing assignments and is designated as a writing intensive course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>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>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources:</p>

None

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

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

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

New or Revised* Catalog Text

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

PHI 300W: Greek and Roman Philosophy: Writing Intensive. (3) A. Prerequisite: ENG 102, or ENG 105 (B), or HON 102 (B). Survey of philosophical thought as seen through an examination of selected issues and selected philosophers from ancient Greece through the early Roman period. Credit will not be awarded to students who have credit for PHI 300. Gen. Ed. IIIB or VII (AH).

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	300W	Fall 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 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 38	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ 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 PHI 300

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)			

GREEK AND ROMAN PHILOSOPHY
PHI 300W
Eastern Kentucky University
Spring Semester 2009

Place: Case Annex 262
Time: 10:10-11:00, MWF
Phone: 622-2973
Phone: 622-1723

Instructor: Dr. Patrick Nnoromele
Office: Case Annex 265
Office Hours: 08:00-09:00, MTWRF
and by appointment

GENERAL EDUCATION GOALS:

Students will be able to:

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

Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works.

Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.

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

COURSE CONTENTS AND OBJECTIVES:

This course is a writing-intensive general education course. The class will survey the philosophical thought as seen through the examination of selected issues and selected philosophers from ancient Greece through the early Roman period. The texts to be read in this course are carefully selected to provide a comprehensive awareness of the modes of thinking that prevailed during these periods. Special attention is paid to select works of Plato and Aristotle. Emphasis is laid on critical analysis and understanding of the thinkers' methodology, values and ideas, and how these ideas, values and methods became patterns of intellectual activity and progress in the Western culture.

By the end of this semester, students of this course will come away from this class with the ability to

1. explain the main philosophical theories of central ancient philosophers, identify their problems and find solution.
2. recognize the influence of historical, cultural, and individual contexts on the views and values of central ancient philosophers.
3. analyze the distinct fundamental value assumptions of the main philosophical theories as found in ancient philosophy.
4. understand and evaluate thoughtfully and critically the roots of prominent ideas, institutions, and attitudes of the student's current culture.
5. correctly use the relevant terminology of the academic study of philosophy.
6. critically assess the philosophical merit of some prominent individual ideas, values and belief systems using the methods and tools of philosophy.
7. critically analyze and assess the philosophical merit of the value assumptions of your peers (in this class) on any main philosophical issues found in ancient philosophy.

COURSE REQUIREMENTS:

There will be two in-class argumentative essay examinations, two formal papers, between 8 and 12 double spaced type-written pages, two in-class presentations (about fifteen minutes each) on the topics of the student's formal papers, and two peers/faculty-reviews respectively. Both in-class examinations will be of essay type and will be identical with or similar to the study questions given at least two days in advance. All examinations and other assignments are due at the time and place specified, except in cases of an excused absence or extreme emergency. All makeups for an excused absence must be within two days after the student's return to class. A makeup examination or assignment may not be granted in situations of unexcused absence.

Probable paper topics will be suggested and given in class. Any choice of paper topics outside the suggested ones are subject to the instructor's approval. Copies of the written paper must be made available to the instructor and fellow students at least two days before the scheduled date of the writer's oral class presentation. Each student is required to provide the writer (via the instructor) with a substantial type-written feedback, guided by the assignment criteria below, no later than two days after the presentation. Based on the written feedback from the writer's peers, the student-writer will have a maximum of one week to make revisions for the instructor's feedback and then more revisions after the instructor's reviews before a final grade is assigned. Thus, each of the formal papers is expected to go through a minimum of two revisions.

The paper assignments will be a standard research project. Thus, they are expected to adhere to the canons of good form and notation as prescribed in one of the standard style-guides, like APA or MLA. All evaluations or assessments of the research papers will be based on the following criteria or expectations:

1. A clearly stated thesis on a particular philosophical issue of the student's chosen topic. This component of the paper asks for a clear identification of the main problems, including the implicit and subsidiary ones.
2. Citations of one prominent ancient and one important contemporary philosophers and accurately represent their principal theories or positions on the issue. This calls for breaking down their theories into constituent parts and clearly explaining the relationships of the parts, lending themselves to a unitary whole or theory.
3. Development of philosophically sound objections to the positions or theories of the above philosophers--the ancient and contemporary. This aspect of the paper asks for good analysis and valid criticisms.
4. Finally, a defense of the student's own thesis with a cogent line of reasoning, using effective and complex argument form while avoiding fallacies. Therefore, the instructor expects to see a sustained argumentative prose style with a clear and logical organization, totally devoid of padding.

Thus, the paper assignments ask for solid exposition, good analysis, valid criticisms and the exploration of the student's own ideas; one cannot be substituted for the other. So, students are strongly encouraged to begin early by choosing their topics, then write proposals with clearly stated theses. All of these are done with constant consultations with the instructor. After the instructor's evaluation and approval of the student's prospectus, then the student is expected to proceed with the writing of the first draft of the formal papers.

A re-write of the final paper(s) might be encouraged if a student (after reviews and revisions) received a grade of c+ or below. In that case, the student who plans to re-write the final paper(s) needs to consult with the instructor one last time about how to improve it. The instructor will expect significant improvement on argumentation, reasoning of the paper and of course, valid critical analysis.

ATTENDANCE POLICY:

Students of this class are expected to prepare for, attend and participate actively in class discussions. If for some reason you miss a class, you are still responsible for material covered, exams given, or announcements made in the student's absence. One absence will be allowed per student during the semester. Attendance is taken each day the class meets. It is the student's responsibility to make sure that the student's presence is recorded at the end of each class meeting. However, students who arrive late for class will be counted as 1/2 absent. Students who leave class before it is dismissed will be counted as absent for the entire period.*

DISABILITY STATEMENT:

“If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 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 alternative format.”

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. Questions regarding the policy may be directed to the Office of Academic Integrity.”

COURSE GRADE:

Your course grade will be determined according to the following allotments:**

- 15% Class Attendance and Participation
- 10% First Examination
- 10% Class Presentation
- 10% Peer Reviews
- 20% First Paper Assignment
- 25% Second Paper Assignment
- 10% Final Examination
- 100% TOTAL

I use letter grades only. A student's grade, for example, might calculate out as follows:

Attendance & Participation	A- = 3.67 X 0.15 = 0.55
First Examination	F = 0.00 X 0.10 = 0.00
Class Presentation	D+ = 1.33 X 0.10 = 0.19
Peer Reviews	B = 3.00 X 0.10 = 0.30
First Paper Assignment	B+ = 3.33 X 0.20 = 0.67
Second Paper Assignment	A = 4.00 X 0.25 = 1.00
Final Examination	C = 2.00 X 0.10 = 0.20

Thus, 0.55 + 0.00 + 0.19 + 0.30 + 0.67 + 1.00 + 0.20 = 2.91, which is a "B" according to the following scale:

- A = 4.00 to 3.60
- B = 3.59 to 2.60
- C = 2.59 to 1.60
- D = 1.59 to 0.60
- F = 0.59 or below

REQUIRED TEXTS:

1. Robert S. Brumbaugh, The Philosophers of Greece, State University of New York Press, 1981.
2. Steven M. Cahn (editor), Classics of Western Philosophy, Hackett Publishing Company, Inc., Fourth edition, 1995.

IMPORTANT DATES:

Prospectus due
First paper draft due
Second paper draft due
class presentations
First examination
Second examination
First paper final due
Second paper final due

READING GUIDELINES:***

January

Week 1 Intro. to Greek and Roman Philosophy
Week 2 Brumbaugh, pp.1-10

February

Week 1 Brumbaugh, pp.11-29
Week 2 Brumbaugh, pp.30-49
Week 3 Brumbaugh, pp.50-77
Week 4 Brumbaugh, pp.78-111

March

Week 1 Brumbaugh, pp.112-122
Week 2 Plato, Euthphro, Cahn, pp.28-40
Week 3 Plato, Meno, Cahn, pp.4-27
Week 4 Aristotle, Categories, Cahn, pp.235-240

April

Week 1 Aristotle, Physics, Cahn, pp.241-255
Week 2 Aristotle, On the Soul, Cahn, pp.256-269
Week 3 Epicurus, Cahn, pp.294-298
Week 4 Epicureanism, Cahn, pp.299-301

May

Week 1 Epictetus, Cahn, pp.302-303

* In extraordinary circumstances, this policy may be waived for individuals at the discretion of the instructor.

** "F" grade received in any particular assignment or examination counts as zero.

*** This is just a tentative reading guide. Changes may be made during the semester. Any such changes will be duly announced in class.



Professor Patrick Nnoromele
Department of Philosophy & Religion
Case Annex 269

April 10, 2008

Dear Patrick:

The TCAC Advisory Board met on April 2 to consider proposals for writing-intensive general education courses. I am pleased to inform you that your PHI 300 course was approved for “W” status.

To ensure that your writing-intensive course is available for spring 2009 registration, you will need to take the following steps:

1. At the department level, prepare the University Curriculum Change Form (available at <http://www.forms.eku.edu>), as if the course is new. The name of the “new” course will be PHI 300W. 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 general-education 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. As of now, 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. (We are currently working on a proposal that will allow us to bypass Gen Ed Committee approval for Gen Ed W courses.) 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 on April 25, 2008, 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



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business and Technology
Office of the Associate Dean

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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 on Academic Affairs

FROM: _____
Dr. William E. Davis, Associate Dean
College of Business & Technology

DATE: December 4, 2008

SUBJECT: Curriculum Revisions

Please consider the following curriculum changes in the College of Business & Technology at the Council on Academic Affairs meeting on December 18, 2008:

AFIS:

1. Course Revision(s)

Course	Revision	Page
CIS 300	To add CIS 212 or CSC 104 as a pre-requisite to the course.	AFIS 1-3

2. Program/Option Suspension(s)

Program	Revision	Page
BBA Finance-Real Estate Option/Minor in Real Estate/RST Certificate within the Finance Major	Suspend Real Estate Option, Minor in Real Estate and the RST Certificate within the Finance Major	AFIS 4-5

AGRI:

1. Program Revision(s)

Program	Revision	Page
Agriculture (B.S.) Area Major	Remove the college Requirement BTS 300 and move AGR 305 from the Core Courses to Supportive Courses.	AGRI 1-2
Horticulture (B.S.) Area Major	Remove the college Requirement BTS 300 and move AGR 305 from the Core Courses to Supportive Courses.	AGRI 3-4



CB&T:**1. Course Revision(s)**

Course	Revision	Page
BTS 400	To change prerequisites for BTS 400 from “BTS 300” to “AGR 305 (Agriculture/Horticulture majors only) or BTS 300”	CB&T 1-3

COMM:**1. Program Revision(s)**

Program	Revision	Page
Communication Studies (B.A.)	To change number of hours required to graduate from 128 to 120 and exception to the General Education Requirement Block IC	COMM 1-2

MMAC:**1. Program Revision(s)**

Program	Revision	Page
Business Marketing Education/Teaching B.S.	To require a Professional Seminar/Conference experience as part of the major requirements through BTS 300 and 400 for all juniors and seniors in the College of Business & Technology.	MMAC 1-2

TECH:**1. Program Revision(s)**

Program	Revision	Page
AAS Technology; Digital Imaging Design	In the Digital Imaging Design Option drop ART 100 or 152 and add TEC 190.	TECH 1-2
Minor in Computer Electronic Publishing	Change the name of this minor from Minor in Computer Electronic Publishing to Minor in Digital Imaging Design	TECH 3-4

Thank you!

WED/ss



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Ed.Davis@eku.edu • www.cbt.eku.edu

TO: Dr. Ed Davis, Associate Dean
College of Business & Technology

FROM: Dr. Oliver Feltus, Chair
Department of Accounting, Finance & Information Systems

DATE: December 4, 2008

SUBJECT: Curriculum Proposals

Please consider the following course revisions/programs in the Department of Accounting, Finance & Information Systems at the Council on Academic Affairs meeting on December 18, 2008:

1. Course Revision(s)

Course	Revision	Page
CIS 300	To add CIS 212 or CSC 104 as a pre-requisite to the course.	AFIS 1-3

2. Program/Option Suspension(s)

Program	Revision	Page
BBA Finance-Real Estate Option/Minor in Real Estate/RST Certificate within the Finance Major	Suspend Real Estate Option, Minor in Real Estate and the RST Certificate within the Finance Major	AFIS 4-5



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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Accounting, Finance & Information Systems
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	CIS 300
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Management Information Systems
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<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	11/14/2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	12/18/08
College Curriculum Committee	11/25/2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
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 CIS 212 or CSC 104 as a pre-requisite to the course.

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

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

B. The justification for this action:
 Basic skills in spreadsheets, databases, and word processors are needed by students in order to develop higher level skills in CIS 300.

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.)

CIS 300 Management Information Systems. (3) I, II. Prerequisites: ACC 201, 202, CIS 212 or CSC 104 and ECO 230 with a grade of "C-" or better in each course; junior standing (a minimum of 60 hours) with an overall minimum of 2.0 GPA. Role of information systems in supporting managers, decision making and organizational goals; planning and managing e-business systems; global competition; social and ethical issues.

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)*
CIS	300	Fall 2009	AS _____ JS _____ BT <u>x</u> EM _____ ED _____ PC _____ HS _____	AFIS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No. CIS 212	Prerequisites: ACC 201, 202, CIS 212 or CSC 104 and ECO 230 with a grade of “C-” or better in each course; junior standing (a minimum of 60 hours) with an overall minimum of 2.0 GPA.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> Program Suspended (Part III)	Department Name Accounting, Finance & Information Systems <hr/> College Business & Technology <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Finance (B.B.A.) (Real Estate) (Major ____, Option __x__; Minor __x__; or Certificate __x__) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/14/2008	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	11/25/2008	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	N/A	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact 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.) Suspend Real Estate Option, Minor in Real Estate and the RST Certificate within the Finance Major. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Spring 2011	
B. The justification for this action: Currently, all Real Estate courses are taught by one faculty member who is planning to retire within the next two years. Finding a qualified replacement under current market and budget conditions is highly unlikely.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

Finance (B.B.A.)
CIP Code: 52.0801

University Requirement	1 hour
BTO 100.	
General Education Requirements	39 hours
Standard General Education program, excluding general education blocks II, VB, and VC. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
College Requirement: Professional Skills Seminar	
BTS 300 (CR) and BTS 400 (CR).	
Supporting Course Requirements	12-15 hours
MAT 211 or the combined courses of MAT 107 and QMB 240; SOC 131; ECO 230, 231.	
Free Electives (non-business)	12-18 hours
Business Requirements	
P re-Business Core	12 hours
A CC 201, 202; GBU 204; QMB 200.	
Business Core	21 hours
CCT 300, CIS 300, FIN 300, MGT 300, 370, MKT 300, GBU 480.	
Major Requirements	25-28 hours
QMB 300; FIN 301, 410, 450 (1); and one of the following options:	
Managerial Finance Option:	
FIN 401, 424, 455, ACC 301, 302, and three hours from A CC 322, 327, 425, 440, 441, 525, CIS 335.	
General Finance Option:	
FIN 324, 401, 405, 420, 424, 455.	
Real Estate Finance Option:	
FIN 324, 405, 420; RST 310, 330, 401.	
Total Curriculum Requirements	128 hours

Minor in Real Estate

The ~~18~~-hour real estate minor for non-business majors includes six hours of required business courses, ~~9~~ hours of required real estate courses, and three hours of real estate electives. The required business courses must be completed with a grade of "C" or better prior to enroll in any required real estate or real estate elective course. Students minoring in real estate must earn at least 12 hours of the total hours used for the minor in residence at EKU and maintain a cumulative GPA of 2.25 in all courses comprising the minor.

Required Business Courses	6 hours
ACC 201 and ECO 231.	
Required Real Estate Courses	9 hours
RST 310, 320, and 330.	
Real Estate Electives	3 hours

Any three hour upper division RST elective course for which prerequisites have been met.

Certificate in Real Estate

The Certificate in Real Estate is designed to prepare applicants for licensure as real estate brokers or certification as real property appraisers in Kentucky. Requirements include completion of at least 45 semester college level hours and permission of the Chair of the Department or a valid real estate sales associate license or state certified residential appraiser certificate and completion of the following courses:

Requirements	12 hours
RST 310, 320 (or 410), 330, 401.	

Total Curriculum Requirements	45 hours
--------------------------------------------	-----------------

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Agriculture</u> College <u>Business and Technology</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Agriculture (B.S.) Area Major</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;"><u>Date</u></td> <td style="width: 50%;"></td> <td style="text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>8/19/08</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;"><u>12/18/08</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>11/25/2008</u></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>NA</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>8/19/08</u>	Graduate Council*	<u>NA</u>	<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	<u>12/18/08</u>	College Curriculum Committee	<u>11/25/2008</u>	Approved <input checked="" type="checkbox"/> Disapproved _____		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>
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Remove the College Requirement BTS 300 and add AGR 305 from Core Courses.	
A. 2. Effective date: (Example: Fall 2001) Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: . Professional skills are being taught in AGR 305 (Professional Skills Seminar).	
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	

AGR 1

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

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

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

Agriculture (B.S.) Area Major

CPI Code: 01.0301

University Requirement.....1 hour

BTO 100

General Education Requirements.....36 hours

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

College Requirements: Professional Skills Seminar.....1 hour

~~BTS 300 (CR)~~ and AGR 305 (1), BTS 400 (CR)

Supporting Course Requirements.....17 hours

ACC 201, BIO 121, CHE 101 and 107(1), ECO 230, CIS 212 or CCT 201 or CSC 104.

Free Electives.....11-15 hours

Major Requirements.....59-63 hours

Core.....45 ~~44~~ hours

AGR 125, 126, 130, 131, 210,213,215, 304, ~~305~~, 308, 310 or 350, 411; four hours from AGR 301, 302 or 349; 12 hours of upper division AGR and/or OHO electives; and one of the following options.

Agribusiness Management Option.....15 hours

Agriculture Systems Management Option.....14 hours

Agronomy and Natural Resources Option.....15 hours

Dairy Herd Management Option.....14 hours

Livestock Production Option.....18 hours

Soils Option.....16 hours

Business Minor Option*.....15 hours

See Catalog for required courses for Minor in Business

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	Agriculture																																				
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business and Technology																																				
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number																																					
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)																																					
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title	Horticulture (B.S.) Area Major																																				
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		Council on Postsecondary Edu.***																																				
		NA																																				
<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>																																						

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Remove the College Requirement BTS 300 and add AGR 305 from Core Courses.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>	
<p>B. The justification for this action: . Professional skills are being taught in AGR 305 (Professional Skills Seminar).</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

AGR 3

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.)

Horticulture (B.S.) Area Major

CPI Code: 01.0603

University Requirement.....1 hour

BTO 100

General Education Requirements.....36 hours

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

College Requirements: Professional Skills Seminar.....1 hour

~~BTS 300 (CR) and~~ AGR 305 (1), BTS 400 (CR)

Supporting Course Requirements.....21 hours

BIO 121 and 131, CHE 101 and 107(1), ACC 201, ECO 230, CIS 212 or CCT 201 or CSC 104.

Free Electives.....10 hours

Major Requirements.....60 hours

Core.....~~42-45~~ 41-44 hours

OHO 131,132, 351, AGR 210,213,215, 304, ~~305~~, 308, 315, 349 (4), 409, 411; seven to ten hours of upper division electives from AGR and/or OHO electives , and one of the Following options:

Floriculture/Greenhouse Management Option.....18 hours

Landscape Horticulture Options.....18 hours

Turfgrass Management Option.....18 hours

Business Minor Option*.....15 hours

See Catalog for required coursed for Minor in Business

Total Curriculum Requirements.....128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <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>College of Business & Technology</u> College <u>Business & Technology</u> *Course Prefix & Number <u>BTS 400</u> *Course Title (<u>30 characters</u>) <u>Professional Skills Seminar</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>11/25/2008</u> Graduate Council* <u>N/A</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> <u>Council on Academic Affairs</u> <u>12/18/08</u> College Curriculum Committee <u>11/25/2008</u> Approved <input checked="" type="checkbox"/> Disapproved _____ General Education Committee* <u>N/A</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>N/A</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.) To change prerequisites for BTS 400 from "BTS 300" to "AGR 305 or BTS 300" A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	B. The justification for this action: The reason for the change is to be in line with the changes in the Agriculture (B.S.) Area Major and the Horticulture (B.S.) Area Major in the Department of Agriculture. <hr/> 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.)

BTS 400 Professional Skills Seminar. (0) II. Prerequisite: AGR 305 or BTS 300. Required of all Business and Technology students who have earned at least 90 hours. Credit (CR) will be given when students have attended the annual College of Business and Technology's Professional Skills Conference.

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)*
BTS	400	Fall 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	CB&T
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisite: <u>AGR 305 or BTS 300.</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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



EASTERN KENTUCKY UNIVERSITY

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Department of Communication
College of Business and Technology

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FAX: (859) 622-8214

TO: Dr. Ed Davis, Associate Dean
College of Business and Technology

FROM: Dr. Renee Everett, Chair
Department of Communication

DATE: December 4, 2008

SUBJECT: Curriculum Revisions

Please consider the following curriculum proposals from the Department of Communication at the Council on Academic Affairs meeting on December 18, 2008:

1. Program Revision(s)

Program	Revision	Page
Communication Studies (B.A.)	To change number of hours required to graduate from 128 to 120 and exception to the General Education Requirement Block IC	COMM 1-2



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Communication Business & Technology Communication Studies (B.A.) (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 19, 2008	Graduate Council* N/A
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	October 10, 2008	Approved _____ Disapproved _____
General Education Committee*	November 24, 2008	Faculty Senate** _____
Teacher Education Committee*	N/A	Board of Regents** _____ Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To change the number of hours required to graduate from 128 to 120 and exception to the General Education Requirement Block IC.

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

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

B. The justification for this action:

Reducing the total graduation credits from 128 to 120: Widespread discussions have occurred across Eastern Kentucky University's campus regarding the need for students to be able to graduate with a basic undergraduate degree in 4 years by taking a full load (15 credits/semester). This action within the Communication Studies program would align us with many of our peers nationally who are seeking to achieve the same outcome. We are able to make this change while maintaining the integrity of our program. By eliminating redundancy (see the general education justification below), reducing free electives by only two credit hours, and maximizing the material in the major classes, students will be able to achieve this goal.

Exception to Gen Ed Block IC: General Education Block IC requires students to take either CMS 210 Public Speaking or CMS 100 Introduction to Communication. The material in both these classes is covered within the major course requirements in Communication Studies. Specially, Communication Studies majors are required to take CMS 210 Public Speaking as a major requirement. Also, CMS 100 Introduction to Communication is meant to be a hybrid skills course for non-majors. It was created for students who may never take another communication class while at EKU. CMS majors take *full* semester classes in all the units covered in CMS 100 (i.e., small group communication, interpersonal communication and public speaking). To require CMS majors to take Block IC would be repetitive of full-semester courses already required within the major.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

Communication Studies (B.A.)

Cip Code 09.0101

University Requirement.....1 hr

BTO 100

General Education Requirement.....~~48~~ 45 hrs

Standard General Education program excluding block IC. Refer to Section Four of this Catalog for Details on General Education and University Requirements.

College Requirement: Professional Skills Seminar

BTS 300 (CR) and BTS 400 (CR)

Free Electives.....~~28~~ 26 hrs

Major Requirements..... ~~51~~ 48 hrs

CMS 200, 205, 210, 250,300, 305, 310, 315 and/or 349 (3 hours), ~~320, 325, 350, 375, 406, 410, 420, 450, 480, 485, 495~~ and ~~three hours from the following courses: CMS 353, CMS 400 or CMS 490~~ and nine hours from the following courses CMS 320,353,375, 400,420,450,490 or PUB 385

Total Curriculum Requirements.....~~128~~ 120 hours



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Ed.Davis@eku.edu • www.cbt.eku.edu

MEMORANDUM

TO: Dr. William E. Davis, Associate Dean
College of Business & Technology

FROM: Dr. Lana Carnes, Chair
Department of Management, Marketing and Administrative Communication

DATE: December 4, 2008

SUBJECT: Curriculum Revisions

Please consider the following curriculum/program changes in the Department of Management, Marketing and Administrative Communication at the Council on Academic Affairs meeting on December 4, 2008:

1. Program Revision(s):

Program	Revision	Page
Business Marketing Education/Teaching B.S.	To require a Professional Seminar/Conference experience as part of the major requirements through BTS 300 and 400 for all juniors and seniors in the College of Business & Technology.	MMAC 1-2

MMAC Memo Page 1 of 1



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) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Management, Marketing, and Admin. Communication Business and Technology Business Marketing Education/Teaching (Major <input checked="" type="checkbox"/> , Option ___; Minor ___; or Certificate ___)
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Proposal Approved by:		<u>Date</u>			<u>Date</u>
Departmental Committee	8/4/06	Graduate Council*			N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs			12/18/08
College Curriculum Committee	8/4/06	Approved <input checked="" type="checkbox"/> Disapproved			
General Education Committee*	N/A	Faculty Senate**			
Teacher Education Committee*	10/28/2008	Board of Regents**			
		Council on Postsecondary Edu.***			

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To require a Professional Seminar/Conference experience as part of the major requirements through BTS 300 and BTS 400 for all juniors and seniors in the College of Business and Technology. Credit will be given when students register for and complete the assignment(s) for the BTS 300 and attend the annual Professional Skills Conference for the BTS 400.

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

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

B. The justification for this action:
 EKU students, particularly those who are first-generation college students, need exposure to professionals in their field. They need to learn how to network and prepare for the job search. The College's annual Professional Skills Conference is a very high quality event that all students need to attend. Of the 239 students who evaluated the 2006 Conference, 87 percent rated it as either good or excellent.

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

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

BUSINESS AND MARKETING

EDUCATION/TEACHING (B.S.)

CIP Code: 13.1303

University Requirement 1 hour
BTO 100.

General Education Requirements 39 hours
Standard General Education program, excluding general education blocks II, VB, and VC. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

College Requirement: Professional Skills Seminar
BTS 300 (CR) and BTS 400 (CR).

Supporting Course Requirements 9 hours
MAT 107 or MAT 211; ECO 230, 231.

Free Electives (non-business) 2 hours

Teacher Education Requirements 31 hours
EDF 103, 203, 319, 413, ESE 490, 499, 573 and SED 401.

Business Core 15 hours
CIS 300, FIN 300, GBU 204, MGT 300, and QMB 200.

Major Requirements 31 hours
ACC 201, 202, 250, CCT 101, 200, 201, 302, 570; MKT 300; MGT 340 and three hours from MKT 304, 310, 320 or 400.

Total Curriculum Requirements 128 hours



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MEMORANDUM

TO: Dr. Ed Davis, Associate Dean
College of Business & Technology

FROM: Dr. Tim Ross, Chair
Department of Technology

DATE: December 4, 2008

SUBJECT: Curriculum Proposals

Please consider the following course revisions/programs in the Department Technology at the Council on Academic Affairs meeting on December 18, 2008:

1. Program Revision(s)

Program	Revision	Page
AAS Technology; Digital Imaging Design	In the Digital Imaging Design Option drop ART 100 or 152 and add TEC 190.	TECH 1-2
Minor in Computer Electronic Publishing	Change the name of this minor from Minor in Computer Electronic Publishing to Minor in Digital Imaging Design	TECH 3-4



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Technology</u> College <u>Business and Technology</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Technology (A.A.S.); Digital Imaging Design</u> (Major <u>X</u> , Option <u>X</u> ; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	November 7, 2008	Graduate Council* <u>N/A</u>
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs <u>12/18/08</u>
College Curriculum Committee	November 25, 2008	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	N/A	Faculty Senate** <u>NA</u>
Teacher Education Committee*	N/A	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.) In the Digital Imaging Design option drop Art 100 or 152 and add TEC 190. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: For the student who wants to design packaging or three-dimensional graphics, the content in TEC 190 is particularly important.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

**Technology (A.A.S.)
CIP Code: 15.0612**

University Requirement1 hour

BTO 100

General Education Requirements..... 18 hours

ENG 101 and 102 or 105 (6 hours); MAT 107 or higher (3 hours); humanities (3 hours);
ECO 230 (3 hours); CMS 100 (3 hours).

Option Requirements..... 39-44 hours

Computer Aided Drafting (41 hours)

CON 303; INT 192, 195, 201, 330, 383, 390, 392 397; MAT 108; PHY 131 (5); TEC 161, 190.

Computer Electronics (44 hours)

CSC 160 or 3 hours of higher level CSC courses; EET 251, 252, 253, 254, 257 302, 303, 343, 351 or 354, 399; MAT 108; select at least 3 hours from (PHY 101 or higher) and/or (CHE 101, CHE 107(1) or higher) in general education block IVB; TEC 161.

Digital Imaging Design (40 hours)

~~ART 100 or 152~~; CHE 101, ~~CHE~~-107(1); CSC 160; EET 303; GCM 211, 217, 316, 317, 319;
TEC 161, 190, 255, 313, 355.

Quality Assurance (39-40 hours)

CHE 101, CHE 107 (1) or CHE 111, CHE 115 (1) EET 251; INT 201, 202, 238, 301, 330, 332, 336;
MAT 108; QMB 200 or STA 215 or 270; TEC 161, 190.

Free Electives..... 1-6 hours

Total Curriculum Requirements..... 64 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Minor in Computer Electronic Publishing (Major __, Option __; Minor <u>X</u> ; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	November 7, 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	November 25, 2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12/18/08
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	N/A	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the name of this minor from Minor in Computer Electronic Publishing to Minor in Digital Imaging Design. Change resulting text revisions throughout Business and Technology sections of the <i>Catalog</i> . A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: This change will bring uniformity with the Digital Imaging Design option of the Technology A.A.S. degree program and with the federal CIP codes.	
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.)

Technology (A.A.S.)
CIP Code: 15.0612

Minor in ~~Computer Electronic Publishing~~ Digital Imaging Design
(page 112 of the *Undergraduate Catalog*)

Required Courses..... 12 hours
GCM 211, 217, 317 and TEC 313

Supporting Courses..... 6 hours
Select six semester hours from GCM 316, 319, TEC 255 and 355.

Total Requirements.....18 hours

MINORS (page 109 of the 2008-09 *Undergraduate Catalog*)

The department also offers minors in Aviation Administration, Aviation (Flight), ~~Computer Electronic Publishing~~ Digital Imaging Design, Computer Electronics Technology, Construction Management, Industrial Technology and Quality Assurance.

Council on Academic Affairs Agenda

December 18, 2008

Agenda

College of Education

Department of Curriculum and Instruction

<i>Course Revision</i>	EMS 856 Curric. In Gifted/Talented Ed	Fall 2009
<i>Course Revision</i>	EMS 857 Model Prog. For Gft/Talented Ed	Fall 2009
<i>Program Revision</i>	MAEd Gifted Education	Fall 2009

Department of Educational Leadership and Policy Studies

<i>New Course</i>	EAD 840 Leadership for Safe Schools	Fall 2009
<i>New Course</i>	EDL 812 Intermediate Quantitative	Fall 2009
<i>New Course</i>	EDL 826 Leadership for Change	Fall 2009
<i>Course Revision</i>	EDL 800 Ed. S. Field Experience	Fall 2009
<i>Course Dropped</i>	EAD 802 School Buildings & Grounds	Fall 2009
<i>Course Dropped</i>	EAD 804 The Middle School Principal	Fall 2009
<i>Course Dropped</i>	EAD 806 The Elementary School Principal	Fall 2009
<i>Course Dropped</i>	EAD 809 The Secondary School Principal	Fall 2009
<i>Course Dropped</i>	EAD 888 Advanced Seminar in Administration and Supervision	Fall 2009
<i>Program Revision</i>	EdD Leadership and Policy Studies	Fall 2009

CONTACTS:

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james.rinehart@eku.edu

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 Curriculum and Instruction	
<input type="checkbox"/> Course Revision (Parts II, IV)	College Education	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number EMS 856	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters) Curric. in Gifted/Talented Ed	
<input type="checkbox"/> New Program (Part III)	*Program Title (Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	September 18, 2008	Graduate Council*	December 1, 2008
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	October 7, 2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*	n/a	Faculty Senate**	
Teacher Education Committee*	October 28, 2008	Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Delete the following Pre-requisite: EMS 855

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

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

B. The justification for this action:
 The pre-requisite is no longer needed for scheduling purposes.
 Note: The listing in the current *Catalog* is correct. As per e-mail from Rick McGee, Banner and CAA forms show EMS 855 as a pre-requisite of EMS 856

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

New or Revised* Catalog Text

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

Note: The listing in the current *Catalog* is correct. As per e-mail from Rick McGee, Banner and CAA forms show EMS 855 as a pre-requisite of EMS 856

EMS 856 Curriculum in the Gifted and Talented Education. (3) A. Prerequisites: ~~EMS 855.~~ Models for gifted and talented curriculum development, gifted and talented curriculum projects and teaching strategies, state and national curricular guidelines for gifted and talented instruction, program delivery options, and technological support are major 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)*
EMS	856	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	EDLP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture X _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____	Date of data entry _____	
		Internship _____	Data entry person _____	
		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: EMS 855.~~

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number EMS 857 <hr/> *Course Title (30 characters) Model Prog. for Gft/Talented Ed <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	September 18, 2008	Graduate Council*	December 1, 2008
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	October 7, 2008	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*		Faculty Senate**	NA
Teacher Education Committee*	October 28, 2008	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Delete the following Pre-requisites: EMS 855, EMS 856 and EMS 857</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The pre-requisites of EMS 855, EMS 856 and EMS 857 are not needed. The pre-requisite of EMS 857 is a Catalog error.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>

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

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

<ol style="list-style-type: none"> 1. For a new course, provide the catalog text. 2. For a revised course, provide the current catalog text with the proposed text using strike through for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.
New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>EMS 857 Model Programs for Gifted and Talented Education. (3) A. Prerequisites: EMS 855, 856, 857. Examination of school and district wide programs for gifted and talented students including program delivery options, staff development, and development of critical and creative thinking skills.</p>

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) Fall 2009	College/Division:	Dept. (4 letters)*
			AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs. Lecture <u> </u> x Laboratory <u> </u> Other <u> </u>		Repeatable Maximum No. of Hrs. _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
Co-Requisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D .)				
Course Prefix and No.	Prerequisites: EMS 855, 856, 857			
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				

Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title MAEd Gifted Education (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 18, 2008	Graduate Council* December 1, 2008
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	October 7, 2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	<hr/>	Faculty Senate** <hr/>
Teacher Education Committee*	October 28, 2008	Board of Regents** <hr/>
		Council on Postsecondary Edu.*** <hr/>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise the MAED Gifted Education and Endorsement program. Correct the Graduate Catalog	
A. 2. Effective date: (Example: Fall 2001) Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To allow the recommending of the Gifted Education (P-12) certification (endorsement) after completion of 12 hours of gifted courses. This aligns with other institutions in Kentucky. Correct the Graduate Catalog: "One course from each of the following lists." Two lists = 6 hours instead of 3 hours as appears in the catalog.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none	

Library Resources: none

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Master of Arts in Education: Gifted Education

~~Completion of the program may lead to a Gifted/Talented P-12 endorsement.~~

Professional Education Core 15 hours

EPY 839, 869, EMS 855 9 hours

One course from each of the following lists ~~3~~ 6 hours

A. ELE 810, EMG 810, ESE 863.*

B. ELE 871, EME 873, EMG 806, ESE 774.*

*Selection of specific courses will be based upon prior level of preparation and student need.

Gifted Education Component 9 hours

EMS 856, 857, 858.

Electives 6 hours

Selected with advisor approval to enhance preparation for teaching gifted/talented students.

Minimum Program Total 30 hours

Candidates may apply for the Gifted Education (P-12) certification (endorsement) after completing EMS 855, 856, 857, and 858.

Curriculum Change Form
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(Complete only the section(s) applicable.)

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Educational Leadership and Policy Studies <hr/> College Education <hr/> *Course Prefix & Number EAD 840 <hr/> *Course Title (30 characters) Leadership for Safe Schools <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		<u>Date</u> December 1, 2008
Departmental Committee	<u>Date</u> 9-30-08	Graduate Council*
<i>Is this a SACS Substantive Change?</i>		<u>Date</u> 12/18/08
Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	October 7, 2008	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	October 28, 2008	Board of Regents**
		Council on Postsecondary Edu.***
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) New course created for Endorsement for School Safety (Primary through Grade 12)	
A. 2. Effective date: (Example: Fall 2001) Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed for implementation of the School Safety Endorsement Program	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none Library Resources: none	

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

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

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
6. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

EAD 840 Leadership for Safe Schools (3) A. Prerequisites: SSE 870, 871, 872 or COU 847, SSE 873.

Lecture course providing educators with skills and information to analyze safety data, plan safety interventions and manage crises in educational settings.

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)*
EAD	840	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ELPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	Cip Code (first two digits only) 13
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
1	3	N		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		FOR BANNER USE ONLY
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
Co-Requisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				

Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

SYLLABUS

- A. Department of Educational Leadership and Policy Studies
EAD 840 Leadership for Safe Schools (3 credits)
- B. CATALOG COURSE DESCRIPTION:
Leadership for Safe Schools. School safety is essential to an effective school as it promotes higher achievement for students and a more productive teaching and learning atmosphere. The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Students enrolled in the course must maintain a portfolio of course assignments.
- C. TEXTS: Online Resources (No Text Required)
Website for the Kentucky Center for School Safety and other appropriate sites.
EKU Libraries Site
- D. STUDENT LEARNING OUTCOMES:
1. Develop essential components in a school safety plan.
 2. Analyze processes in development of school safety assessments.
 3. Synthesize resources available to assist schools to implement school safety plans.
 4. Analyze how schools implement an effective discipline plan.
 5. Evaluate the relationship between instruction and school climate and school discipline?
- E. COURSE OUTLINE:
- Introductions
 - Course Expectations
 - Course Purpose
 - Effective Schools Research
 - School Safety as a Priority for Educational Leaders
 - Perspectives on School Safety
 - Threat Assessment
 - Creating School Climate:
 - Forming Relationships with Stakeholders
 - School Violence Issues
 - Resources for Educators
 - Kentucky Center on School Safety
 - School Violence Issues

Resources for Educators
Kentucky Center on School Safety
Kentucky Safe Schools Week
Elements of a Safe School
Creation and Enforcement of Rules
Kentucky Statute on School Safety and Discipline
Creating a Comprehensive School Safety Plan
Zero Tolerance for Violence
Crisis Prevention
Character Education
Crisis Intervention
Crisis Management
Facility Assessment
Presentation of School Crisis Plans
Questions and Reflections on School Safety

F. COURSE REQUIREMENTS:

1. Successful completion and presentation of a field project (interviews and participant observation). (Write-up will be 5-7 pages each). **(30% of grade)**
2. Successful completion and presentation of final school analysis and safety plan (approx. 20-25 pp). **(40% of grade)**
3. Final examination (in-class essay format). **(25% of grade)**
4. Other readings, papers, presentations, attendance, and class activities assigned by the instructor. **(5 % of grade)**

G. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes. Not applicable for this course.

H. GRADING SCALE

90%-100%=A

80%-89%=B

70%-79%=C

60%-69%=D

<60%=F

I. STUDENT PROGRESS

Students will be provided regular feedback throughout the semester regarding their grade and progress.

J. ATTENDANCE POLICY: Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event they are unable to access the web from their primary computer.

K. LAST DAY TO WITHDRAW: See Colonel's Compass

L. 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 on the third floor of the

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

- M. **ACADEMIC INTEGRITY:** Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
- N. **UNIVERSITY EMAIL POLICY:** The University has adopted an official communication policy between faculty and students at the institution. Faculty and students will use their official EKU email addresses to communicate (not off-campus addresses). Please adhere to this policy when communicating with the course instructor.

ADDITIONAL TOPICS:

- A. Assist in the development of an emergency management plan that includes preparation, response, recovery, and communication. Kentucky Safety Educator Standards (4.1); Experienced Teacher Standards (1.7, 1.8, 4.9, 7.3, 8.1); ISLLC Standards (III)
- B. Establish a trained multidisciplinary crisis response team based on a nationally accepted model (Critical Incident Stress Debriefing (CISD), National Organization for Victim Assistance (NOVA), or Red Cross) to develop an emergency/crisis response kit/box for each building, conduct school crisis drills, and plan for post-intervention activities. Kentucky Safety Educator Standards (4.2); Experienced Teacher Standards (1.1, 1.9, 8.3, 8.4, 8.5, 9.1, 9.4); ISLLC Standards (III)
- C. Establish a trained mental health team to deliver psychological first-aid services following a crisis. Kentucky Safety Educator Standards (4.3); Experienced Teacher Standards (1.7); ISLLC Standards (III)
- D. Facilitate the training of school personnel, students, and community members in crisis prevention, response, and recovery. Kentucky Safety Educator Standards (4.4); Experienced Teacher Standards (9.1, 9.4); ISLLC Standards (II)
- E. Access a network of community, state, and national crisis responders as necessary. Kentucky Safety Educator Standards (4.5); Experienced Teacher Standards (1.1, 1.9, 8.5); ISLLC Standards (IV)
- F. Assist in crisis response assessment. Kentucky Safety Educator Standards (4.6); Experienced Teacher Standards (1.7, 6.1); ISLLC Standards (II)
- G. Provide information to media and other appropriate audiences following a crisis response. Kentucky Safety Educator Standards (4.7); Experienced Teacher Standards (1.4); ISLLC Standards (II)
- H. Report data on school discipline practices related to: Ethnicity, Gender, Limited English Proficiency, Migrant Program, Poverty, and disability. Kentucky Safety Educator Standards (3.3); Experienced Teacher Standards (6.5,6.6); ISLLC Standards (III)
- I. Use appropriate school safety data in developing and implementing the school safety plan, including needs assessment, selection of research-based strategies, and program evaluation. Kentucky Safety Educator Standards (3.4); Experienced Teacher Standards (1.7, 1.8, 4.9, 7.3, 8.1); ISLLC Standards (III)

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

Part I

(Check one)	Department Name	Educational Leadership and Policy Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	EDL 812
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Intermediate Quantitative
<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	12/7/06	Graduate Council*	December 1, 2008
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	October 7, 2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	October 28, 2008	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To create new course for the Ed.D. program.

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

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

B. The justification for this action:

New course developed to provide expanded course offerings that develop research expertise for the Ed.D. program in Educational Leadership and Policy Studies.

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

Personnel Impact:
 As per the financial proposal for the doctoral program and approved by the Board of Trustees

Operating Expenses Impact:

As per the financial proposal for the doctoral program and approved by the Board of Trustees.

Equipment/Physical Facility Needs: NONE

Library Resources: As per the financial proposal for the doctoral program and approved by the Board of Trustees.

II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

<ol style="list-style-type: none"> 1. For a new course, provide the catalog text. 2. For a revised course, provide the current catalog text with the proposed text using strike through for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.
New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p><u>EDL 812 Intermediate Quantitative Research Methods (3) A.</u> Prerequisite: EDL 810 or permission of instructor. The emphasis is on research design, the limitations of research design, and the analysis of data.</p> <p>Techniques include ANOVA, regression, and ANCOVA.</p>
<hr/> <hr/> <hr/>

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)*
EDL	812	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ELPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
1	3	N		FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		FOR BANNER USE ONLY Date of data entry _____ Data entry person _____
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D .)	
Course Prefix and No.	EDL 810 or permission of instructor.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

SYLLABUS

- A. Educational Leadership and Policy Studies
EDL 812, Intermediate Quantitative Research Methods, 3 Credit hours
- B. Catalog Course description, including prerequisites

EDL 812 Intermediate Quantitative Research Methods (3) A. Prerequisite: EDL 810 or permission of instructor. This course builds on the topics in EDL 810 (Introduction to Quantitative Research Methods). The emphasis is on research design, the limitations of research design, and the analysis of data. Topics include simple regression, multiple regression, analysis of variance, and analysis of covariance. General goals include the use of statistics to improve decision-making and the use of statistics to think critically.

- C. Text

Major text to be determined.

Ryan, B. F., Joiner, B.L., & Ryan, T. (2000). *Minitab Handbook* (4th ed.). Boston, MA: Brooks/Cole.

- D. Course Objectives

1. To compare the advantages and disadvantages of various research designs.
2. To identify a question/topic and develop a research design in response to the question.
3. To appraise a design and select the appropriate statistical technique to analyze data.
4. To compose a narrative describing results from a statistical technique.
5. To support a hypothesis from data analysis.
6. To appraise the findings from the literature.

- E. Course Outline

Introduction/review	One week
Principals of experimental design	One to two weeks
Introduction to regression	One week
Simple regression	Two weeks

Multiple regression	Four weeks
Logistic regression	Two weeks
Introduction to Analysis of variance	One week
Factorial ANOVA (Interactions)	Two weeks
Analysis of covariance	Two weeks

F. Course requirements

- Students will be required to analyze data for each of the statistical techniques and write a narrative describing the results and interpretation. Students will use the appropriate symbols associated with each technique. The time will have 1-2 weeks to complete the 5 assignments. Each assignment will be worth 12% of the course.
- There will be two examinations. The first will follow the regression technique and the second will follow the ANOVA and ANCOVA techniques. Each test will be worth 20% of the course.

G. Additional requirements – NA

H. Evaluation Method

Each assignment will be worth 12% of the course (times 5 = 60% of the course)
 Each test will be worth 20% of the course (times 2 = 40% of the course)

I. Student Progress

The students will receive written feedback on each assignment and test. In some cases, students will be asked to rewrite an assignment.

J. Attendance Policy

Attendance in on-campus classes is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event they are unable to access the web from their primary computer.

K. Notification of the last day to drop the course if the course starts or stops on nonstandard dates.

NA

L. Disabilities Statement

If you are registered with the Office for 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 you are not registered with the Office for Services for People with Disabilities, please contact the Office on the third floor of the Student Services Building, either by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in alternative forms.

M. Academic Integrity Statement

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.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

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Educational Leadership and Policy Studies <hr/> College Education <hr/> *Course Prefix & Number EDL 826 <hr/> *Course Title (30 characters) Leadership for Change <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.		
Proposal Approved by:		<u>Date</u> 12/7/06	<u>Date</u> December 1, 2008
Departmental Committee		Graduate Council*	December 1, 2008
<i>Is this a SACS Substantive Change?</i>		Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs <u>12/18/08</u>
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	October 7, 2008
General Education Committee*		Faculty Senate**	NA
Teacher Education Committee*		Board of Regents**	NA
		Council on Postsecondary Edu.***	NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.			

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create new course for the Ed.D. program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: New course developed to enhance rigor of Ed.D. program in Educational Leadership and Policy Studies.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: As per the financial proposal for the doctoral program and approved by the Board of Trustees</p> <p>Operating Expenses Impact: As per the financial proposal for the doctoral program and approved by the Board of Trustees</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: As per the financial proposal for the doctoral program and approved by the Board of Trustees</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

EDL 826 Leadership for Change in Organizations (3) A. Focuses on the leader's role in changing educational

organizations emphasizing the nature, characteristics, responsibilities, and contextual determinants.

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)*
EDL	826	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ELPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	Cip Code (first two digits only) 13
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
1	3	N		FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		FOR BANNER USE ONLY Date of data entry _____ Data entry person _____
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

SYLLABUS

A. Educational Leadership and Policy Studies
EDL 826 Leadership for Change in Organizations (3 credits)

B. Course Description:

Focuses on understanding the field of organizational change as well as emphasizing the nature, characteristics, responsibilities, and contextual determinants that influence a leader’s role in changing organizations. Change on educational institutions will be specifically examined. Open to students who have been admitted into the EdS or EdD program.

C. Required Texts:

Kotter John P. (1996). *Leading Change* Harvard Business School Press; 1st edition

Bolman, L. G., & Deal, T. F. (2003, 3rd ed). *Reframing organizations: Artistry, choice and leadership*. San Francisco: Jossey-Bass.

Recommended Reference Books and Articles:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, DC: American Psychological Association.

Hanson, E. M. (2003). *Educational administration and organizational behavior* (5th ed.). Boston: Allyn & Bacon.

Hesselbein, F., Goldsmith, M., Beckhard, R. (Eds.). (1997). *The organization of the future*. San Francisco: Jossey-Bass Publishers.

Owens, R. G. (1998). *Organizational behavior in education*. Boston: Allyn and Bacon.

Schneider, B. (Ed.). (1990). *Organizational climate and culture*. San Francisco: Jossey-Bass Publishers.

Senge, P. M., Kleiner, A., Roberts, C., Ross, R. B., Roth, G., & Smith, B. J. (1999). *The dance of change: The challenges to sustaining momentum in learning organizations*. New York: Doubleday.

Senge, P. M., Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). *The fifth discipline fieldbook:*

Strategies and tools for building a learning organization. New York: Doubleday.

Senge, P. M., Cambron-McCabe, N. H., Lucas, T., Smith, B., Dutton, J., and Kleiner, A. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education.* New York: Doubleday.

Schein, E. H. (1997). *Organizational culture and leadership* (2nd ed.). San Francisco: Jossey-Bass Publishers.

Spears, L. C. (Ed.). (1998). *The power of servant leadership: Essays by Robert K. Greenleaf.* San Francisco: Berrett-Koehler, Publishers, Inc.

Spears, L. C. (Ed.). (1998). *Insights on leadership: Service, stewardship, spirit and servant-leadership.* San Francisco: Berrett-Koehler, Publishers, Inc.

D. Course Objectives:

1. Develop the knowledge base for effectively leading educational organizations.
2. Encourage reflection about leader actions within organizations.
3. Understand the change process.
4. Develop skills to more effectively facilitate change within educational organizations.

E. Course Requirements:

	<u>% of Total Grade</u>
Attendance, participation and contributions during class activities (peer-suggestions)	20
3 Peer-Review Article Reviews (10% each)	30
• Topics will be assigned based on your particular field but content will include organizational change, leadership philosophies, managing change in educational institutions, organizational culture, and organizational behavior.	
Literature review	40
• based on area of interest and organizational change, culture and/or behavior 15-20 pages, 30 + references	
Class presentation (on one of the above topics)	10

G. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes. Not applicable for this course.

H. EVALUATION/GRADING SCALE:

- 90% - 100% = A
- 80% - 89.9% = B
- 70% - 79.9% = C
- 60% - 69.9% = D
- < 60% = F

I. Student Progress

Students will be provided regular feedback throughout the semester regarding their grade and progress.

J. Attendance Policy:

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in

advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event they are unable to access the web from their primary computer.

K. Last Day to Withdraw: See Colonel's Compass.

L. 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 on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

M. Academic Integrity:

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

N. University Email Policy:

The University has adopted an official communication policy between faculty and students at the institution. Faculty and students will use their official ECU email addresses to communicate (not off-campus addresses). Please adhere to this policy when communicating with the course instructor.

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 Educational Leadership and Policy Studies College Education *Course Prefix & Number EDL 800 *Course Title (30 characters) Field Experience for Specialists in Education (Ed.S. Field Experience) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		Date 11/16/06
Departmental Committee	Graduate Council*	Date December 1, 2008
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	Approved <input checked="" type="checkbox"/> Disapproved	Date 12/18/08
General Education Committee*	Faculty Senate**	Date NA
Teacher Education Committee*	Board of Regents** Council on Postsecondary Edu.***	Date NA NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To allow EDL 800 to be taken as a 3 hour or 6 hour course</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course change adds flexibility in designing relevant field experience.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

<ol style="list-style-type: none"> For a new course, provide the catalog text. For a revised course, provide the current catalog text with the proposed text using strike through for deletions and <u>underlines</u> for additions. For a dropped course, provide the current catalog text.
<p>New or Revised* Catalog Text</p> <p>(*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>EDL 800 - Field Experience for Specialists in Education (3 -6) A. Minimum of sixty hours of field experiences relevant to the student's planned program of study <u>for each 3 hours of course credit</u>, supported by skill development through symposia, tutorials, lectures, and assessments. May be retaken to a maximum of six hours.</p>

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)*
EDL	800	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ELPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
<u>3 - 6</u>	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>	<p>FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p>	
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~**EAD 802 School Buildings and Grounds.**~~

~~**(3) I.** Emphasis on the cooperative planning of school buildings which fit the school program as identified by educational specifications. Equipping, furnishing, and maintaining buildings are studied.~~

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~**EAD 804 The Middle School Principal. (3)**~~

~~**I, II.** A study of the organization and management of the middle school, and the nature and needs of middle school children.~~

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~**EAD 806 The Elementary School Principal.**~~

~~(3) I, II. Prerequisite: EAD 801. Organization and management of the elementary school. Study of the various duties, demands, and responsibilities of the elementary school principal in providing professional and educational leadership.~~

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~**EAD 809 The Secondary School Principal.**~~

~~(3) I, II. Prerequisite: EAD 801. Organization and management of the secondary school principal in providing professional and educational leadership. Study of various duties, demands, and responsibilities of the secondary school.~~

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Educational Leadership and Policy Studies <hr/> College Education <hr/> *Course Prefix & Number EAD 888 <hr/> *Course Title (30 characters) Advanced Seminar in Administration and Supervision <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	September 23, 2008	Graduate Council* December 1, 2008
Is this a SACS Substantive Change?	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	October 7, 2008	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	October 28, 2008	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Dropping the Following Course EAD 888</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Courses are no longer part of the MAEd Educational Leadership degree program and they have not been taught in several semesters.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~EAD 888 Advanced Seminar in Administration and Supervision. (3) I, II. A study of the skills and techniques necessary for developing sound personnel policy and practice, and for developing an effective school/community relations program.~~

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Educational Leadership and Policy Studies College College of Education *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title Doctor of Education (Ed.D.) Leadership and Policy Studies (Major ____, Option ____, Minor ____, or Certificate ____)					
*Provide only the information relevant to the proposal.						
Proposal Approved by:		<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><u>Date</u></td> <td style="width: 50%; text-align: center;"><u>Date</u></td> </tr> <tr> <td style="text-align: center;">September 23, 2008</td> <td style="text-align: center;">December 1, 2008</td> </tr> </table>	<u>Date</u>	<u>Date</u>	September 23, 2008	December 1, 2008
<u>Date</u>	<u>Date</u>					
September 23, 2008	December 1, 2008					
Departmental Committee		Graduate Council*				
<i>Is this a SACS Substantive Change?</i>		Council on Academic Affairs				
Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>				
College Curriculum Committee		12/18/08				
General Education Committee*		Faculty Senate**				
Teacher Education Committee*		Board of Regents**				
		Council on Postsecondary Edu.***				
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.						

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To make the following changes to the Ed.D. program: (1) increase the required number of hours in the research core, (2) increase the number of hours in the academic core, (3) decrease the number of hours in the specialization area, (4) decrease the number of hours required for completion of the dissertation.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Changes enhance the rigor of the program and create incentives for timely completion of the dissertation.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The current five-year phase-in budget provides for faculty for the doctoral program. The Board of Regents approved this budget, which will be appropriate if fully funded.</p> <p>Operating Expenses Impact: See personnel impact above.</p> <p>Equipment/Physical Facility Needs: See personnel impact above.</p> <p>Library Resources: The addition of 4 courses with different academic literatures will require the library to secure additional journals and access to on-line information. These added library holdings could cost between 10 and 20 thousand.</p>

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and underlines for additions.)

2008-2009 Graduate Catalog - pages 71-72

DOCTOR OF EDUCATION (Ed.D.)

Leadership and Policy Studies

I. GENERAL INFORMATION

NO CHANGES

II. ADMISSION REQUIREMENTS

NO CHANGES

III. PROGRAM REQUIREMENTS

Each candidate's program of study will be individually planned within the following curriculum framework:

Research Core **9 12 hours**

EDL 810, 811, 812, 910.

Academic Core **~~9~~ 12 hours**

EDL 820, 821 822, 823. 824, 825, 826

Leadership Specialization **~~12~~ 9 hours¹**

Selected from advanced graduate course offerings and aligned with the student's program of study to create an individualized track that is both cognizant of background experiences and prior knowledge and relevant to professional objectives.

Cognate Area..... **6 hours**

Two advanced graduate courses chosen from a department or program outside the leadership specialization area.

Rural Studies Core..... **6 hours**

EDL 930, 931.

Field Experience **6 3-6 hours**

EDL 900.

Dissertation **~~12~~ 2-12 hours**

EDL 912.

Minimum Program Total..... ~~60~~ 50-63 hours²

¹ If the student has not completed coursework in statistics and research methodology and/or successfully completed and defended an appropriate thesis or specialist project, additional coursework in these areas may be required. See “Requirement regarding education research” under Admission Standards.

² Students must enroll in a minimum of 2 hours per semester (up to a maximum of 12) while completing the dissertation.

For additional information, consult the Ed.D. website at www.education.edu.edu/EDD.

Office of the Dean
Dr. David D. Gale, Dean
Dr. Deborah Whitehouse, Assoc. Dean
Julie K. Brewer, Administrative Assistant

EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

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TO: Council on Academic Affairs
FROM: *Deborah Whitehouse*
Dr. Deborah Whitehouse, Associate Dean
SUBJECT: Agenda Items
DATE: December 8, 2008

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on **December 18, 2008**.

Baccalaureate & Graduate Nursing

New Course

NSC802 Public Health Nursing Practice Eff. Summer 2009
CHS 3-6

Course Revision

NSC836 Change course title, course description, and credit hours Eff. Summer 2009
CHS 7-11

NSC850 Change title and pre/co-requisites Eff. Summer 2009
CHS 12-16

NSC852 Change co-requisite to match program change Eff. Spring 2010
CHS 17-24

NSC854 Change course title, course description, and course objectives Eff. Summer 2009
CHS 25-29

NSC862 Modify course description and credit hours Eff. Summer 2010
CHS 30-34

Program Revision

Baccalaureate & Graduate Nursing Revision of APRHN Option Eff. Summer 2009
CHS 35-37

Environmental Health Science

Program Revision

Master of Public Health Revision of credit hours and required/elective courses Eff. Fall 2009
CHS 38-39

Exercise and Sport Science

Dropped Courses

PHE851 Facility Design & Maintenance in Physical Education
CHS 40 Eff. Fall 2009

Editorials

PHE800 Edit terms to correct offerings in Banner and Catalog
CHS 41 Eff. Fall 2009

PHE812 Edit terms to correct offerings in Banner and Catalog
CHS 42 Eff. Fall 2009

PHE821 Edit terms to correct offerings in Banner and Catalog
CHS 43 Eff. Fall 2009

PHE822 Edit terms to correct offerings in Banner and Catalog
CHS 44 Eff. Fall 2009

PHE823 Edit terms to correct offerings in Banner and Catalog
CHS 45 Eff. Fall 2009

PHE825 Edit terms to correct offerings in Banner and Catalog
CHS 46 Eff. Fall 2009

PHE835 Edit terms to correct offerings in Banner and Catalog
CHS 47 Eff. Fall 2009

PHE848 Edit terms to correct offerings in Banner and Catalog
CHS 48 Eff. Fall 2009

Family and Consumer Science

Program Revision

Community Nutrition Change Admission Requirements
CHS 49-51 Eff. Fall 2009

Occupational Therapy

OTS422 Change course description and co-requisites
CHS 52-53 Eff. Fall 2009

Recreation and Park Administration

Hybrid Course

REC712S Add service learning designation
CHS 54-55 Eff. Fall 2009

Part IV. Recording Data for New or Revised Course

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	802	Summer 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. Unlimited	
1-6	Lecture _____	Laboratory 1-6 _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
0	1 per credit hour	S		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		<div style="border: 2px solid black; padding: 5px; text-align: center;"> FOR BANNER USE ONLY </div>
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
		Date of data entry _____		
		Data entry person _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
Course Syllabus –Fall 2009

COURSE NUMBER AND TITLE: NSC 802, Public Health Nursing Practice
CREDIT HOURS: 1 - 6
FACULTY: Dr. Pam Schlomann, Professor
Rowlett 225
Phone (859) 622- 1959
Email: Pam.Schlomann@eku.edu

COURSE DESCRIPTION:

Clinical experience for graduate public health nursing students. Students will retake for the minimum number of credit hours required for the specialty option.

STUDENT LEARNING OUTCOMES:

Upon completion of the course (specific objectives for each semester taken will be identified), the student will be able to:

1. Analyze the structure and administration of public health and the health care system.
2. Complete a comprehensive assessment of the health status and determinants of health of a rural community.
3. Analyze data to determine population diagnoses and priorities.
4. Plan interventions to address identified outcomes which are based on population diagnoses and priorities.
5. Collaborate effectively with community partners in addressing the health needs of populations.

TEXTS: All text from co-requisite courses.

COURSE OUTLINE: Logs must be kept weekly and are to be submitted at four assigned times during the semester.

COURSE REQUIREMENTS: Satisfactory completion of 50 clock hours of clinical per credit hour of course in an approved setting. Practice is in a designated rural community or an identified special community (as approved by faculty). As a co-requisite (1 credit hour) of NSC 836, the focus is on analyzing the structure and administration of public health and the health care system. As a co-requisite (2 credit hours) of NSC 850, the focus is on collection of comprehensive community assessment data and initiating partnerships. As a co-requisite (2 credit hours) of NSC 852, the focus is on analysis of the data, identification of a primary problem, and planning strategies to address the health care needs of an identified vulnerable population. A minimum of five credit hours must be completed for the graduate rural public health nursing option.

EVALUATION METHODS: Course is graded satisfactory/unsatisfactory.

To pass the course, students must achieve satisfactory clinical performance including such activities as making regular visits to the community to collect data (both formal and informal), to meet with community partners, and to attend community meetings as appropriate. In addition, students must complete all clinical clock hours and keep weekly logs and submit as scheduled.

STUDENT PROGRESS: Students will be informed in writing of their progress in the course through feedback on logs and faculty conferences.

ATTENDANCE POLICY: Student is expected to keep logs of clinical hours and activities.

ACADEMIC INTEGRITY: "Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty" (University Academic Integrity Policy Statement).

EKU DISABILITY STATEMENT: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 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 alternative format.

CLINICAL LOG:

1. Week one: Submit 5-6 objectives detailing what you wish to accomplish during your clinical rotation for the current semester. The last log will include a self evaluation regarding the achievement of those objectives.
2. Logs will include two parts—a 1) summary of and 2) reflection about activities.
 - a. The summary of activities section will be submitted in table format with the following column headings: Date, Hours Completed, Hours Remaining, and Activities. 50 Hours per credit hour of NSC 802 must be completed during the semester.
 - b. The reflection section will be a brief essay (1-2 pages) relating observation/activities to theory. It should demonstrate one's critical thinking and professional development.
3. Logs should be maintained throughout the semester and submitted by email by the assigned dates. Logs should be typed. Be sure and put your name on the logs.

Please Note: ANY TYPE OF SURVEY FORM OR NEEDS ASSESSMENT TOOL STUDENTS WANT TO USE AS PART OF THE COMMUNITY ASSESSMENT MUST BE APPROVED BY COURSE FACULTY. THERE ARE NO EXCEPTIONS. SURVEYS ASKING FOR DATA ON PERSONAL OR HEALTH CONCERNS/BEHAVIORS OF INDIVIDUAL PERSONS ARE CONSIDERED RESEARCH AND MUST HAVE IRB APPROVAL.

Part IV. Recording Data for New or Revised Course

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	836	Summer 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 2	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3 2	N	FR _____ JR _____ SO _____ SR _____	
T	3 2			
B	3 2	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
W	3 2			
		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.	<u>NSC 802</u>
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	Admission to the MSN Program
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)			

EKU DISABILITY POLICY: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 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 alternative format.

STUDENT/FACULTY CONFERENCES:

Students are strongly encouraged to schedule conferences with the course faculty at any time during the semester. If a student has questions or difficulty, relevant to this course, the student should schedule an appointment with the course faculty as soon as possible. Students are also encouraged to email or call the faculty with questions and concerns that could be addressed by email or phone.

ASSIGNMENTS:

The public health issue literature review: review the existing literature on a public health issue. You are required to have 8-10 articles in the literature review that are pertinent to the topic. At least 6 articles must be research study reports. After reading and analyzing each article, write a brief (1-2 paragraphs) summary of the major findings of the research reported in the article. If the article is not a research article, write a brief summary of what the article reports about the issue. Write an APA citation of each article and the summary directly after it. This assignment must be typed. This assignment is worth 100 pts. A grading sheet for the literature review will be placed in Blackboard.

The rural public health system analysis paper: analyze the operation of a rural public health system. Write a paper (8-10 pages in APA style) that describes the layout of the rural public health system, its mission statement, its budget and funding sources, describe the types of services offered, the types of clients served, describe what the rural public health system's future plans are, what is the hierarchy of the organization, how many of different types of staff are employed and what are their educational backgrounds, and what does the rural public health system identify as the community's areas of weakness and strength. If any literature sources are used, APA style must be used for the citations and the paper must be typed. The information for this paper will be collected during your clinical time in the facility (50 hours). This assignment is worth 100 pts. A grading sheet for the paper will be placed in Blackboard.

Article readings reports: read an article (research is preferred) on the topic chosen by the instructor. Summarize the article in 1-2 typed pages. Put an APA citation of the article at the top of the first page. If the article is research, describe how the study was conducted, the number of participants (subjects), and the study's findings in the summary. Come to class on the due date of the reading, ready to discuss your article. Each article report is worth 25 pts.

Presentation: Present the findings of your literature review on a public health issue. The presentation should be 15-20 minutes in length. Allow time for discussion and questions. A grading sheet for the presentation will be placed in Blackboard. This assignment is worth 100 pts.

Clinical: the clinical component of this course is to total 50 clock hours. Clinical is done on your own time at a health department of your choice. If a health department is not available, meet with the instructor to decide on an appropriate clinical site. Meet with an administrator at the health department (or other clinical site) and explain your course and assignment. Make sure the administrator knows you are a registered nurse and a graduate nursing student from ECU. Use your clinical time to collect the information needed to complete the analysis of a public health care system paper. A form for you to document your clinical time and have it verified will be placed in Blackboard.

COURSE OUTLINE:

DATE	TOPIC	ASSIGNMENTS
May 20	Orientation to course Population focused care Core functions & essential public health services	Read: Turnock, chap. 1,2,3,5 and Anderson/ McFarlane, chap. 1
May 27	The determinants of health and healthy communities Theoretical foundations in rural public health Infrastructure of public health Levels of prevention	Read: Turnock, chap. 3,6 and Anderson/McFarlane, chap. 1,3. Research readings report 1 Topic: Rural health
June 3	Comparison of rural vs. urban settings Rural public health needs Health in the US	Read: Anderson/McFarlane, chap.5,6,7 and Turnock, chap. 2,6. Research readings report 2 Topic: Prevention (any area)
June 10	Public health & the health care system Partnering with the community Public health policy	Read: Anderson/ McFarlane, chap. 3,5,7 and Turnock, chap. 3,4,6. Literature review of a public health issue due
June 17	Epidemiology of health issues in the rural population Community preparedness – disaster and infectious disease	Read: Turnock, chap. 2,8 and Anderson/McFarlane, chap. 2,7,9. Research readings report 3 Topic: Vulnerable populations
June 24	Ethical foundations of public health Community partnerships The future of public health	Anderson/McFarlane, chap. 4,16,17,18,19,20,21 and Turnock, chap. 3,9 Research reading report 4 Topic: Any research done by a nurse related to public health
July 1	Presentations	Paper due on analysis of a rural public health care system
July 8	Presentations Course evaluations	

Part IV. Recording Data for New or Revised Course

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	850	Summer 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
T	3		SO _____	SR _____
B	3			
W	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		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.	NSC 800 <u>802</u>
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	admission to the MSN program NSC 836 (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.	<u>HEA 855, NSC 840</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

EASTERN KENTUCKY UNIVERSITY - COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING
FALL 2009 COURSE SYLLABUS

Course: NSC 850 RURAL HEALTH NURSING II - 3 hours
Prerequisite: NSC 836
Prerequisite or corequisite: HEA855 and NSC840
Corequisite: NSC 802 (2 hours)

Faculty: Dr. Pam Schlomann, Professor Rowlett 322 Phone (859)622-1959 (Office)
Email: Pam.Schlomann@eku.edu
Dr. Bev Hart, Associate Professor Rowlett 229 Phone (859) 622-1869
Email: Bev.Hart@eku.edu

Course Description: Concepts, theories and specific challenges related to the delivery of health services in rural communities. In-depth assessment of complex rural systems.

Student Learning Objectives: At the conclusion of this course, the student will be able to:
(these objectives are being piloted in fall, 2008).

1. Analyze nursing and related literature relevant to advanced public health nursing.
2. Assess a rural community using a conceptual framework appropriate for an in-depth, partnership-focused community assessment.
3. Use information technology to create and manage databases.
4. Demonstrate oral and written communication skills essential for a leadership role in health care.

Teaching Methods: Seminar: Reading/discussion focusing on rural community/public health issues and assessment models.

EKU DISABILITY STATEMENT: "If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person at the Student Services Building, Room 361 or by telephone at (859) 622-2933 V/TTY. Upon individual request, this syllabus can be made available in alternative forms."

Academic Integrity: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

Inclement Weather: In the event the university announces implementation of the Inclement Weather Schedule, this class will meet at the same time as usual (4:00 p.m.).

Required References:

- Anderson, E.T. & McFarlane, J.M. (2008). *Community as partner: Theory and practice in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins. (Also used in NSC 836)
- Department of Health and Human Services. (2000). *Healthy people 2010*. Washington, D.C.: U.S. Government Printing Office. (This is also used in NSC 842). The Healthy People Website for access to Healthy People publications is available at www.health.gov/healthypeople
- Edberg, M. (2007). *Essentials of health behavior: Social and behavioral theory in public health*. Boston: Jones and Bartlett Publishers.
- Turnock, B. (2009). *Public health: What it is and how it works*. Boston: Jones and Bartlett Publishers. (Also used in NSC 836)

Recommended References:

Any Epidemiology text.

Stanhope, M. & Lancaster, J. (2008). *Community and public health nursing* (7th ed). St. Louis: C.V. Mosby Company.

E-Reserves: Access is available via the EKU's Library homepage

Select <find books>; Select <Course Reserves>;
In the instructor frame, scroll down to Schlomann, Pam
In the course frame, scroll down to NSC 850
Password is <_____>
Select <search>; select <article title>

Evaluation Methods: Seminar participation, formal papers, and leadership/presentation. Letter grades will be assigned in accordance with the policy of the Graduate School and the Department of Baccalaureate and Graduate Nursing. The grade will be based on the following assignments:

1. Community Assessment Paper		30%
2. Presentation of Community Assessment	20%	
3. Homework		10%
4. Health topic discussion leader and readings	30%	
5. Participation		10%

Grading Scale for the MSN Program:

90 - 100 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

59 and Below = F

In Practicum Courses (NSC 850, 852, 870, 872, 874, 880, 882, 884) students must achieve a grade of B or higher to progress.

Attendance: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing guidelines (see handbook), attendance at all classes is expected. Work in classes missed due to illness or emergencies may be made up at the discretion of the faculty. The student is responsible to contact the faculty member and to initiate make-up of missed work. Students are responsible for the content of all classes, whether or not they are in attendance. If an assignment is scheduled to be completed or submitted on the day of the class absence the student should contact the faculty member ***in advance*** of the class to arrange alternative make-up schedules.

Seminar Participation: Participation credit includes attendance and in-class participation. Students are encouraged to bring in other materials (E.g. Newspaper articles, scholarly articles, etc.) which can be shared during the discussions.

Effective in-class discussion participation includes:

- 1) contributions to the discussion and analysis, combining own ideas and synthesis of readings.
- 2) staying on topic and following leader's discussion.
- 3) evidence of preparation for discussion of topic.
- 4) critical reflection about readings and clinical experiences
- 5) attendance: present and on time.

The success of this class depends on effective participation. For all students to participate effectively, each of us must give respect and attention to others (whichever location) and always listen to others' contributions. This is especially challenging in a distance learning situation in which distractions are plentiful. However, we need to make an effort to assure that everyone participates fully in the class. Some rules to observe include:

1. Keep movement in and out of class to a minimum. Show the same respect you would if you were in a regular classroom.
2. When others are presenting, keep conversation at the sites to a minimum. If you have something to share **everyone wants to listen.**
3. Do NOT bring other work with you to study or work on while you're in this class. We're trying to keep this a seminar class, rather than using written examinations.
4. DO use creative ideas such as exercises, scenarios, etc. to include your classmates in the discussion.

Health Topic Discussion Leader and readings: During the first week of class each student will pick a health issue. At assigned weeks, each student will locate a professional article (minimum of **three research articles** during the semester) related to the week's

discussion and the health issue. Be prepared to discuss articles during class. A brief (less than one page) report for each article will be completed; all reports will be submitted together on the assigned date toward the end of the semester. The report will include APA citation followed by 1) major finding or thesis of article; 2) critique of article (strengths, weaknesses, and usefulness to PHN).

By the night of the presentation, a reference list of the articles will be distributed electronically to the class. The presentation will consist of sharing with the class a preliminary model (developed by the student) of the determinants of the health issue. The student will lead the class in a discussion of the model (critique, gaps, directions for further study, implications for PHN). Total time for presentation is limited to 30 minutes.

Grading Criteria

(50%) Readings report: average of the reports. (average will drop 5 percent for each article fewer than three that are research)

Each report: 15% Relevant, appropriate article
10% Major finding or thesis
25% Strengths
25% Weaknesses (or point of disagreement)
25% Usefulness

(50%) Discussion leader

25% Model (addresses multiple determinants, appropriate critique, directions for further study, implications for PHN)
25% Effective presentation style and group leadership. Keep class on topic; data-based discussion; encourage participation; ask questions which encourages class to explore topic in more depth; good use of time.

The Community Assessment Paper: Grading criteria

5% Overview/Introduction - Clearly delineate the focus of the paper describing the topic and components of the paper.
5% Clearly describe a community of your choice. Be specific.
25% Using the Anderson-McFarlane framework, collect and describe the data for a thorough assessment.
25% Organize the data clearly, using chart, graphs, tables etc. for ease of understanding.
10% Incorporate data from windshield survey
15% Analyze the assessment data collected thus far, identify and prioritize health concerns of specific importance to the community and provide justification for your prioritization. List any limitations and their impact.
5% Summary - Make concluding statements and summarize major points of paper.
10% Format, Grammar and References: Use professional references to support. Use correct APA format including a table of contents, reference citations and headings, correct grammar and punctuation. Write clearly, concisely and succinctly. Please limit paper to no more than 15-20 typed double spaced pages of text.

Turn in TWO COPIES of your paper.

Presentation of Community Assessment

The presentation should focus on **5 - 6 major highlights of the assessment, perceptions of the community and the assessor, and potential areas of concern** and should last no more than 20 minutes.

10% Well-organized - could the audience follow the flow of the presentation? Overview included of community? Effective introduction and conclusion? Quantity of content appropriate for time frame? Stayed within allotted time frame?

50% Points clearly presented - Major highlights and perceptions discussed? Comparison of stats with nation, state and/or other counties? Windshield survey data included? Addressed strength/weaknesses of community? Listing of potential areas to address?

15% Use of appropriate AV materials - were the AVs readable/understandable? Were the visuals/handouts creative, useful and interesting? Were they concise and succinct?

15% Presented in an interesting manner without reading materials verbatim - could the presenter be heard? Was delivery smooth and appropriately paced? Use appropriate professional vocabulary and grammar? Avoid distracting or annoying mannerisms? Poised and exhibit good posture? Eye contact with audience (looking directly into camera)?

10% Encouraged participation from other group members - did the presenter encourage questions from audience? Did all members have opportunity to participate?

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <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>Baccalaureate & Graduate Nursing</u> College <u>Health Sciences</u> *Course Prefix & Number <u>NSC 852</u> *Course Title (30 characters) <u>Rural Health Nursing II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																																	
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>10/3/08</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>12/1/08</u></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="width: 15px; height: 15px; border: 1px solid black;"></td> <td style="padding: 2px;">No</td> <td style="width: 15px; height: 15px; border: 1px solid black; text-align: center;">x</td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;"><u>12/18/08</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>10/15/08</u></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>NA</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>10/3/08</u>	Graduate Council*	<u>12/1/08</u>	<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="width: 15px; height: 15px; border: 1px solid black;"></td> <td style="padding: 2px;">No</td> <td style="width: 15px; height: 15px; border: 1px solid black; text-align: center;">x</td> </tr> </table>		Yes****		No	x	Council on Academic Affairs	<u>12/18/08</u>	College Curriculum Committee	<u>10/15/08</u>	Approved <input checked="" type="checkbox"/> Disapproved _____		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>
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.																																		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: Change title to Rural Public Health Nursing III; change course description; change co-req. to match program change.
A. 2. Effective date: Spring 2010
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Make consistent with prerequisite course and name change of option
C. The projected cost (or savings) of this proposal is as follows: NONE 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.)

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
NSC 852 Rural Public Health Nursing III. (3) A. Prerequisite: NSC 850 with a minimum grade of "B". Co-requisite: NSC 8002. Innovation to address the health needs of vulnerable populations within rural communities. Role preparation for advanced <u>practice public health</u> nursing, including applications of concepts and theories in rural settings.

Part IV. Recording Data for New or Revised Course

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	852	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) <u>51</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
T	3		SO _____	SR _____
B	3			
W	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		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.	NSC 800 <u>2</u>
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.	NSC 850 (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.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

EASTERN KENTUCKY UNIVERSITY - COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING

COURSE SYLLABUS - SPRING 2010

Course: NSC 852: RURAL PUBLIC HEALTH NURSING III - 3 hours

Prerequisite: NSC 850 (3 credit hours)

Co-requisite: NSC 802 (2 credit hours)

Faculty: Dr. Pam Schlomann Rowlett 322 (859) 622-1959 Pam.Schlomann@eku.edu
Dr. Susan Fister 859-259-0717 (office) 859-893-1901 (cell) Susan.Fister@eku.edu

Course Description: This course includes:

Innovations to address the health needs of vulnerable populations within rural communities. Role preparation for advanced public health nursing, including application of concepts and theories in rural settings.

Student Learning Outcomes: At the conclusion of this course, the student will be able to:

- A. Synthesize data from the community assessment to articulate a community nursing diagnoses/health concern of specific importance for a rural community.
- B. Implement and interpret the advanced rural public health nurse role to partner with a rural community and to empower systems and subsystems within a rural community.
3. Develop an intervention plan, including a grant proposal, using a collaborative approach to address a priority community nursing diagnosis/health concern of specific importance to a rural community.
4. Demonstrate oral and written communication skills essential for a leadership role in rural health care.

Teaching Methods: Seminar: Reading and discussion of assigned materials, student selected articles and other readings and case studies.

The focus of the course involves preparation for practice in a designated rural community or with a selected population group with a focus on analysis of community assessment data and determination of a community nursing diagnosis/area of concern resulting in development of a program plan and grant proposal. This is accomplished in collaboration with a community partner(s). The clinical practice aspect will be a part of the NSC 802 course, which is a co-requisite.

Note: Students should select a realistic priority problem on which they believe they can make an impact during this course and NSC 862 (internship). Although the grant proposal will be developed around the priority problem and program plan, the grant possibly may not be funded within the semester and summer semester time frame for the planned implementation of that particular program or program aspect. The student needs to have a plan for implementation of a program during NSC 862 with or without grant funding.

Evaluation Methods: Letter grades will be assigned in accordance with the policy of the Graduate School and the Department of Baccalaureate and Graduate Nursing. The grade will be based on the following assignments:

Problem analysis, prioritization & nursing diagnosis paper	25%
Discussion leader of student's selected problem analysis	25%
Grant proposal	25%

Discussion leader of grant preparation process	10%
Participation	15%

Grading Scale for the MSN Program:

90-100 = A 89-80 = B 79-70 = C 69-60 = D 59 and Below = F

In Practicum Courses (NSC 836, 850, 852, 870, 872, 874, 880, 882, 884) students must achieve a grad of B or higher to progress.

Attendance: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing guidelines (see handbook), attendance at all classes is expected. Work in classes missed due to illness or emergencies may be made up at the discretion of the faculty. It is the responsibility of the student to contact the faculty member and to initiate make-up of missed work. Students are responsible for the content of all classes, whether or not they are in attendance. If an assignment is scheduled to be completed or submitted on the day of the class absence, the student should contact the faculty member in advance of the class to arrange alternative make-up schedules.

Class Participation: (15%) Participation credit includes attendance and in-class discussion participation.

Effective in-class discussion participation includes:

- 1) contributions to the discussion and analysis, combining own ideas and synthesis of readings.
- 2) staying on topic and following leader's discussion.
- 3) evidence of preparation for discussion of topic.
- 4) attendance: present and on time.

The success of this class depends on effective participation. For all students to participate effectively, it is essential that each of us gives respect and attention to others (whichever location) and always listen to others' contributions. This is especially challenging in a distance learning situation in which distractions are plentiful. However, we need to make an effort to assure that everyone participates fully in the class. Some rules to observe include:

1. Keep movement in and out of class to a minimum. Show the same respect you would if you were in a regular classroom.
2. When others are presenting, keep conversation at the sites to a minimum. If you have something to share everyone wants to listen.
3. Do NOT bring other work with you to study or work on while you're in this class. We're trying to keep this a seminar class, rather than using written examinations.
4. DO use creative ideas such as exercises, scenarios, etc. to include your classmates in the discussion.

Academic Integrity: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

EKU DISABILITY STATEMENT: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 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 alternative format.

Inclement Weather: In the event the university announces implementation of the Inclement Weather Schedule, this class will meet at the same time as usual (4:00 p.m.)

Required Texts:

- Cohen, L., Chavez, V. & Chehimi, S. (2007). *Prevention is primary: Strategies for community well being*. New York: Jossey-Bass.
- Gitlin, L., & Lyons, K. (2004). *Successful grant writing: Strategies for health and human service professionals* (2nd ed). New York: Springer Publishing Company, Inc.

Texts from prerequisite courses:

- Anderson, E.T. & McFarlane, J.M. (2008). *Community as partner: Theory and practice in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Cabinet for Health Services, KY Department of Public Health. (2000). *Healthy Kentuckians 2010*. Frankfort, KY: Author.
 Edberg, M. (2007). *Essentials of health behavior: Social and behavioral theory in public health*. Boston: Jones and Bartlett Publishers.
 Turnock, B. (2009). *Public health: What it is and how it works*. Boston: Jones and Bartlett Publishers.
 U.D.H.H.S. P.H.S. (2000). *Healthy people 2010*. Washington, D. C: Superintendent of Documents, Mail Stop: SSOP.

Synthesis of Data/Articulation of Specific Health Concern Paper

1. Overview/Introduction - Clearly delineate the focus of the paper describing the topic and components of the paper. What’s included in the paper? Provide the reader with direction.
2. Select a realistic (capable of intervention in this semester and summer course) priority problem based on the community assessment data. Clearly discuss the following: (Refer to Anderson and McFarlane)
 - A. Categorize and Compare, then Summarize data
 - B. Discuss Inferences
 - C. Explain rationale related to selection
3. Discussion of priority problem. Briefly discuss determinants and at-risk groups. Discuss relevant research related to effective interventions of priority problem in identified population. Critique relative merit of different intervention approaches (minimum of six studies).
4. Summary - Make concluding statements and summarize major points of paper.
5. Format, Grammar, and References: Use professional references to support. Use correct APA format including ref cites and HEADINGS), and correct grammar and punctuation. Write clearly, concisely and succinctly. Please limit paper to no more than 20 pages.

NEED TO SUBMIT TWO COMPLETE COPIES OF PAPER

Discussion Leadership Criteria

1. At least one week prior to the assigned class, distribute at least 3 relevant research articles about potential interventions to address the priority problem identified in the analysis of the community assessment. (20 %)
2. Briefly describe the analysis of the priority problem (data which supports identifying it as priority problem in this community). The problem should be realistic in terms of the impact the student can have during this semester and summer semester - (25 %)
3. Clearly lead group discussion about potential interventions. Include a critique of the scientific merit of the studies and relevance to the identified community. Discuss possible modifications to make utilization more appropriate. Keep students on topic without inhibiting dialogue and allow for effective closure. Make sure students can follow flow of conversation (30 %)
4. Allow all group members the opportunity to participate. Class members are encouraged to ask questions, make comments - (10 %)
5. Demonstrate effective presentation style (voice projection; speed; eye contact, either in person or on camera; variation in voice intensity) - (10 %)
6. Stay in time frame (45 minutes) - (5 %)

GRANT PROPOSAL PAPER GUIDELINES (TOTAL OF 25 POINTS)

1) Introduction - (3 points)

Clearly articulates the case/need for funding for the organization. Includes organization purposes and goals; history; unique aspects; most significant accomplishments; success with related projects and support received from other organizations and individuals.

2) Problem Statement or Needs Assessment - (3 points)

Describes the specific problem/problems which will be addressed by the program or project. Includes issues and special problems, appropriate key figures and statistics, quotes from authorities and people in the community, focus on local area, logical connection between the organization and the solutions to the problem/issue, and clear definition of the problem and a workable, reasonable solution.

3) Program Goals and Objectives - (3 points)

Includes broad goals and specific measurable objectives resulting in clearly articulated outcomes which are specific and realistic for what the program can accomplish. Should relate back to the problem.

4) Methods - (3 points)

Describes activities which will take place to achieve the desired results including the combination of activities and strategies. Explains rationale for selecting the approach. Reflects consideration of alternatives.

5) Evaluation (3 points)

Describes the results/outcomes to be measured. Include an evaluation chart with objectives and how they will be measured per guidelines. Includes both process and outcome evaluation strategies. Describes both subjective and objective evaluation approaches. Evaluation is built in as a component throughout the program.

6) Future and Other Necessary Funding (3 points)

Describes plan to maintain program after funding period and sources of other funding needed for effective program implementation.

7) Budget (3 points)

Clearly articulates relationship back to goals and objectives through itemization. Describes *personnel* (salaries and wages; fringe benefits, consultant and contract services), *non-personnel costs* (facilities/space, equipment [rental/lease], supplies needed, travel [specific detail], other costs, and indirect costs).

8) Appendix (1 point)

Includes support and information material for proposal.

9) Format and Approach (3 points)

Proposal is brief, specific, simple and avoid jargon. There is logical flow from one section to another; continuity. Each part sets stage for next part. Demonstrates knowledge about area. Is realistic and workable.

10) Identify appropriate funding source for this initiative

Bonus points (2): Submit grant proposal to appropriate source (formatted as required by funding source)

APA style with length from 8-10 double spaced pages (unless grant requires single space, then should be about half). YOU NEED TO SUBMIT TWO COMPLETE COPIES OF THE GRANT PROPOSAL.

a:/NSC 852 Grant Proposal Guidelines

NSC 852 Synthesis of Data/Articulation of Health Concern Paper

Overview/Introduction	Community Assessment Data and Inferences	Selection of Priority Problem/Nursing Diagnosis	Discussion of Problem	Summary	Format, grammar, and references
Overview/introduction is given with clear delineation of the focus of the paper. The topic and components are all clearly described. Shows clear direction for the paper. (5%)	Community Assessment data has been expanded as needed to provide a thorough assessment in all areas. Data is presented using rates, percentages, and other methods to enhance ability to compare. Tables, charts, and graphs are used. Data has been categorized, compared, and then summarized, according to the Anderson-McFarlane model. Inferences are clearly labeled and presented for all areas. (20%)	Almost all areas of concern/nursing diagnoses are drawn from the data and the inferences. A realistic priority problem/nursing diagnosis is selected based on the data. Rationale for priority problem/nursing diagnosis is explained. Follows the Anderson-McFarlane model. (20%)	Determinants of and at-risk populations clearly and thoroughly described. Relative merit of at least three interventions is discussed. Minimum of six research articles (40%)	A summary is given and labeled as such. Concluding statements are given and major points of paper are summarized. (5%)	Professional references are used to support. Correct APA format used, including reference citations. HEADINGS are used throughout the paper. All tables are clearly labeled with name of table, source, and data. Correct grammar and punctuation. (10%)
An introduction is given, but does not give clear direction for the paper. Topic and/or components not all clearly described. (3%)	Community assessment data collected is presented and expanded somewhat, but not always presented so as to show effective comparison. All data categorized, compared, or summarized. More limited use of tables, charts, and graphs. Inferences are clearly labeled but not presented for all data. Or not related to all data (15%)	Some areas of concern/nursing diagnoses are drawn from the data. A problem is selected, but rationale for priority problem/diagnosis is limited. (15%)	At least some major determinant is not discussed or relevant at-risk population not identified. Critique of at least three interventions has some gaps. Six articles discussed. (30%)	Summary is vague and does not cover major points of paper. (3%)	Professional references are used. Mostly correct APA format, including reference citations. HEADINGS are used. Tables are not always clearly labeled. Grammar and punctuation mostly correct. (8%)
No introduction or overview for paper (0%)	Community assessment data collected is presented, but still has many areas of data gaps. Comparative data not clearly evident. May not have categories, comparison, or summaries in all instances. Very limited use of tables, graphs, and charts. Inferences are not clearly labeled and not thorough and not reflection of the data (10%)	Limited identification of /areas of concern/nursing diagnoses given. A problem is selected, but rationale is not explained. (10%)	Several gaps in identifying determinants or critique of interventions. Five articles discussed. (20%)	No summary given. (0%)	Limited professional references used, but are cited correctly. Some problems with APA format. No headings or very limited use of headings. Tables not labeled. Some problems with grammar and punctuation. (6%)
	Community assessment data not thorough. Totals rather than rates or percentages used. Very limited categories, comparison, or summaries. Tables, charts, and graphs lacking in most areas. Inferences are vague or not clearly evident (5%)	Only one area of concern/diagnosis is given. No rationale for selection as a priority. (5%)	Superficial discussion of determinants and critique of interventions. Fewer than five articles discussed. (10%)		Very limited use of professional references, or references not cited correctly. Several problems with APA format. No headings. Several problems with grammar and punctuation. (4%)
	Community assessment data not given or no development from the data given in NSC 850. No tables, charts, or graphs used, or are extremely limited. No categories, comparison, or summaries given. No inferences (0 - 1%)	No priority problem/area of concern/nursing diagnosis given. (0%)	Superficial discussion of determinants and not critique of interventions. Fewer than five articles discussed (0%)		Consistent problems with grammar and APA format throughout paper. No use of references to support paper. (0 -2%)

EASTERN KENTUCKY UNIVERSITY
 COLLEGE OF HEALTH SCIENCES
 DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING
 NSC 852, Spring 2008
 Course Evaluation

Please describe the extent to which opportunities were provided for you to meet the following objectives in this course:

	Great Extent	Somewhat	Very	Not Little At All
1.Synthesize data from the community assessment To articulate a community nursing diagnosis/health Concern of specific importance for a rural community.	_____	_____	_____	_____
2.Implement and interpret the advanced rural Community health nurse role to partner with a rural community and to empower systems and subsystems within a rural community.	_____	_____	_____	_____
3.Develop an intervention plan, including a grant proposal, using a collaborative approach to address a priority community nursing diagnosis/ health concern of specific importance to a rural community.	_____	_____	_____	_____
4.Demonstrate oral and written communication skills essential for a leadership role in rural health care.	_____	_____	_____	_____

5. Please identify areas of strength in this course.

6. Please list suggestions for improvement.

Comments:

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)*
NSC	854	Summer 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
T	3			
B	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
W	3			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	Admission to the MSN Program
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

EASTERN KENTUCKY UNIVERSITY COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
SUMMER 2008

COURSE NUMBER: NSC 854
CREDIT: 3 Credit Hours
COURSE TITLE: Management of Health Care
PRE-REQUISITE: Admission to the MSN Program
FACULTY: Dr. Mary Hauser-Whitaker Rowlett 232 Office: 859-622-1973
Mary.Whitaker2@eku.edu

COURSE DESCRIPTION: Theoretical basis for the advanced nurse's role in management of health care in rural settings. Strategies for the improvement of health care in rural settings will be analyzed.

STUDENT LEARNING OUTCOMES: Upon completion of NSC 854, the student will be able to:

1. Analyze administrative problems in the delivery of rural health services.
2. Propose problem resolution in rural health care systems through analysis of selected administrative theories.
3. Apply leadership and management abilities to address issues in rural health care delivery.
4. Apply principles of financial and resource management to the management of rural health delivery systems.
5. Evaluate ethical and legal issues in management of rural health delivery systems.
6. Demonstrate communication skills essential for a leadership role in health care.

TEACHING METHODS:

The focus of this class will be on application of leadership and administrative concepts, principles, and theories into rural public health nursing practice. The teaching methodologies include class assignments, presentations, on-line and classroom discussions. Readings, written work, outside class learning activities, group activities, and papers will be incorporated. Case studies will form the basis of many discussions, application, and analysis of topics in rural public health administration.

EKU DISABILITY STATEMENT:

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person at the Student Services Building, Room 361 or by telephone at 859-622-2933, V/TTY.

ACADEMIC INTEGRITY / ACADEMIC HONESTY AGREEMENT:

The Academic Integrity policy of the Department of Baccalaureate and Graduate Nursing and the Academic Honesty policy of the College of Health Sciences, which are consistent with the EKU Student handbook, are available in their entirety in the Graduate Nursing Program's Student Handbook. All students must sign an academic honesty agreement in the first course/semester of the program and will be held to that agreement while enrolled in the program. All students should review the policy carefully and adhere to it carefully.

EVALUATION METHODS:

Letter grades will be assigned in accordance with the policy of the Graduate School and the Department of Baccalaureate and Graduate Nursing. The grade will be based on the following assignments:

1. Presentation= 25%
2. Analysis of Administrative Problem Paper= 35%
3. Case Studies/Chapter Discussion Question Assignments(Completion and Participation)= 25%
4. Project/Business Plan= 10%
5. Attendance and Participation= 5%

MSN Program Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59 & below	F

Students in the MSN Program are required to achieve a “B” or higher in all practicum courses in order to progress.

REQUIRED TEXT:

Lognest, B., Rakich, J., & Darr, K. (2000). *Managing health services organizations and systems*. (4): Baltimore, MD: Health Professions Press.

Texts from NSC 850 and 852 and approved elective courses.

COURSE OUTLINE:

DATE	TOPIC	ASSIGNMENT
May 19, 2008 Class	Systems Theory Concepts of Leadership and Management. Organization of Health Systems and Health Service Organizations	Longest: Chapters 1, 2, 3, 4 & 15
Week 2	Organization Theory and Design Motivation and Behavior Theory	Longest; Chapters 3, 5, & 16
Week 3	Strategic Planning/ Decision Making Quality Management and Measurement	Longest: Chapters 7, 8, & 9
Week 4	Policy Development Public Health Policy	Self-Study Module
June 16, 2008 Class	Financial and Resource Management Information Systems and Management	Longest: Chapter 10
Week 6	Human Resources and Labor Relations Project/Business Plan Due	Longest; Chapter 11
Week 7	Ethical and Legal Issues Administrative Problem Paper Due	Longest; Chapters 13 & 14
July 7, 2008 Class	Communication for the Rural Public Health Nurse Administrator Presentations	Longest; Chapter 17

Written weekly discussion questions and case study assignments are entered into Blackboard under Discussion Board. The weekly case study assignments must be posted by 12 noon on the assigned date. The assigned dates and corresponding assignments are as follows:

May 27, 2008 Topic: Leadership—Discussion Questions 2 & 3 (p. 30), Discussion Questions 6 & 10 (p.759-760).
Case Studies 3 & 4 (p.761-762).

June 2, 2008 Topic: Health Care Delivery Systems - Discussion Questions 3, 4, 6 & 7 (p.143-144).
Case Study 1 (p. 144), Case Studies 2 & 3 (p.207-208).

June 9, 2008 Topic: Organizational Theory/ Motivational Theory - Discussion Questions 2 & 7 (p. 254).
Case Studies 1 & 2 (p. 254-255), Discussion Questions 3, 4, 5, 6, & 7 (p. 792).
Case Studies 2, 3, & 5 (p. 793-797).

June 16, 2008 Topic: Strategic Planning - Discussion Questions 1, 2, & 3 (p. 390), Discussion Questions 2, 3, & 8 (p. 448).

Complete Part 1 and 2 of Project Plan

June 23, 2008 Topic: Financial Resource Management - Complete Part 3 of Project Plan, Case Studies 4 & 5 (p. 521-522).

June 30, 2008 Topic: Human Relations/Ethical & Legal - Discussion Questions 3, 4, & 6 (p. 575-576).

Case Studies 1, 3 & 4 (p. 576-578).

July 7, 2008 Topic: Legal/Ethical - Discussion Questions 1, 3, & 4 (p. 673-674), Discussion Questions 2 & 8 (p. 723-725).

Case Studies 1, 4, & 6 (p. 674-678), Case Studies 3 & 4 (p. 725-727).

The class paper and project/business plan is to be submitted by E-mail to the course faculty only by 12 noon on the date assigned.

ANALYSIS OF ADMINISTRATIVE PROBLEM PAPER

Formal paper analyzing an administrative problem in the delivery of Rural Health Care. **Must submit TWO COPIES.**

1. **Introduction:** Identify an administrative problem in rural health care delivery.---2 points
2. **Problem Explanation:** Explain the administrative problem utilizing administrative theory---8 points
3. **Problem Resolution:** Suggest **specific** approaches for resolving/improving/preventing the problem, with application of administrative theory and concepts/principles from the course. Include **alternative** approaches, with **clear rationale** for the choice of approach to the problem. Focus on the nursing **administrator role** in this problem and/or in the solution of the problem, but also address and include **interdisciplinary collaboration.**---15 points
4. **Summary**---2 points
5. **Format, Grammar, and References:** Use professional, primary references to support the problem, resolution, improvement, prevention, and application of administrative theory. Use correct APA format (including headings and citing of references) and correct grammar and punctuation.---8 points

Total_____ (35 points possible)

PROJECT/BUSINESS PLAN

EXECUTIVE SUMMARY This section is an overview or abstract of the business plan. After the brief description, the vision, mission, goals, and objectives for the organization are stated and should relate to the business plan. The proposal should state whether the business is a new venture or an expansion of an existing one and why it is needed. The summary should be written clearly and succinctly.

BUSINESS DESCRIPTION This is a critical part of the business plan because it is here that the business being proposed is defined, its marketability, and projected profitability. This section describes the service or product, who, where, why, and how it will be used.

MARKET ANALYSIS Documented evidence about the market, its trends, and where the businesses services or products fit in, is presented. Both the internal (organizational) and external markets are analyzed. The external market describes the targeted market, its current size and potential for growth.

POTENTIAL RISKS AND PROBLEMS

SWOT analysis—
Strengths
Weaknesses
Opportunities
Threats

FINANCIAL PLAN Will be presented in class on 6/16

OPERATIONAL PLAN Will be presented in class on 6/16

Curriculum Change Form

Part I

(Check one)	Department Name	Baccalaureate & Graduate Nursing
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	NSC 862
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Rural Health Internship
<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	10/3/08	Graduate Council* 12/1/08
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	10/15/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12/08/08
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 ECU's Office of Institutional Effectiveness.**

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: To modify course description and credit hours

A. 2. Effective date: Summer 2010

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: Course description and credit hours are being modified to meet the latest criteria and regulations from the accrediting body and from the specialty organization.

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

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

NSC 862 Rural Health Internship. (3 4) A. Prerequisites: NSC 836, 850, 852, each with a minimum grade of "B" and ~~four~~ five hours of NSC 8002. Internship allows the student to apply advanced knowledge and skills in implementing the role of an advanced ~~practice~~ rural public health ~~care~~ nurse. Seminar promotes synthesis of rural health nursing knowledge.

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)*
NSC	862	Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 4	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
I	3 4	S		FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		FOR BANNER USE ONLY
		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.	NSC <u>836</u> (B), 850 (B), 852 (B) and <u>5</u> hours of NSC 800 <u>802</u> (S).
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

EASTERN KENTUCKY UNIVERSITY COLLEGE OF ALLIED HEALTH AND NURSING
DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING
COURSE SYLLABUS SUMMER 2010

Course: NSC 862: RURAL HEALTH INTERNSHIP (4 credit hours)
Prerequisites: NSC 836, 850, 852 and five hours of NSC 802
Course Faculty: Dr. Judy Short, Professor & Chair Rowlett 225 Phone: (859) 622-1956
E-Mail: Judy.Short@eku.edu Cell: (859) 200-6583
Dr. Bev Hart, Professor Rowlett 229 Phone: (859) 622-1869
E-Mail: Beverly.Hart@eku.edu

Internship allows the student to apply advanced knowledge and skills in implementing the role of an advanced rural public health nurse. Seminar promotes synthesis of rural health nursing knowledge.

Student Learning Outcomes :

At the conclusion of this course, the student will be able to:

1. Perform the role of the advanced public health nurse in a rural health system.
2. Synthesize and apply the principles of advanced public health nursing in rural health systems.
3. Implement plans for improving health care systems in rural settings.
4. Evaluate progress of project/program implementation.
5. Demonstrate oral and written communication skills essential for a leadership role in rural health care.

Teaching Methods and Course Requirements: Seminar: reading, discussion, oral reports, and clear, concise written reports. Black board will be used for some discussion sessions. E-mail and Blackboard will be used as a communication supplement to seminars as questions arise or alterations need to be made in project implementation.

Clinical: implementing a planned intervention in a health care system in a rural setting. Faculty is available by telephone or E-mail if needed during clinical implementation.
(180 clock hours)

Seminar Outline: I. Explicate health care delivery implementation goals.
II. Report progress on goals and relay formative evaluation data.
III. Report summative evaluation data at conclusion of course.

Seminar Tentative Dates and Assignments:

1st seminar – To give overview of project/program including goals and planned strategies First Written Report.
(Blackboard) – Date due:
2nd seminar – First Oral Report and Second Written Report – Date due:
3rd seminar – Final Oral and Written report (Grant Report) – Date due:

Attendance: Clinical practicum experiences are individually arranged to meet course objectives.
Attendance and participation at seminars and via Blackboard is expected.

Evaluation Methods and Schedule for Summer:

Seminar participation, log, clinical, written reports, oral reports, and final written and oral report. Please refer carefully to the Guidelines on pp. 3 and 4 for specific information related to the assignments. Assignments and dates include:

- A. 1. Overview – First written report – plans for practicum experience. This report is **due the first week of classes** (Date due: – Submit via Blackboard Discussion Board).
- B. 2. Second written report -- (1-2 page executive summary of progress of practicum experience).
AND
3. First Oral report – progress of practicum experience, evaluation of progress and adjustments/need for changes.
These reports are **due at the first seminar. Date:**
- C. 4. Final oral report
AND
5. Final written report (grant/program report; 5-10 pages text maximum)
These reports are **due at the final seminar. Date:**
- D. 6. Completion of clinical hours and submission of log documenting time spent in clinical Clinicals should be **completed before the end of the 8 week term** and the Log is at the completion of the course. Date due:

NOTE: This Course is Graded Satisfactory/Unsatisfactory. The student must complete all clinical hours and submit documentation of clinical hours via a log, submit all written assignments, and complete all oral assignments in order to receive a satisfactory grade.

Student Progress: The grade at midpoint will be determined by the seminar participation, first oral and written report, clinical log, and clinical performance up to the midpoint of the class.

Required Text: All texts from NSC 836, 850 and 852.

Academic Integrity: Students are expected to read and comply with the ECU Academic Integrity Policy. Please refer to the *ECU Student Handbook* and the *MSN Information Book*. The policy may be viewed online via the ECU website.

ECU Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 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 alternative format.

GUIDELINES FOR OVERVIEW (First Written Report via Blackboard)

Please include which concern of specific importance from your community assessment and analysis you will be addressing (either the primary problem or a secondary one if the primary problem is not feasible for follow-through this summer).

Goals for the summer internship. Strategies and plans for meeting your goals.
Any secondary activities you will be participating in which relate to your identified problem(s).

GUIDELINES FOR ORAL REPORT AND SECOND WRITTEN REPORT

Written Report: 1 - 2 page executive summary of progress toward meeting goals for summer internship and for project/program. Include analysis of activities and strategies to address the selected concern of specific importance, and also include any secondary activities.

Oral Report: Describe activities and strategies to address the selected concern of specific importance and evaluate progress toward meeting goals. Include any problems/barriers and plans to overcome these problems/barriers. Analyze adjustments and need for changes. Evaluate partnership with community and interaction with specific individuals involved in partnership. Describe plans for meeting goals during remainder of internship.

GUIDE FOR PREPARATION OF PROJECT GRANT/PROGRAM REPORT

- A. Include the following information in the report heading:
 1. Title of project/program.
 2. Name and complete address of grantee (if applicable).
 3. Name and address of project/program director.
 4. Start date and termination date of project/program.
 5. Dollar amount requested (if applicable).
 6. Date report prepared.
- B. State the project/program purpose.
- C. List each project/program objective.
- D. Describe progress toward achievement of project/program objectives.
Provide cumulative data on projects, programs, etc. initiated to achieve project/program objectives.
Provide all pertinent statistical information.
- E. Describe any changes from the initially approved project/program plan.
- F. Describe all products produced as a result of the project, i. e., publications, pamphlets, teaching aids, etc.

- Attach one copy of each product produced.
- G. Describe the impact of the project/program on the agency, community, state, and/or national settings.
- H. Describe changes/revisions which will be necessary to achieve objectives and complete project/program.
- I. Describe plans for continuing the project/program activities.

EASTERN KENTUCKY UNIVERSITY
 COLLEGE OF ALLIED HEALTH AND NURSING
 DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING
 NSC 862
 Course Evaluation

Please describe the extent to which opportunities were provided for you to meet the following objectives in this course:

		Great Extent	Somewhat	Very Little	Not at All
1	Perform the role of the advanced public health nurse in a rural health system				
2	Synthesize and apply the principles of advanced public health nursing in a rural health system.				
3	Implement plans for improving health care systems in rural settings.				
4	Evaluate progress of project/program implementation.				
5	Demonstrate oral and written communication skills essential for a leadership role in health care				
6	Please identify areas of strength in this course.				
7	Please list suggestions for improvement.				

Comments:

Curriculum Change Form
 (Present only one proposed curriculum change per form)
 (Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __)	Baccalaureate & Graduate Nursing Health Sciences Master's of Science in Nursing (Major __, Option __; Minor __; or Certificate __)
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/3/08	Graduate Council*	12/1/08
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/15/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12/18/08
General Education Committee*	NA	Faculty Senate**	
Teacher Education Committee*	NA	Board of Regents**	
		Council on Postsecondary Edu.***	

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: To revise the Advanced Practice Rural Health Nursing option title and course requirements to reflect latest criteria from the Association of Community Health Nurse Educators and the American Nurses Credentialing Center as well as the latest information from the Commission on Collegiate Nursing Education, which is the national accrediting body. Statements in General Information and Progression Policy will be amended to reflect the other changes.

A. 2. Effective date: Summer 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: To keep option current and up to date with national regulations and requirements as well as criteria from accrediting agency and specialty organizations.

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: No additional

Part III. Recording Data for New, Revised, or Suspended Program

New or Revised* Program Text
(*Use ~~strickthrough~~ for deletions and underlines for additions.)

I. GENERAL INFORMATION

The Department of Baccalaureate & Graduate Nursing offers the Master of Science in nursing degree. The program is designed to allow nurses with a baccalaureate degree to prepare for rural health advanced ~~or~~ advanced practice roles. Master's degree options available include Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, and the Advanced ~~Practice~~ Rural Public Health Nursing option with an area of concentration in either Administration or Nursing Education. Students in an option other than Advanced ~~Practice~~ Rural Public Health Nursing who are interested may also request to take the nursing education courses as electives, which are not a part of the planned degree program.

Graduates of the M.S.N. program will have specific competencies related to rural health nursing practice either as a Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, or an Advanced Rural Community/Public Health Nurse Nursing Specialist.

Advanced Nursing Practice Outcomes include:

1. Demonstrate the synthesis of expert knowledge for advanced nursing practice in rural communities.
2. Evaluate theory and research in nursing and related disciplines for their contribution to advanced nursing practice and professional role development.
3. Function as a leader in the analysis and advancement of rural health care.
4. Utilize research methodology and advanced nursing practice knowledge to identify client needs , propose interventions at the advanced practice level, and evaluate effectiveness of solutions and alternatives.
5. Work within complex organizational and political systems to influence rural health care delivery.
6. Communicate, collaborate, and consult with clients and colleagues in nursing and other disciplines to meet rural health care needs.
7. Interpret the purpose and role of advanced nursing practice to professional colleagues and consumers.
8. Integrate ethical and legal principles into advanced nursing practice.

MASTER OF SCIENCE IN NURSING

Nursing

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the program include 1) a baccalaureate degree in nursing from a nationally accredited program, 2) a free and unrestricted R.N. license in Kentucky (or a recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise, 3) an undergraduate GPA of at least 2.75 (4.0 scale) cumulative or in last 60 hours, and (4) a three hour graduate or undergraduate course in statistics with a grade of "C" or higher. Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the applicants' scores on either the sub-tests of the Graduate Record Examination general test or the Miller Analogies Test, the student's statement of Personal and Professional Objectives submitted with the Graduate School application and also with the department application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice. Application deadline is February 15 for summer admission (full-time) and March 15 for fall admission (part-time). Admission may be granted at other times during the year if spaces are available in an option.

Progression Policy – To progress, MSN students must achieve a grade of "B" or higher in many of the prerequisite courses. Refer to the course descriptions in this *Catalog* for specifics. When a student is given permission to repeat a practicum course, the student must also enroll in the corequisite hours of NSC 800 or 802, whichever is applicable.

III. Program Requirements

Advanced Practice Rural Public Health Nursing Option

(Area of Concentration in Administration) 24 hours

NSC 844, 854, *approved elective 9 hours

APRPHN Practicum Courses 15 hours

NSC 836, 850, 852, 860, 862.

In addition, must complete a minimum of 4 5 hours of NSC 8002 to meet clinical clock hour requirement.

Total Hours 39 hours

Plus 4 5 hours of NSC 8002.

*Elective can be selected from HEA, POL, NSC or other approved course.

Advanced Practice Rural Public Health Nursing Option

(Area of Concentration in Nursing Education) 24 hours

NSC 844, 846, 854 9 hours

APRPHN Practicum Courses 15 hours

NSC 836, 848, 850, 852, 862.

In addition, must complete a minimum of 4 5 hours of NSC 8002 to meet clinical clock hour requirement.

Total Hours 39 hours

Plus 4 5 hours of NSC 8002.

Certificate

Post-Master of Science in Nursing

III. PROGRAM REQUIREMENTS

Curriculum Requirements

Post-Master of Science in Nursing Certificate

Public Health Nursing:

Prerequisite: HEA 855 Epidemiology & Risk Management 3 hours

NSC 836 ~~Advanced health Promotion for APNs~~ Rural Public Health Nursing I 3 2 hours

NSC 850 Rural Health Nursing II 3 hours

NSC 852 Rural Health Nursing III 3 hours

NSC 854 Management of Health Care for APNs 3 hours

NSC 862 Rural Nursing Internship 3 4 hours

NSC 8002 Concurrent enrollment with 836, 850, and 852 for a total of 4 5 hours

Total..... 19 20 hours

Curriculum Change Form

Part I

(Check one)	Department Name	Environmental Health Sciences
<input type="checkbox"/> New Course (Parts II, IV)	College	College of Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	_____
<input type="checkbox"/> New Program (Part III)	*Program Title	Master of Public Health
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major ____, Option <u>XX</u> ; Minor ____, or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	8/18/08	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	9/17/08	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <ol style="list-style-type: none"> 1. Under required courses: <ol style="list-style-type: none"> a) decrease hours from 15 to 9 b) change EHS 877 and EHS 845 from required to elective courses 2. Increase elective hours from 0-3 to 3-6 credit hours 3. Decrease total credit hours from 46 to 43 <p>A. 2. Effective date: Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Information is delivered in several other courses.</p> <p>To allow students more flexibility to take course work in area(s) of interest; and, to make all MPH options consistent in terms of the number of credit hours.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: n/a</p>

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strike through~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text
(*Use ~~strike through~~ for deletions and underlines for additions.)

MPH Core Courses 21 hours

EHS 850, HEA 810, HEA 816, HEA 830, HEA 855, HEA 840 or EHS 800, EHS 825

Environmental Health Option

Required Courses.....~~15~~ 9 hours
EHS 845, 855, 865, ~~877~~, and 880

Electives.....3-6 hours

If thesis route, choose 3 approved credit hours;
If non-thesis route, choose 6 approved credit hours;

Approved electives include: EHS 840,845, 860, 870, 877, LPS 815, 822

Practicum.....3 hours
EHS-863

Thesis or Non-Thesis3-6 hours
EHS 899- Thesis and 899 c-Thesis, cont.

OR

EHS 890: Independent Study in Health Science
~~and 3 approved elective credit hours*~~

~~*electives: EHS 840, 860, 870, LPS 815, 822~~

Capstone.....1 hour
MPH 895

Total Hours..... **43 ~~46~~ hours**

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Exercise and Sport Science <hr/> College Health Science <hr/> *Course Prefix & Number PHE851 <hr/> *Course Title (30 characters) Facility Design and Maintenance in Physical Education <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	8/19/08	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	9/17/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required:

A. 1. Specific action requested: Drop Course A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students:	
B. The justification for this action: Course no longer taught	
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

New or Revised* Catalog Text (*Use strickethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) PHE 851 Facility Design and Maintenance in Physical Education. (3) I, A. Focus on fundamentals of facilities management: planning and design; funding and operating; modifying of facilities associated with physical education, recreation, and sport programs.

Editorial Change – Curriculum Form

Part I

INFORMATIONAL

Department Name	Exercise and Sport Science	
College	Health Science	
*Course Prefix & Number	PHE800	
*Course Title (30 characters)	Research Methods in Health/ Physical Education/ Recreation	
*Program Title		
	(Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Original Proposal Approved by the Council on Academic Affairs on	Date:	
	CCC	9/17/08

Completion of A is required:

<p>A. 1. Specific action requested: Edit terms to correct offerings in banner and catalog</p> <p>A. 2. Effective date: Fall 2009</p>

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>New or Revised* Catalog Text</p> <p>(*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>
<p>PHE 800 Research Methods in Health/ Physical Education/ Recreation. (3) <u>I., II.</u> Cross listed with EHS 800. Application of research methods to health/physical education/recreation with emphasis on consumption of research, methods of research, and tools and instrumentation for research in health/ physical education/recreation. <i>Credit will not be awarded to students who have credit for EHS 800.</i></p>

Editorial Change – Curriculum Form

INFORMATIONAL

Part I

Department Name	Exercise and Sport Science		
College	Health Science		
*Course Prefix & Number	PHE812		
*Course Title <small>(30 characters)</small>	Lifetime Fitness and Wellness		
*Program Title	_____		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:		
	CCC	9/17/08	

Completion of A is required:

<p>A. 1. Specific action requested: Edit terms to correct offerings in banner and catalog</p> <p>A. 2. Effective date: Fall 2009</p>

Part II. Recording Data for Revised Course

<p>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 strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>PHE 812 Lifetime Fitness and Wellness. (3) A. Philosophical and factual basis for lifetime fitness for professional fitness leaders. Problem-solving and decision-making approaches to establish creative and effective programs.</p>

Editorial Change – Curriculum Form

INFORMATIONAL

Part I

Department Name	Exercise and Sport Science	
College	Health Science	
*Course Prefix & Number	PHE821	
*Course Title <small>(30 characters)</small>	Physiological Bases of Physical Fitness	
*Program Title		
	<small>(Major ____, Option ____, Minor ____, or Certificate ____,)</small>	
*Provide only the information relevant to the proposal.		
Original Proposal Approved by the Council on Academic Affairs on	Date:	
	CCC	9/17/08

Completion of A is required:

<p>A. 1. Specific action requested: Edit terms to correct offerings in banner and catalog</p> <p>A. 2. Effective date: Fall 2009</p>

Part II. Recording Data for Revised Course

<p>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><small>(*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small></p> <p>PHE 821 Physiological Bases of Physical Fitness. (3) I. II. Effects of chronic exercise on neuromuscular, cardiovascular, respiratory, and metabolic function.</p>

Editorial Change – Curriculum Form

INFORMATIONAL

Part I

Department Name	Exercise and Sport Science		
College	Health Science		
*Course Prefix & Number	PHE822		
*Course Title <small>(30 characters)</small>	Sociology of Sport		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on		Date:	
	CCC		9/17/08

Completion of A is required:

A. 1. Specific action requested:	Edit terms to correct offerings in banner and catalog
A. 2. Effective date:	Fall 2009

Part II. Recording Data for Revised Course

For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.	
New or Revised* Catalog Text	
<small>(*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small>	
PHE 822 Sociology of Sport. (3) H. A. <u>A.</u> Meaning of sport in contemporary societies; relationship of selected social factors on development of social groups and attitudes in varying levels of sport; structure and function of sport in simple and complex social institutions.	

Editorial Change – Curriculum Form

INFORMATIONAL

Part I

Department Name	Exercise and Sport Science		
College	Health Science		
*Course Prefix & Number	PHE823		
*Course Title (30 characters)	Sport and Exercise Psychology		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:		
	CCC	9/17/08	

Completion of A is required:

<p>A. 1. Specific action requested: Edit terms to correct offerings in banner and catalog</p> <p>A. 2. Effective date: Fall 2009</p>

Part II. Recording Data for Revised Course

<p>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 strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>PHE 823 Sport and Exercise Psychology. (3) I. II. Scientific study of people and their behavior in sport and exercise contexts and the practical applications of that knowledge</p>

Editorial Change – Curriculum Form

INFORMATIONAL

Part I

Department Name	Exercise and Sport Science		
College	Health Science		
*Course Prefix & Number	PHE825		
*Course Title <small>(30 characters)</small>	Policy and Governance of Sport		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:		
	CCC	9/17/08	

Completion of A is required:

<p>A. 1. Specific action requested: Edit terms to correct offerings in banner and catalog</p> <p>A. 2. Effective date: Fall 2009</p>

Part II. Recording Data for Revised Course

<p>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 strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>PHE 825 Policy and Governance of Sport. (3) I, II. An in-depth study of major sport governing agencies including organizational structure, constitutions, policies, procedures, and membership requirements of sport agencies at the state, national, and international levels.</p>

Editorial Change – Curriculum Form

INFORMATIONAL

Part I

Department Name	Exercise and Sport Science	
College	Health Science	
*Course Prefix & Number	PHE835	
*Course Title (30 characters)	Legal Issues in Sport	
*Program Title		
	(Major ____, Option ____, Minor ____, or Certificate ____,)	
*Provide only the information relevant to the proposal.		
Original Proposal Approved by the Council on Academic Affairs on	Date:	
	CCC	9/17/08

Completion of A is required:

A. 1. Specific action requested: Edit terms to correct offerings in banner and catalog
A. 2. Effective date: Fall 2009

Part II. Recording Data for Revised Course

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 <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
PHE 835 Legal Issues in Sport. (3) <u>I. II.</u> Principles and concepts of sport in contemporary society with primary emphasis on legal issues that relate to amateur sport.

Editorial Change – Curriculum Form

INFORMATIONAL

Part I

Department Name	Exercise and Sport Science		
College	Health Science		
*Course Prefix & Number	PHE848		
*Course Title (30 characters)	History and Philosophy of Physical Education and Sport		
*Program Title			
	(Major ____, Option ____, Minor ____, or Certificate ____,)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on		Date:	
CCC		9/17/08	

Completion of A is required:

<p>A. 1. Specific action requested: Edit terms to correct offerings in banner and catalog</p> <p>A. 2. Effective date: Fall 2009</p>

Part II. Recording Data for Revised Course

<p>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 strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>PHE 848 History and Philosophy of Physical Education and Sport. (3) <u>A</u>. A study of organized physical activity of people in significant cultural epochs in history and the underlying philosophy that influenced these activities</p>

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Family and Consumer Sciences Health Sciences Community Nutrition (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Proposal Approved by: Departmental Committee College Curriculum Committee General Education Committee* Teacher Education Committee*	Date 9/5/08 9/17/08 NA NA	Graduate Council* Council on Academic Affairs Approved _____ Disapproved _____ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	Date 12/01/08 WITHDRAWN
-------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------

Is this a SACS Substantive Change? **Yes****** **No**

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested:

a. To change program **admission requirements** in the following manner:

- i. **for all international students**, require a TOEFL minimum score of 580 (237 computerized), **as well as a GRE minimum score of 350 Verbal and 350 Quantitative, or an MAT minimum score of 400** for Option 1* and Option 2**
- ii. require a verification statement from an American Dietetic Association (ADA) Didactic Program for Dietetics (DPD) for Option 2
- iii. **require NFA201 – Essentials of Nutrition and NFA 317 – Nutrition in the Life Cycle or department approval for Option 1 (by moving g and h which were admission requirements)**

* Option 1 includes NFA 835, Community Nutrition Practicum, and does not lead to eligibility to sit for the Registered Dietitians' exam.

** Option 2 includes NFA 830 and NFA 831, is available only to students who have applied for and been accepted into the Dietetic Internship, and leads to eligibility to sit for the Registered Dietitians' exam.

b. To add two new required courses: PHE 800 - Research Methods in Health, Physical Education, Recreation; and HEA 810 - Human Behavior Change

c. To drop **two one** required courses: EPY 869 - Research in Education.

d. To eliminate electives from the program of study – all courses will be required according to the requirements for each option

e. To **add** a new required course for Option 1: NFA 800 – Nutrition Topics

f. To **delete** a required course for Option 1: NFA 802 – Advanced Applications of the Nutrition Care Process

A. 2. Effective date: Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

a. i. Due to the need for graduates to be able to communicate effectively in community settings, we are adding a TOEFL requirement for international students for Option 1 and Option 2.

a. ii. Because students who enroll in Option 2 will apply for a Dietetic Internship, we are requiring a verification statement from an American Dietetic Association (ADA) Didactic Program for Dietetics (DPD) for admission to Option 2.

g. & h. a. iii The admission requirement **addition** of **specific pre-requisite and co-requisite courses**: NFA 201 – Essentials of Nutrition and NFA 317 – Nutrition in the Life Cycle, **or departmental approval** assures that all students in Option 1 have a basic understanding of nutrition and are better prepared to succeed in the required courses for that option.

b. & c. By dropping prior required courses, and adding new required courses, specifically in research methodology and human behavior change, students will gain knowledge and skills that will improve their abilities to be both effective and successful in community health and nutrition settings.

d. By replacing the core and elective courses with only required courses for each option, students will be able to consistently take courses in which the content is relevant to community health and nutrition.

e. & f. By substituting NFA 800 – Nutrition Topics, for NFA 802 – Advanced Applications of the Nutrition Care Process, in Option 1, non-dietetics majors with related health science background will be able to enroll in this option without taking the advanced nutrition pre-requisites necessary for NFA 802. The proposed courses in Option 1 will, however, complement the knowledge and skills of non-dietetics majors and will provide them with skills necessary to develop and administer nutrition programs for all segments of the life cycle.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: An increase of 10-12 students per year in two courses: one in the Exercise & Sport Science Dept. (PHE 800), and one in the Health Promotion & Administration Dept. (HEA 810). The potential addition of students to these courses has been pre-approved by the chairs of the respective departments.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

Part III. Recording Data for New, Revised, or Suspended Program

MASTER OF SCIENCE Community Nutrition

II. ADMISSION REQUIREMENTS

Minimum requirements for admission include 1) bachelor's degree; 2) minimum overall undergraduate GPA of 3.0; and 3) minimum scores of 350 verbal and 350 quantitative on the Graduate Record Examination (GRE) OR a minimum score of 400 on the Miller Analogy Test (MAT) **OR AND a TOEFL minimum score of 580 (237 computerized) for all international students for option 1* and Option 2*. Require NFA201 and NFA317 or department approval for option 1**

Prerequisites — Applicants who have completed an undergraduate major in a discipline other than dietetics will be required to remediate designated deficiencies in undergraduate education. These requirements may be met while enrolled in the master's program. Students desiring to apply for an accredited Dietetic Internship must have a Verification Form from an accredited Didactic Program in Dietetics (DPD).

III. PROGRAM REQUIREMENTS

The components of the program include ~~(a) core courses,~~
~~(b) nutrition electives,~~ **a program of required courses for each option**, and ~~(c)~~ applied experiences in community nutrition. Students may enroll in one of two options:

Option 1 requires a minimum of 30 hours of graduate credit, including NFA 835. Option 1 leads to a Master's Degree in Community Nutrition.

Option 2 requires a minimum of 36 hours of graduate credit, including NFA 830 and NFA 831. Option 2 leads to a Master's Degree in Community Nutrition and completion of an accredited Dietetic Internship. Students completing Option 2 are eligible to sit for the national Registration Examination for Dietitians to become a Registered Dietitian (RD).

The Dietetic Internship (DI) at EKU is a competitive, pre-select program. Students **in Option 2 may apply to the Dietetic Internship after successful completion of 12 hours of course work, and pending successful completion of** 24 hours of graduate course work ~~(core courses and nutrition electives)~~ in the M.S. Community Nutrition program. ~~are eligible to apply for the DI program.~~ Specific application requirements and materials can be obtained from the Director of the Dietetic Internship program. Application to the DI does not guarantee admission. Students desiring to enroll in Option 2 are encouraged to review application requirements for the DI *before* beginning graduate study.

A student who is enrolled in Option 2 but is not accepted to the DI program, can (1) reapply to the DI in another year or (2) change to Option 1 and complete the Master's Degree.

Required Core.....24 hours

All Options Core Courses45 21 hours

NFA 709³, 717³, 802, 811³, 820³; EPY 869, HEA 810³, 855³, and PHE800³ ~~(“or” hidden equivalent EHS800)~~

Option 1 Core requirement

NFA 800³

Option 2 Core requirement

NFA 802³

Nutrition Electives9 hours

~~Choose from NFA 705, 707, 709, 717, 800, 801, 804, 816, 825, 841, or other approved course.~~

Applied Experience.....6 – 12 hours

Option 1*: NFA 835⁶6 hours

Option 2**: NFA 830⁶ and 831⁶12 hours

Total Hours:

Option 130 hours

Option 2.....36 hours

* Does not lead to eligibility to sit for the Registered Dietitians' exam.

**Available ONLY to students who have applied for and been accepted into the Dietetic Internship, and leads to eligibility to sit for the Registered Dietitians' exam.

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Occupational Therapy Health Sciences OTS 422 Impact of Conditions on Occupation (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/7/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	11/18/08	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: To change the course description for OTS 422.</p> <p>A. 2. Effective date: Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <hr/> <p>B. The justification for this action:</p> <p>Change in the course description for OTS 422 will more accurately reflect course content</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>

Part II. Recording Data for New, Revised, or Dropped Course

<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>OTS 422 Impact of Conditions on Occ. (4) A. Co requisites: OTS 312 and 401. Introduction to human occupation <u>and medical terminology</u> in the context of disease and disability. Content includes pathophysiological, behavioral and developmental issues which have an impact on human occupation.</p>

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	422	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. OTS 312 and 401

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <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 Recreation and Park Administration <hr/> College Health Sciences <hr/> *Course Prefix & Number REC712S <hr/> *Course Title (30 characters) Management of Therapeutic Recreation <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.																																								
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">4/15/08</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="width: 15px; height: 15px; border: 1px solid black;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="width: 15px; height: 15px; border: 1px solid black;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">9/17/08</td> <td>Approved</td> <td>Disapproved</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	4/15/08	Graduate Council*		NA	<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="width: 15px; height: 15px; border: 1px solid black;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="width: 15px; height: 15px; border: 1px solid black;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs			College Curriculum Committee	9/17/08	Approved	Disapproved		General Education Committee*	NA	Faculty Senate**		NA	Teacher Education Committee*	NA	Board of Regents**		NA			Council on Postsecondary Edu.***		NA
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		Council on Postsecondary Edu.***		NA																																					
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: To add service learning designation to REC712 A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: While REC 712 is an existing course in the Therapeutic Recreation option for students majoring in Recreation and Park Administration, it has been approved to participate in the QEP Service-Learning Project. (Service Learning courses have a minimum of 15 outside service hours.) To receive the "S" designation, it is necessary to submit the existing course as a course revision.	
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:	

Part II. Recording Data for New, Revised, or Dropped Course

(For a new required course, complete a separate request for the appropriate program revisions.)

REC 712S. Management of Therapeutic Recreation. (3) I. Prerequisite: for majors only. Management concepts applied to delivering therapeutic recreation services, and includes: documentation, activity analysis, assessment, liability, legislation, and standards of practice. Includes 15 service learning 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)*
REC	712S	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	REPA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only) 31
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
			For Majors only	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	<u>For majors only</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)			



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Office of the Dean

354 Stratton Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-3565 FAX (859) 622-6561
Allen.Ault@eku.edu . www.justice.eku.edu

TO: Council on Academic Affairs

FROM:

A handwritten signature in black ink, appearing to read "Allen Ault".

Dr. Allen Ault, Dean
College of Justice & Safety

DATE: December 8, 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 December 18, 2008.

Department of Criminal Justice & Police Studies

New Course: CRJ 802 Violence Against Women



Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Criminal Justice & Police Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CRJ 802
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Violence Against Women
<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	
Departmental Committee	March-6-2008	Graduate Council* 11-10-2008
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	9-25-2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Create CRJ 802 Violence Against Women

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 This graduate course was taught for two semesters (Fall 2006, Fall 2007) as a CRJ890: Special Topics and now needs to be created as an elective with its own course number.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CRJ 802 Violence Against Women (3) A. This course provides students with a human rights framework and cross-cultural understanding of violence against women, and efforts across societies to translate international knowledge into local justice for gender-based violence and female victims.

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	802	Fall 2009	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Cip Code (first two digits only) 43				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

CRJ802: Violence Against Women
Criminal Justice Graduate Program
Eastern Kentucky University
(3 credits)

Course Description:

This course is designed to provide students with a human rights legal framework and cross-cultural feminist perspective through which to understand the phenomenon of violence against women. This course exposes students to the phenomenon of violence against women across cultures and societies, the tensions of translating international human rights laws into local justice for female victims of violence, and the work of governmental and nongovernmental organizations to respond to gender-based violence and provide support to female victims.

Learning objectives:

- Gain factual knowledge about violence against women from a human rights legal framework.
- Learn fundamental principles, generalizations and theories about violence against women across societies.
- Learn to analyze and critically evaluate from a feminist perspectives on issues of violence against women, and the work of international organizations and governments to address violence against women in keeping with international conventions.

Professors Expectations:

Students are required to attend class and participate in classroom activities and conduct themselves in a professional manner at all times, while non-class related material, sleeping, and disrespectful behavior toward the professor and/or other students will not be tolerated. Late entrance or early exits are also disrespectful. Such behaviors are rude and disruptive and inappropriate in the university setting. Turn off all pagers and cell phones (or place them on vibrate). It is inappropriate to answer the phone during class or to leave class to answer pages and phone calls, except in the event of an emergency.

Blackboard:

Students are required to use Blackboard and ECU e-mail address in order to fully participate in this class. It is the students' responsibility to maintain their ECU e-mail address, since that is the only e-mail address that I will be using to disseminate information to students related to the course.

Disability Accommodations for Students:

If you are registered with the Office 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 for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Military Personnel Statement:

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation must speak with the professor prior to departure

in order to assure that the professor can work with the student to complete the necessary administrative forms for withdrawals or incomplete depending on the timing of the activation.

Academic Integrity/Plagiarism:

EKU expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Students are responsible for knowing and observing the EKU Academic Integrity Policy which can be found at: <http://www.academicaffairs.eku.edu/integrity/>. Academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Any student in violation of this policy will automatically fail this course.

Required Textbooks:

Merry, Sally Engle (2006). *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago, IL: University of Chicago Press (Chicago Series in Law and Society).

Course Requirements:

- 1) **Reading Reaction Papers (8 papers at 20 pts. each, 160 pts. total).** Students must complete 8 reading reaction papers during the semester. The purpose of these papers is to help students thoroughly understand the reading and formulate their ideas about the reading as a basis for class discussions. So, be prepared to discuss what you have written in your reading reaction paper, as we will use your reading reaction papers as a basis for class discussion. Your reading reaction paper is due at the end of the class period. No late papers will be accepted. The format for the reading reaction papers should include to sections:
 - a. **Significance of the Reading:** In this section, you must first provide a concise explanation of why the readings are significant and how the knowledge and information presented in the readings fits into the course content.
 - b. **Impact of the Reading:** In this section, you must provide a well-developed explanation of what impact the readings had on your thinking about the topic area, and what in the reading was confusing or unclear to you. You must also generate three questions that you have related to the readings and/or topic area.
 - c. **Required Format:** Your papers must be type written, double-space with a 12-point font and 1-inch margins. I will not accept handwritten papers. Papers should not exceed 3-pages in length (not counting the cover page which includes your name, paper date, and list of readings related to the paper). Your paper must contain the following two headings in bold to help with the organization of the paper: **Significance of the Reading, Impact of the Reading.** Do not be creative and add extra headings or subheadings; use only these three bold headings. You must check your paper for grammar, sentence structure and spelling errors, because a poorly written paper will result in a lower grade.

- 1) **Attendance, Discussion & Participation (100 pts.).** Class attendance is not mandatory; however, students are expected to regularly attend the seminar class and participate in class discussions. Bottom line: Skipping classes could cost you a letter grade or two on your final grade even if you do very well in the rest of the class.

- 2) **Domestic Violence Research & Policy Paper (200 pts.)**. Students must complete a 18-20 page domestic violence research and policy paper. To accomplish this project each student must:
- a. Select one country in Asia, the Pacific Islands, Africa, South America, Central America, or the Middle East in which you would like to focus your research on domestic violence. You should go to www.lonelyplanet.com and learn more about which countries exist in each of the different regions and where they are located. You cannot select Tajikistan, India or Vietnam which are covered in the class. You must inform the professor, for approval, which country you have selected and why by September 11, 2007.
 - b. Your research and policy paper should include a review of the literature to complete the following outline:
 - i. Nature and extent of domestic violence in the country, including an analysis of the society and culture, gender relations, family structures and living arrangements, socio-economic and educational levels within the society and families, and so on.
 - ii. Conduct an analysis of the response and efforts of the government, criminal justice agencies (i.e., police and courts), nongovernmental organizations, and international organizations (IOs) to address domestic violence in the country. This should include an analysis of how governments, IOs and NGOs are using international laws (e.g., CEDAW), national legislation and policies, and victim support programs to address domestic violence. Analyze the localization of transnational knowledge, and the disjuncture between international laws and local justice to battered women.
 - iii. Based on your research, offer practical/realistic recommendations for improving the response to domestic violence in the country. Your recommendations should be developed to guide the government, criminal justice agencies, NGOs and international organization to enhance their efforts to address domestic violence and provide support to victims and their family.
 - iv. References and citations in keeping with APA format.
 - c. Give regular progress updates during the semester.

Total Points: 460

Grading Scale:

Percentage Grade		Grade Points
91-100	A	4.00
81-90	B	3.00
71-80	C	2.00
61-70	D	1.00
60 or below	E	0.00

Tentative Course Outline and Reading Assignment Schedule:

- Week 1: Introduction
- Week 2: Human Rights & Gender Violence
Readings: Merry, S.E. (2006), Chapters 1-3
CEDAW
- Week 3: Human Rights & Gender Violence
Readings: Merry, S.E. (2006), Chapter 4-5

- Week 4: Human Rights & Gender Violence
Readings: Merry, S.E. (2006), Chapters 6-7
Research & Policy Paper Reports – Country Selections Discussed
- Week 5: Multi-Country Study of Domestic Violence
Readings: World Health Organization (2005). Multi-Country Study on Women’s Health and Domestic Violence Against Women. WHO: Geneva, Switzerland.
- Week 6: Wife Abuse in Tajikistan
Readings: Haarr (2005), Violence Against Women in Marriage: A General Population Study in Khatlon Oblast, Tajikistan.
Haarr (2007), Wife Abuse in Tajikistan. *Feminist Criminology*, 2(3): 245-270.
Minnesota Advocates (2006). Domestic Violence in Tajikistan.
- Week 7: Domestic Violence in India
Readings: Johnson & Johnson (2001). The Oppression of Women in India. *Violence Against Women*, Vol. 7, No. 9, pp. 1051-1068.
Ahmed-Ghosh (2004). Chattels of Society: Domestic Violence in India. *Violence Against Women*, Vol. 10, No. 1, pp. 94-118.
Panchanadeswaran & Koverola (2005). The Voices of Battered Women in India. *Violence Against Women*, Vol. 11, No. 6, pp. 736-758.
Krishnan (2005). Do Structural Inequalities Contribute to Marital Violence? Ethnographic Evidence From Rural South India. *Violence Against Women*, Vol. 11, No. 6, pp. 759-775.
Research & Policy Paper Reports – Progress Reports
- Week 8: Research & Policy Library Working Day
- Week 9: Domestic Violence in Vietnam
Readings: Rydstrom (2003). Encountering “Hot” Anger: Domestic Violence in Contemporary Vietnam. *Violence Against Women*, Vol. 9, No. 6, pp. 676-697.
Nguyen (2006). Prevalence of Male Intimate Partner Abuse in Vietnam. *Violence Against Women*, Vol. 12, No. 8, pp. 732-739.
Luke et al. (2007). Exploring Couple Attributed and Attitudes and Marital Violence in Vietnam. *Violence Against Women*, Vol. 13, No. 1, pp. 5-27.
Research & Policy Paper Reports – Progress Reports
- Week 10: Domestic Violence in the USA: Immigrant Populations
Readings: Abraham (2000). Isolation as a Form of Marital Violence: The South Asian Immigrant Experience. *Journal of Social Distress and the Homeless*, Vol. 9, No. 3, pp. 221-236.
Abraham (1999). Sexual Abuse in South Asian Immigrant Marriages. *Violence Against Women*, Vol. 5, No. 6, pp. 591-618.
Bui & Morash (1999). Domestic Violence in the Vietnamese Immigrant Community. *Violence Against Women*, Vol. 5, No. 7, pp. 769-795.
Bui (2003). Help-Seeking Behavior Among Abused Immigrant Women: A Case of Vietnamese American Women. *Violence Against Women*, Vol. 9, No. 2, pp. 207-239.

- Week 11: Domestic Violence in the USA: African Americans & Hispanics
 Readings: Field & Caetano (2005). Intimate Partner Violence in the U.S. General Population, *Journal of Interpersonal Violence*, Vol. 20, No. 4, pp. 463-469.
 Adams & Campbell (2005). Immigrant Latinas' Conceptualizations of Intimate Partner Violence. *Violence Against Women*, Vol. 11, No. 10, pp. 1341-1364.
 Ingram (2007). A Comparison of Help Seeking Between Latino and Non-Latino Victims of Intimate Partner Violence. *Violence Against Women*, Vol. 13, No. 2, pp. 159-171.
 Hampton, Oliver & Magarian (2003). Domestic Violence in the African American Community: An Analysis of Social and Structural Factors. *Violence Against Women*, Vol. 9, No. 5, pp. 533-557.
- Week 12: Research & Policy Paper Working Day
- Week 13: Response to Domestic Violence
 Readings: McPhail et al. (2007). An Integrative Feminist Model: The Evolving Feminist Perspective on Intimate Partner Violence. *Violence Against Women*, Vol. 13, No. 8, pp. 817-841.
 Steward (2001). Policing Domestic Violence: An Overview of Emerging Issues. *Police Practice & Research*, Vol. 2, No. 4, pp. 447-459.
 Ames & Dunham (2002). Asymptotic Justice: Probation as a Criminal Justice Response to Intimate Partner Violence. *Violence Against Women*, Vol. 8, No. 1, pp. 6-34.
- Week 14: Domestic Violence Issues for the Future
 Readings: Shepard (2005). Twenty Year of Progress in Addressing Domestic Violence: An Agenda for the Next 10. *Journal of Interpersonal Violence*, Vol. 20, No. 4, pp. 436-441.
 Stover (2005). Domestic Violence Research: What Have We Learned and Where Do We Go From Here. *Journal of Interpersonal Violence*, Vol. 20, No. 4, pp. 448-454.
 Erwin (2006). Exporting US Domestic Violence Reforms: An Analysis of Human Rights Frameworks and US Best Practices. *Feminist Criminology*, Vol. 1, No. 3, pp. 188-206.
- Week 15: Research & Policy Presentations
 Final Research and Policy Papers Due



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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: December 4, 2008

RE: Agenda Items for 12/17/08 Council on Academic Affairs

The following items were postponed at the November CAA meeting and are being re-submitted to the Council on Academic Affairs for consideration at the December 18th meeting from University Programs:

New Course Proposals

Women and Gender Studies

WGS 302 Gender, Sexuality, & Homophobia
WGS 304 Gender Perspectives on Contemporary Terrorism

cc: Marta Miranda, Director, Women and Gender Studies



[Curriculum Change Form
 (Present only one proposed curriculum change per form)
 (Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Women & Gender Studies
X New Course (Parts II, IV)	College	University Programs
Course Revision (Parts II, IV)	*Course Prefix & Number	WGS 302
Course Dropped (Part II)	*Course Title (30 characters)	Gender, Sexuality & Homophobia
New Program (Part III)	*Program Title	Women & Gender Studies
Program Revision (Part III)		(Major ____, Option ____, Minor <u>X</u> __, or Certificate <u>X</u> __)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	September 23, 2008	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 12/18/08
College Curriculum Committee	October 13, 2008	Approved x Disapproved
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.)
 Change WGS 300 special topics course Gender, Sexuality & Homophobia to a permanent course WGS 302.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: Continued enrollment and override requests for this course since Spring 2007 justifies permanent status. Students may only take 6 credit hours in special topics courses; increasing the permanent course offerings in the WGS assists in the building of this academic program.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: NONE

Library Resources: NONE

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using striketrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use striketrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

WGS 302 Gender, Sexuality, and Homophobia: (3) A. Explore the diversity of lesbian, gay, bisexual and transgender (LGBT) identity, culture, and community. Analyze LGBT experiences and unmask assumptions based upon heterosexist, heteronormative perspectives and sexist realities. Credit will not be awarded to students who have credit for WGS 300 Special Topics: Gender, Sexuality & Homophobia.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using striketrough for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use striketrough for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
WGS	302	Fall 2009	AS _____ JS _____ BT EM _____ ED PC _____ HS UPX _____	UP	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1 3		N	FR _____	JR _____	
B 3			SO _____	SR _____	
E	3				
K	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY		
S 3					
T 3					
V	3				Thesis _____
W 3					Internship _____
Y	3	Independent Study _____	Date of data entry _____		
		Practicum _____	Data entry person _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	<u>Credit will not be awarded to students who have credit for WGS 300 Special Topics: Gender, Sexuality & Homophobia.</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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

WGS 302 Gender, Sexuality, and Homophobia

Instructor: Elisia Taylor
E-mail: Elisia.t@hotmail.com
Phone: 859-622-2979
Office location: Case Annex 277
Office hours:

Texts: Instructor-prepared reader will be made available, and any supplementary readings can be accessed via the internet or will be provided as handouts or library reserves.

Course Description: In WGS 300, we will explore the richness and diversity of lesbian, gay, bisexual and transgender (LGBT) identity, culture, and community. Women's Studies integrates contributions from many disciplines, including biology, psychology, philosophy, anthropology, political science, history, literature, sociology, English, etc, and we will be utilizing documents from many of these various fields. In this class we will seek to analyze LGBT experiences and unmask assumptions based upon heterosexist, heteronormative perspectives and sexist realities. We will examine the forces which construct masculinity and femininity, homosexuality and heterosexuality, as well as trans-identities. Further we will study the effects of those societal norms on the lived experiences of actual LGBT people, with particular attention paid to the intersectionality of gender, race, religion and sexuality.

This course addresses the following theme-specific student learning objectives.

1. Students will apply critical thinking and social analysis to prepare themselves for effective participation in increasingly complex national and global multicultural relations.
2. Students will demonstrate an understanding of the historical, cultural, political, economic, and social influences that have contributed to the development of expectations based on race, gender and sexuality for the purpose of developing an understanding that goes beyond stereotype, myth, and prejudice.
3. Students will demonstrate an ability to understand race, gender, and sexuality as social constructions.
4. Students will demonstrate an ability to gather, interpret, and assess materials (or information) to help them to appreciate the historical struggles for racial/ethnic minorities', women's, and gay rights in the United States.

Objectives: Upon completion of the course, students will:

1. Assess the impact of social structure and culture on gender and sexuality
2. Analyze gender as a social construction
3. Demonstrate the ability to gather, interpret and assess materials relating to the historical struggle for LGBT rights in the United States
4. Analyze LGBT issues from multi-ethnic and multi-cultural perspectives
5. Evaluate the current debates and issues in the field of LGBT and queer studies

COURSE REQUIREMENTS

Class Participation 20%: Based on student's preparation and participation in class discussions, as well as their participation in online discussions via Blackboard. Attendance is necessary to fulfill this requirement and points will be deducted for excessive absences.

- Each day's assignments are to be read before coming to class. Participation includes respectfully engaging in critical discussion and debate.
- Additionally, students will be expected to post weekly on Blackboard (400-500 words) and a failure to do so will be reflected in the participation grade. Questions will be made available for each reading so that the postings can have a focused content.

Critical Essays 50%: There will be two critical essays due for this course; a film critique, and a critical issue essay (described below). The student may choose which essay she would like to submit first, but each student must submit the first of these two essays by **Tuesday, September 25th**, and the second of these two essays on or before **Wednesday, December 17th**. Rough drafts are encouraged and may be submitted at any time, but the earlier, the better.

- **Film Critique Essay 20%** - Students will view and respond to a film from a pre-selected list (see attached) in a critical essay 5-7 pages in length. This critique must not only provide a brief summary of the film but also a critical examination of the work as art as well as its relevance to our in-class discussions. If you would like to see a movie not on the pre-approved list, please contact me for approval.

Film Critique Grading Rubric-

(5=Outstanding; 4=Good; 3=Average; 2=Below Expectation; 1=Fail; 0=Not Attempted)

✓ Selection and accurate description of pre-approved LGBT Film	_____ X 3 = _____/15%
✓ Presence and appropriateness of a unifying thesis	_____ X 2 = _____/10%
✓ Articulation, scope, and forecastability of thesis statement	_____ X 4 = _____/20%
✓ Specificity of support (concrete cinematic/textual evidence)	_____ X 2 = _____/10%
✓ Adequacy of support (interpretive commentary)	_____ X 3 = _____/15%
✓ Organization of ideas (within essay and within paragraphs)	_____ X 3 = _____/15%
✓ Expression (organization of ideas within sentences)	_____ X 2 = _____/10%
✓ Mechanics (grammar, punctuation, spelling, length)	_____ X 1 = _____/ 5%
	Total = _____/100%

- **Critical Issue Essay 30%** - In this essay students should select one of the major issues that we have discussed in class and provide a detailed analysis of the topic. This analysis should include discussion of the controversies or conflicts that are involved in this issue. This essay should be 7-10 pages in length and should refer to 3-4 outside sources in addition to referring to at least 2 in-class materials (reading, films or artifacts).

Critical Issue Grading Rubric-

(5=Outstanding; 4=Good; 3=Average; 2=Below Expectation; 1=Fail; 0=Not Attempted)

- ✓ Selection and thorough description of LGBT critical issue (both sides of the conflict, or explanation of critical tensions) _____ X 3 = _____/15%
 - ✓ Presence and appropriateness of a unifying thesis _____ X 2 = _____/10%
 - ✓ Articulation, scope, and forecastability of thesis statement _____ X 4 = _____/20%
 - ✓ Specificity of support (concrete textual evidence, evidence of outside research as well as discussion of examples from class reading assignments/artifacts) _____ X 3 = _____/15%
 - ✓ Adequacy of support (interpretive commentary) _____ X 3 = _____/15%
 - ✓ Organization of ideas (within essay and within paragraphs) _____ X 2 = _____/10%
 - ✓ Expression (organization of ideas within sentences) _____ X 2 = _____/10%
 - ✓ Mechanics (grammar, punctuation, spelling) _____ X 1 = _____/ 5%
- Total = _____/100%

LGBT Activist Project 30%: Students must attend or participate in some type of activity that could broaden your awareness of an important LGBT issue. This is a time-intensive assignment that will likely take much of the semester to complete. After participating in the event, you must write a 3-5 page paper summarizing the event, reflecting upon your experiences, and relating it to the assigned reading and classroom discussions. **This paper is due on or before December 17.**

Past activities have included:

- Creating a safe zone project on EKU campus which would include creating an LGBT training manual and powerpoint, proposing the project to the administration and following through to ensure that the project is self-sufficient.
- Establishing an LGBT resource center on EKU campus by proposing the idea to administration, fundraising for the project, and rallying student support for the project.
- Hosting and participating in a petition drive to obtain equal rights for LGBT persons in Richmond, domestic partnership benefits on EKU campus.

Activism Project Grading Rubric-

(5=Outstanding; 4=Good; 3=Average; 2=Below Expectation; 1=Fail; 0=Not Attempted)

- ✓ Selection of and proof of participation in LGBT activism event _____ X 3 = _____/15%
 - ✓ Description of event, participants and expected results _____ X 1 = _____/ 5%
 - ✓ Scope of student’s involvement in the event _____ X 4 = _____/20%
 - ✓ Explanation of relation to class (concrete textual evidence) _____ X 3 = _____/10%
 - ✓ Discussion of dis/advantages of this form of activism _____ X 3 = _____/15%
 - ✓ Evaluation of personal and social consequences of the event _____ X 4 = _____/20%
 - ✓ Expression (organization of ideas within sentences, paragraphs) _____ X 2 = _____/10%
 - ✓ Mechanics (grammar, punctuation, spelling) _____ X 1 = _____/ 5%
- Total = _____/100%

Grades

- A = excellent work 90-100
- B = good to very good work 80-90
- C = satisfactory work 70-80
- D = poor work 60-70
- E = failure 59 or below

Course Policies

1. Attendance. A student who fails to attend class regularly cannot pass this course. Each student is allowed a maximum of 3 unexcused absences. Excused absences are the following: participation in a scheduled event as a member of a university-sponsored athletic/scholastic team (official absence form required); religious holidays; accident or illness (accident report or doctor's note required); or a death in the immediate family. Written documentation must be submitted within one (1) week of the time of return to class.
2. Students are required to come to class on time. Students who are repeatedly late to class will be penalized by having their final grade lowered.
3. Late Work and Make-up Exams: **Late papers are not accepted**. Students who will miss an exam or assignment because of a scheduled university activity must make arrangements to make up the work before the scheduled date.
4. Plagiarism: Plagiarism is defined in the EKU Student Handbook. Students submitting work which is not their own will receive an 'E' for the course.
5. Respect for Classroom Rules: A set of rules which we as a learning community agree upon and will abide by will be drawn up on the first day of class. Students found to be breaking these rules may be asked to leave and their participation grade will be proportionally reduced.

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. 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 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 alternate forms.

TENTATIVE SYLLABUS – Subject to change at discretion of instructor

Day One Aug 28: **Introduction to Class, Classroom Rules**

Section 1: **Intro. To LGBT vocabulary and Queer Theory.**

Sept. 9:

Weeks, Jeffrey. "The Social Construction of Sexuality." *Major Problems in the History of American Sexuality*. P. 2-9.

Sept. 11:

Koyama, Emi. "Whose Feminism is it Anyway? The Unspoken Racism of the Trans Inclusion Debate." *The Transgender Studies Reader*. P. 698-705.

Sept. 16, 18:

Warner, Michael: "The Ethics of Sexual Shame," *The Trouble With Normal*. P. 1-40

Section 2: **LGBT Issues and Biology-**

Sept 23:

Carroll, Janelle L. *Sexuality Now Embracing Diversity*. P. 28-36

Sept. 25:

Carroll, Janelle L. *Sexuality Now Embracing Diversity*. P. 62-91.

Sept 30:

Fausto-Sterling, Anne. "'That Sexe Which Prevaileth'," *Sexing the Body*

Oct 2:

Fausto-Sterling, Anne. "Of Gender and Genitals." *Sexing the Body*. First Paper Due October 2

Section 3: **LGBT Issues in History and Anthropology-**

Oct 7:

Reeder, Greg. "Same-sex desire, conjugal constructs, and the tomb of Niankhkhnum and Khnumhotep." *World Archaeology*, Vol. 32.2 Oct. 2000, P. 193 – 208. (Online)

Oct 9:

Haeberle, Erwin J. "Swastika, Pink Triangle, and Yellow Star." *Hidden From History*. P. 365-379.
Coming Out Day Activities on campus all day. Please consider attending the festivities and the Transexuality and Intersexuality Panel. To be announced in class.

Oct 11:

"Thomas or Thomasine? A Case of Transvestism in Virginia, 1629." *Major Problems in the History of American Sexuality*. P. 78-80.
"Time Covers the Transformation of Transsexual Christine Jorgensen, 1952-1953." *Major Problems in the History of American Sexuality*. P. 374-5.

Section 4: **LGBT Legal and Political Issues-**

Oct 14, Oct 16:

Flynn, Taylor. "'Transforming' the Debate." *Columbia Law Review*, Vol. 101, No. 2. (Mar., 2001), P. 392-420. (Online)

Oct 21:

"Nan D. Hunter Defines the Family in the Sharon Kowalski Case, 1991". *Major Problems in the History of American Sexuality*. P. 485-488.

Oct 23:

Mohr, Richard. "The Outing Controversy", Stramel, James S. "Coming Out, Outing, and the Right to Privacy." *Race Gender and Sexuality*. P. 506-516.

Oct 28, Oct 30:

Review Flynn, Hunter, Mohr and Stramel and any additional legal cases.

****NOTE: Oct. 31st is the last day to withdraw from this course with a "W".

Section 5: **LGBT Issues and Religion**

Nov 4:

Fall Break. Don't forget to vote!

Nov 6:

Excerpts from *The Holy Bible*, Genesis, Leviticus, Deuteronomy
Review Major Christian Texts. Begin *For The Bible Tells Me So*.

Nov 11:

Continue *For The Bible Tells Me So*.

Nov 13:

Excerpts from the *Qur'an* including the five pillars and the law of Sharia

Nov 18:

Wrap up discussion of religion and LGBT Issues.

Section 6: **LGBT Families -**

Nov 20:

Weston, Kath. "Families We Choose." *Families We Choose*. P. 103-136.

Nov 25-27:

Thanksgiving Break

Dec 2:

Hayden, Corinne P. "Gender, Genetics, and Generation: Reformulating Biology in Lesbian Kinship." *Cultural Anthropology*, Vol. 10, No. 1. (Feb., 1995), P. 41-63. (Online)

Dec 4:

Richman, Kimberly. "Lovers, Legal Strangers, and Parents: Negotiating Parental and Sexual Identity in Family Law." *Law & Society Review*, Vol. 36, No. 2, Special Issue on Nonbiological Parenting. (2002), P.

285-324. (Online)

Continue Richman, Weston, and Hayden.

Section 7: LGBT and Popular Culture-

Dec 9-11:

Examine LGBT community and artifacts in music, literature, film, art, etc.

Final Papers Due December 17- Don't forget to hand in BOTH papers

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Women & Gender Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	University Programs
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	WGS 304
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Gender & Contemporary Terrorism
<input type="checkbox"/> New Program (Part III)	*Program Title	Women & Gender Studies
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor <u>X</u> ; or Certificate <u>X</u>)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

	Date		Date
Proposal Approved by:			
Departmental Committee	September 23, 2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	12/18/08
College Curriculum Committee	October 13, 2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
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.)
Change WGS 300 special topics course Gender Perspectives on Contemporary Terrorism to a permanent course WGS 304.

A. 2. Effective date: (Example: Fall 2001)
Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: Continued enrollment and increase override requests for this course since Spring 2007 justifies permanent status. Students may only take 6 credit hours in special topics courses. Increasing permanent courses for the WGS minor and certificate strengthens the academic offerings of the program.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: NONE

Library Resources: NONE

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
6. 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.)

WGS304 Gender Perspectives on Contemporary Terrorism (3) A. An interdisciplinary look at contemporary terrorism and U.S. policy. Analyzing the perception of women in the U.S. and elsewhere around the world, with particular focus on American, Iraqi, Afghan, Palestinian, and Muslim women. Credit will not be awarded to students who have credit for WGS 300 Special Topics: Gender Perspectives on Contemporary Terrorism.

Part III. Recording Data for New, Revised, or Suspended Program

4. For a new program, provide the catalog description as being proposed.
5. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
6. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
WGS	304	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ UPX _____	UP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
B	3		SO _____	SR _____
E	3			
K	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
S	3			
T	3			
V	3			
W	3			
Y	3	Thesis _____	Date of data entry _____	
		Internship _____	Data entry person _____	
		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 will not be awarded to students who have credit for WGS 300 Special Topics: Gender Perspectives on Contemporary Terrorism.</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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

GENDER PERSPECTIVES ON CONTEMPORARY TERRORISM
WGS 304 • Online • Fall 2008

Instructor: Dr. Deborah Louis
drlouis@northmountains.org • 828-206-0128

An interdisciplinary look at contemporary terrorism and U.S. policy responses to it from the standpoint of its impact on and the experience and perceptions of women both in the U.S. and elsewhere around the world, with particular focus on American, Iraqi, Afghan, Palestinian, and Muslim women. A combination of text and online informational resources will be used, as well as analytical approaches offered by psychology, sociology, political science, history, and philosophy. We will also explore related work on "gendered" responses in the emerging fields of Masculinities and GLBTQ Studies.

Required texts:

Terror Counter-Terror: Women Speak Out, Ed. Ammu Joseph & Kalpana Sharma, Zed Books 2003. (Referred to as TCT in Course Schedule.)

Persepolis: The Story of a Childhood and Persepolis 2: The Story of a Return, Marjane Satrape, Pantheon Press 2004/2005

The Other Side of War, Zainab Salbi, National Geographic 2006

Other print and broadcast materials assigned are accessible through the Bb (Blackboard) site.

Learning Objectives:

Students will 1) Demonstrate familiarity with the etiology and dynamics of contemporary terrorism, the U.S. "War on Terror," and gender differences in the perception and experience of these phenomena, 2) Demonstrate skills in interdisciplinary scholarship and cross-cultural analysis, and 3) Demonstrate awareness of the international mobilizations of women to provide relief to survivors, rebuild communities, and take action to reduce political violence against women. Achievement of these objectives will be measured by midterm and end-course testing, and satisfactory completion of course requirements specified below.

Course requirements:

Students are expected to check in regularly, complete reading and other assignments as scheduled, and participate actively on discussion boards. There will be midterm and final exams. Grades will be calculated as follows:

1/3 - Commentaries, short papers, and other assignments

1/3 - Attendance & participation (check-ins and discussion board)

1/3 - Midterm and final examinations

The criteria and symbols used for grading the various types of assignments appear under Course Information in Bb (Blackboard).

ACADEMIC INTEGRITY: Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity. No form of plagiarism will be tolerated in this class. All papers are submitted on Blackboard's safe assignments.

STUDENTS WITH DISABILITIES: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Instructor accessibility and feedback:

I am accessible by phone and email at all times, and generally respond to messages within 24

hours. Feedback on student performance is continuous throughout the semester via Discussion Board, emails, grades, and responses to specific issues and concerns.

About online courses:

Online courses are not for everybody! Since there are no mandatory classroom appearances to impose a structure on the progression through the course material, you must be good at time management and self-motivation. You must also be good at reading and understanding written instructions, and have good writing skills yourself so that submitted assignments and communication with the instructor are clear, thorough, and on point. If this is not you, **WITHDRAW NOW!!!**

While most students worry about the technology, those who are less familiar with computers and computerized learning systems usually get a handle on these very quickly with a little start-up help from the campus library or media center. It is important, however, that the equipment you plan to use most regularly for the course, if not on campus, has the capacity to handle the related Bb and Internet software.

About THIS online course:

To facilitate the time management task, the course is structured around weekly “check-ins” (logging on for new announcements and discussion board topics) and learning units, each with its own subtopic that is the focus of that week’s readings and other assignments. In this way students are able to pace themselves in accordance with their own weekly schedules and responsibilities. I begin the “unit week” on Thursday morning, to allow maximum use of weekend time for assignments if needed. I have included suggested study strategies for pacing yourself week by week in the first Instructor’s Notes under Course Information.

Commentaries:

Students will submit a 300wd essay (about 1/2 a single-spaced page) each week with a critical comment regarding that week's topic, readings and/or discussion. This may focus on one item or on the topic as a whole, but should be something that stood out for you as especially important, interesting, surprising, outrageous, or otherwise worthy of notice. The commentary should state a point of view supported by and referring to concrete information reviewed that week or from some other verifiable source. That is, this is NOT an off-the-top-of-your-head opinion about or reaction to something referred to that week, but a thoughtful, critical comment. It is also not a summary of the week’s material—summaries will receive an automatic C for the assignment! The first commentary is due by Sept. 11, considering the introductory materials assigned for Aug. 28; the second is due by Sept. 18, re the readings, etc. assigned for Sept. 4 and so forth. An Assignment Tracker is posted under Course Information to avoid confusion about which assignments are due when. Notice these are due BY, not due ON dates!

Discussion Board:

A “forum” will also be posted each week on the Discussion Board with questions or issues pertaining to that week’s topic. Students are required to respond thoughtfully to the topic/question, pay attention to what other students are saying, and reply to at least one other contribution—this is as close to a conversation as we’re able to get online without “instant messaging”! A gain, points of view are to be supported by reference to verifiable information! Due to problems in previous courses with some students waiting until the last minute to post their initial responses, I am now requiring that these be posted by the following *Monday*, to allow reasonable time for everyone to complete the “reply” part of the assignment by Thursday.

Course schedule: (TCT=main text, CD=find in Course Documents, EL=find in External Links)

- Aug. 25-27 "Icebreaker" exercise.
- Aug. 28 Introduction: Gender and Terrorism: Dimensions & Intersections
Readings: CD/Kimmel, "Gender, Class and Terrorism;" B rison, " Gender, Terrorism and War;" Benedict, "The Private War of Women Soldiers."
- Sept. 4 The Political is Personal
Readings: T CT/Introduction, Section 1 (Hammad, Morgan, Pazira); Salbi, Preface and Introduction.
- Sept. 11 War on Terror/War on the Other
Readings: T CT/Section 2 (Hensman, Saigol, Petchesky, Hawthorne, Shiva, Ehrenreich, Vemuri).
- Sept. 18 Terrorism and Sexual Orientation
Readings: CD/Signorile, "Like the Taliban, America's Middle-East Allies Tyrannize Gays and Women;" Chellew, "Gays and Lesbians Targets of Spiritual Terrorism;" EL/Jasbir, "Abu Ghraib: Arguing Against Exceptionalism."
- Sept. 25 Patriotism, Masculinity, and Compassion
Readings: TCT/Sections 3 & 4 (Thobani, Sontag, Bunting, Sharmas, Shamsie, Nussbaum, Willis, Kingsolver, Brooks, Ugresic); CD/Katz, "10 Things Men Can Do to Prevent Gender Violence."
- Oct. 2 Speaking Truth to Power
Readings: EL/Roy 2002; Roy 2003; CD/1000 PeaceWomen Newsletter 2/07; Ariabi testimony; Dali Lama and Bhutto speeches.
- Oct. 9 *First short papers due. Download midterm exam, return by 9pm Monday, 10/13.*
- Oct. 16 Terrorism: The War on Women
Readings: TCT/Sections 5 & 6 (H. Khan, Forman, Schulte, A. Kahn, Akghar, Chenoy, Jabbar, Hass, Darwish, Svirsky).
- Oct. 23 Case Study: Growing Up Female in Misogynous Times and Places
Readings: Satrape, *Persepolis* and *Persepolis 2*
- Oct. 30 Women Against War /Women Against the War on Terror
Readings: TCT/Section 7 (interntll organizations); CD/Bhasin, "Another World is Possible;" EL/ Iraqi Women's Delegation; The Women's Call; Americans Say No.
- Nov. 6 Women as Perpetrators
Readings: CD/Davis, "Women and Terrorism in Radical Islam: Planners, perpetrators, patrons?;" Nacos, "The Portrayal of Female Terrorists in the Media;" EL/ Israeli security brief; CNN.com article.
- Nov. 13 Case Studies: Afghanistan, Bosnia and Colombia
Readings: Salbi
- Nov. 20 Case Studies: Rwanda, Congo and Sudan
Readings: Salbi
- Dec. 4 Forum on U.S. Election Results: Implications for the War on Terror?
Review winning candidate and party positions on anti-terrorism policy.
- Dec. 11 *Second short paper due. Download final exam, return by 9pm Monday, Dec. 15.*

Short papers:

Two short, thoughtful research papers are required, one in each half of the semester, enabling students to take a more in-depth look than is otherwise possible at *particular* mobilizations of women in response to contemporary terrorism and/or the U.S. War on Terror, and to explore a subtopic of particular interest in more depth. Guidelines for the research and writing aspects of the assignments are posted under Course Information.

Submitting work online:

“Safe Assignments” portals for submitting written work with no risk of lost emails are set up for each commentary, exam, and paper under Assignments. (Please be advised that this mechanism automatically scans for plagiarism!) Discussion Board postings should be typewritten or pasted directly into the window format for that purpose, not as an attachment, so as not to break the flow of the conversation--attaching files or links referred to in your post for those who want to pursue them is ok. PLEASE refer to the Assignment Tracker regularly to avoid confusion as to assignment dates and topics!

Extra credit:

A list of books and films that may be critically reviewed for extra credit and guidelines for preparing extra credit reports are posted under Course Information.



An elderly Serb woman waits for a refugee convoy—and waits, and waits...



University Policy Impact Statement

Date December 1, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ (If known) Policy Name Developmental Education (College Readiness)

Originator(s) Dr. Sue Cain, Director Transition and University Services

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

The Kentucky System-Wide Standards of Assessment and Placement, 13: KAR 2:020, ACT standards will be implemented in fall 2009. The current ECU catalog refers to previous system-wide standards and needs to be updated. The content that needs edited is on page 40 of the current ECU Undergraduate Catalog.

Consistency with ECU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from ECU or external sources.

The First-Time Freshmen Admissions Policy (policy 4.1.12) was approved by Council on Academic Affairs (CAA) on August 21, 2008, the Provost Council May 7, 2008, Faculty Senate on September 15, 2008, Board of Regents on September 6, 2008 contingent on Faculty Senate approval on September 15, 2008. That policy included information about the need to implement the Kentucky System-Wide Standards of Assessment and Placement. This is an edit the catalog reflecting those changes.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to ECU's culture and/or behaviors that may be involved.

Implementing the revised standards will mean additional reading faculty are needed. One tenure track reading faculty was hired in fall 2008 and a second position has been approved for hire in fall 2009.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

<u>University Developmental Advisory Committee</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>10/10/07 and 12/5/07</u>
<u>Division of Enrollment Management</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>10/16/07 and 12/2/07</u>
<u>Council on Academic Affairs</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>August 21, 2008</u>
_____	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
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Executive Policy Group Only

Board Approval Required

Additional Pages Attached # of additional pages 3

Proposed *Catalog* Text Revision:
(page 40 of the *Undergraduate Catalog*)

Proposed new text is indicated with an underline.
Proposed deleted text is indicated with a ~~strikethrough~~.

Developmental Education and College Readiness Program

The Developmental Education and College Readiness Program at Eastern Kentucky University helps students achieve academic success by developing or enhancing skill level proficiencies in the areas of reading, writing, and mathematics needed for success in college-level courses. ~~At Eastern Kentucky University, all students must~~ Proficiencies in these areas are measured by student performance on the ~~demonstrate basic skill proficiencies in the areas of reading, writing, and mathematics as determined by~~ the ACT, SAT, and EKU placement tests ~~scores~~. Since these proficiencies are determined by the ACT or SAT tests, all students are responsible for having ACT scores and subscores on file at the University. Students needing additional preparation, identified through testing, are required to enroll in college readiness or developmental education coursework. College readiness is based on the Kentucky System-Wide Standards of Assessment and Placement. College readiness is defined by minimum ACT subscores of 18 in English, 19 in mathematics, and 21 in reading.

Developmental Education and College Readiness courses are defined in the following manner.

Developmental Education Course: A developmental course is a college or university class numbered 090 or 095 that prepares a student for college-level study and does not award credit toward a degree.

College Readiness Course: A college readiness course prepares a student for college-level study within the context of a supplemented course that awards credit toward a degree and is numbered 100 or higher. These courses will have additional academic support, such as class sections, additional labs, tutoring, and increased monitoring of students, beyond that which is usually associated with an entry-level course.

Developmental Education:

A student whose ACT subscore is less than 18 in English, 19 in mathematics, and 21 in reading ~~a basic skill area~~ is not considered to be college ready ~~developmental~~ for that area. Students with SAT verbal/critical reading plus mathematics scores less than 870 are considered developmental in all three areas. In the case of transfer students, the University considers course work at ~~the~~ previous institutions. Before confronting a rigorous academic program, students identified through testing as needing additional help in these basic skill areas are placed in ~~developmental~~ courses designed to improve their skills. Placement in and successful completion of these courses is required of students who do not demonstrate proficiency with ACT, SAT, or placement test scores. Listed below are developmental and college readiness courses offered at Eastern Kentucky University.

Please see Section Six of this *Catalog* for descriptions of these courses.

ENG 090 (Basic Writing)

ENG 095 (Developmental Composition)

ENR 090 (Developmental Reading I)

ENR 095 (Developmental Reading II)

ENR 116 (Strategies for College Reading)

MAT 090 (Prealgebra)

MAT 095 (Developmental Algebra I)

Students take MAT 098 to prepare for MAT 107. MAT 098 is not required of students needing to meet developmental mathematics requirements.

Each developmental course numbered 090 or 095 is a three-hour institutional credit course. The credit hours for courses beginning with a zero course number, like 090, 095, or 098 do not apply toward graduation but do count

toward enrollment status for such purposes as financial aid eligibility and full-time student status. Students transferring to Eastern Kentucky University with an Associate of Arts, Associate of Science, Associate of Applied Sciences, and Associate of Science in Nursing degree, or equivalent, will be considered proficient in the three basic skill areas of English (writing), mathematics, and reading.

Developmental and College Readiness Enrollment and Completion Requirements

Following are the policies concerning developmental enrollment and completion requirements for degree seeking students:

- 1) All full- or part-time students with developmental requirements in two or more areas must take GSO 102 in the first semester of enrollment.
- 2) All full- or part-time students with college readiness or developmental requirements, identified by the ACT, SAT and local placement testing, are required to enroll in the specified developmental course(s) during their first and each subsequent semester of enrollment, excluding summer, ~~at ECU~~ until all developmental requirements are completed.
- 3) Part-time students must enroll in any required college readiness or developmental course(s) before attempting course work which carries academic credit, other than ENR 116, GSO 102 or other required orientation courses.
- 4) Students with college readiness or developmental requirements are allowed a maximum of two consecutive terms of University enrollment, excluding summer, to successfully complete each required course. Students not completing ~~developmental~~ these requirements in the specified timeframe will have developmental holds placed on their course registration.
- 5) Students with developmental requirements must complete all required developmental courses by the end of the term in which they attempt their 45th credit hour, including developmental hours. Withdrawal from a developmental course counts as one semester of University enrollment toward the attempted completion of developmental requirements. Students not completing all developmental requirements within 45 hours will be developmentally dismissed.

Advising and Course Load

Students with two or more developmental area requirements are enrolled as “undeclared” majors and restricted to 13 hours of University enrollment, unless otherwise specified by admission status. The Office of Academic Advising will assist these students in creating linkages to the departments of their intended majors.

Restrictions with Developmental Requirements

- Students with two or more developmental area requirements are enrolled in associate degree programs or as “Undeclared” majors. The Office of Academic Advising will assist these students in creating linkages to the departments of their intended majors.
- Students with two or more developmental area requirements are restricted to 13 hours of University enrollment, unless otherwise specified by admission status.
- Students enrolled in MAT 090 (Prealgebra) cannot enroll in any course with the following prefixes: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT , PHY, SCI, or STA .

Grades in Developmental Courses

- Developmental course grades are not included in the calculation of GPAs.
- Developmental course grades include the grades “A,” “B,” “C,” and “F.” There are no course grades of “D” in developmental courses.

Placement Guidelines

(The following is for information purposes only to assist in consideration of the proposed revision. The sections below are not being proposed as revised *Catalog* text.)

All students are required to demonstrate college readiness skills in reading, mathematics, and writing. These skills are assessed by ACT and SAT scores and placement test scores. Students have the opportunity to take placement tests before orientation sessions and during New Student Days. Students are encouraged to prepare for the placement tests by using the sample online placement tests available at www.testing.eku.edu. These tests can be scheduled by contacting the ECU Office of Academic Testing. Students not demonstrating proficiency are required to successfully complete additional coursework.

- **Reading**

The reading section of the ACT is used to identify students who may have difficulty with college level reading material. The following reading score placement guidelines have been established.

- ACT Reading score 01-14 - placement in ENR 090
- ACT Reading score 15-17 - placement in ENR 095
- ACT Reading score 18-20 – placement in ENR 116
- ACT Reading score 21 or above or a sum of the SAT verbal/critical reading and mathematics score 870 or higher - basic reading skills are assumed

- **Mathematics**

The mathematics section of the ACT is used to determine placement in developmental mathematics courses. The following guidelines for mathematics placement have been established.

- ACT Math score 01-16 - placement in MAT 090
- ACT Math score 17-18 - placement in MAT 095
- ACT Math score 19 or above or a sum of the SAT verbal/critical reading and mathematics score 870 or higher - basic mathematics skills are assumed

- **Writing**

The English section of the ACT test is used to determine placement in the appropriate level freshman English composition course. The following composition guidelines have been established.

- ACT English score 01-14 - placement in ENG 090
- ACT English score 15-17 - placement in ENG 095
- ACT English score 18-27 or a sum of the SAT verbal/critical reading and mathematics score 870 or higher - basic writing skills are assumed and students are placed in ENG 101 (English Composition I)
- ACT English score 28 or above - basic writing skills are assumed and students are placed in ENG 105 (English Composition Honors)

Transfer Students

Transfer students must demonstrate proficiency in the essential skill areas of reading, writing, and mathematics. The University will consider transfer course work, ACT or SAT scores on file at the University, and ECU placement tests in determining skill proficiencies. Students transferring to ECU with an Associate of Arts, Associate of Science, Associate of Applied Sciences, and Associate of Science in Nursing degree, or equivalent, are considered proficient in the three basic skill areas of English (writing), mathematics, and reading.

For additional information or questions concerning Eastern Kentucky University's Developmental Education Program, please contact Sue Cain, Director of Transition and University Services at (859) 622-2306 or at Sue.Cain@eku.edu.

Action Agenda

Executive and Academic Affairs Committee, A-?

I. Enter agenda title

II. Issue

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III. Background

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IV. Alternatives

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V. President's Recommendation

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