

3-20-2008

Council on Academic Affairs Minutes, Mar 20, 2008

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES
March 20, 2008

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

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

*indicates prior notification

Non-Members Present: Sue Cain, Kathy Daugherty, Preston Elrod, Greg Gunderson, Gladys T. Johnson, John S. Lowry, Margaret Moore, Salome Nnoromele, Aaron Raider, Sherry Robinson, Fred Ruppel, Colleen Schneck, Linda Turner

Dr. Janna Vice called the Council on Academic Affairs to order at 1:30 p.m. on March 20, 2008.

APPROVED

Approval of the Minutes – February 28, 2008
The minutes were approved as distributed.

College of Arts & Sciences

Department of Anthropology, Sociology, & Social Work

WITHDRAWN

Course Revision SOC 460 Sociological Theory I: Classical Writers **Withdrawn**
In keeping with standard catalog text, the Council determined this proposal was unnecessary.

APPROVED

Course Revision SOC 470 Senior Seminar in Sociology Fall 2008
Remove prerequisite “completion of at least 18 hours in SOC, including 232, and 460.”

Course Revision SOC 480 World Systems Analysis Fall 2008
Revise course number from SOC 480 to SOC 425.

Program Revision Sociology (B.A.) Fall 2008

Program Revision Social Inequalities Minor Fall 2008

Program Revision Social Institutions and Social Change Minor Fall 2008

Change SOC 480 to 425 in requirements to reflect course number change.

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

Revise major requirements, general education requirements, and free elective credit hours.

College of Arts & Sciences – (Continued)

Department of Economics**APPROVED**

Course Revision ECO 310 Contemporary Economic Problems Fall 2008
Change course number from ECO 310 to ECO 130.

Course Revision ECO 230 Principles of Economics I Fall 2008

Course Revision ECO 231 Principles of Economics II Fall 2008

Add prerequisites ENR 095 and ENG 095.

Editorial Change ECO 340 Environmental Economics Fall 2008

APPROVED

New Course GLO 490 Globalization Senior Seminar Fall 2008

APPROVED

New Program Globalization and International Affairs (B.A.) Fall 2008

Department of Government**APPROVED**

Course Revision POL 466A Mock Trial Fall 2008

Course Revision POL 499 Canadian Parliamentary Internship Fall 2008

Add IP grading to grading mode.

APPROVED

New Course POL 319 Canadian Politics Fall 2008

APPROVED

Program Revision Paralegal Science (B.A.) Fall 2008

Change supporting course requirement from ENG 301 to ENG 300.

Department of History**APPROVED**

Course Revision HIS 300 Topics in U.S. History: _____. Fall 2008

Change course number from HIS 300 to HIS 300A.

WITHDRAWN

Course Revision HIS 312 Independent Study in History: _____. **Withdrawn**

APPROVED

Course Revision HIS 349 Cooperative Education Fall 2008

Change prerequisite from HIS 200 to “departmental approval.”

APPROVED

Drop Course HIS 315 History, Memory, and Film Fall 2008

Drop Course HIS 354 Modern France Fall 2008

Drop Course HIS 387 South Africa History Fall 2008

Drop Course SCI 310 History of Science Summer 2008

College of Arts & Sciences – (Continued)

APPROVED

<i>New Course</i>	HIS 204W Historical Inquiry: Writing Intensive: ____.	Fall 2008
<i>New Course</i>	HIS 300B Topics in European History: _____.	Fall 2008
<i>New Course</i>	HIS 300C Topics in Non-Western History: _____.	Fall 2008
<i>New Course</i>	HIS 310 History of Science	Summer 2008
<i>New Course</i>	HIS 388 Islam in West Africa	Fall 2008
<i>New Course</i>	HIS 435 U.S. Civil Rights Movement	Fall 2008

APPROVED

<i>Program Revision</i>	History (B.A.)	Fall 2008
	Revise major requirements to reflect recent approvals.	

APPROVED

<i>Program Revision</i>	History/Teaching (B.A.)	Fall 2008
	Revise major requirements to reflect recent approvals.	

Department of Philosophy**APPROVED**

<i>Course Revision</i>	PHI 240 Philosophy of Religion	Fall 2008
	Revise course description.	

APPROVED

<i>New Course</i>	PHI 240W Philosophy of Religion: Writing Intensive	Fall 2008
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Department of Psychology**APPROVED**

<i>New Course</i>	PSY 200W Intro to Psychology: Writing Intensive	Fall 2008
<i>New Course</i>	PSY 300W Social Psychology: Writing Intensive	Fall 2008

College of Education

Editorial Change Admission to Teacher Education

Department of Curriculum & Instruction**APPROVED**

<i>Program Revision</i>	Secondary Education MAED	Summer 2008
	Revise catalog text.	

Department of Special Education**APPROVED**

<i>Program Revision</i>	Minor in Special Education	Summer 2008
	Remove dropped classes from requirements; add electives.	

APPROVED

<i>Program Suspension</i>	Learning & Behavior Disorders Non-Teaching	Fall 2008
	Suspend the Learning & Behavior Disorders option in Special Education B.S.	

College of Health Sciences
Department of Baccalaureate & Graduate Nursing**APPROVED**

Program Revision Nursing (B.S.N.) Second Degree Fall 2008
Revise major requirements.

Department of Occupational Therapy**APPROVED**

Course Revision OTS 845 Health Systems Fieldwork Summer 2008
Change title to "Health Care Practice Fieldwork;" revise course description.

Course Revision OTS 846 Professional Fieldwork I Summer 2008
Change title to "Community Practice Fieldwork;" revise course description.

Course Revision OTS 847 Professional Fieldwork II Summer 2008
Change title to "Emerging Practice Fieldwork;" revise course description.

Department of Recreation & Park Administration**APPROVED**

New Course REC 801 Park, Recreation, & Tourism Research Methods Fall 2008

New Course REC 830 Outdoor Recreation in America Fall 2008

APPROVED

Course Revision REC 809 Advanced Study in Recreation Fall 2008
Revise prerequisite from PHE 800 to REC 801.

APPROVED

Program Revision Recreation & Park Administration (M.S.) Fall 2008
Revise core requirements.

College of Justice & SafetyDepartment of Safety, Security, & Emergency Management**APPROVED**

New Course SSE 870 Principles of School Safety Fall 2008

New Course SSE 872 School Crisis Response Fall 2008

New Course SSE 873 New Safety Evaluation Fall 2008

APPROVED

Course Revision (SSE) LPS 815 Loss Prevention Administration Fall 2008

Course Revision (SSE) LPS 822 Workers Compensation/Labor Law Fall 2008

Course Revision (SSE) LPS 865 Loss Prevention Auditing Fall 2008

Course Revision (SSE) LPS 880 Loss Prevention Research/Planning Fall 2008

Course Revision (SSE) LPS 890 Topical Seminar Fall 2008

Change course prefix from LPS to SSE; revise course description.

APPROVED

Proposal Memorandum of Agreement for Awarding Academic Credit

Graduate Council

APPROVED

Catalog Text Revision Concurrent Admission Fall 2008

University Programs

African / African American Studies

APPROVED

<i>New Course</i>	AFA 367 African Caribbean Literature	Fall 2008
<i>New Course</i>	AFA 378 Black Women in History	Fall 2008
<i>New Course</i>	AFA 388 Islam in West Africa	Fall 2008
<i>New Course</i>	AFA 435 U.S. Civil Rights Movement	Fall 2008

Cooperative Education

WITHDRAWN

<i>New Course</i>	COP 349Z Co-Op/Applied Learning	Withdrawn
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Women & Gender Studies

APPROVED

<i>New Course</i>	WGS 378 Black Women in History	Fall 2008
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Discussion Items

1. *Policy Introduction:* Review of syllabus policy.
2. Signatures on curriculum forms.

Informational Items

1. Faculty Senate approved the following items on March 3, 2008:
 - a. Bachelor of Music – Program Revision
 - b. Fire & Safety Engineering Technology (B.S.) – Program Revision

Good of the Order

Dr. Vice adjourned the Council on Academic Affairs at 4:30 p.m.



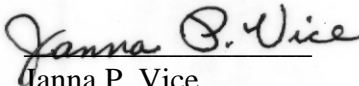
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Provost's Office
Associate Provost
Academic and Faculty Affairs

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

TO: Members of the Council on Academic Affairs

FROM: 
Janna P. Vice
Interim Associate Provost

DATE: March 7, 2008

RE: Meeting—Council on Academic Affairs

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

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

COUNCIL ON ACADEMIC AFFAIRS AGENDA

March 20, 2008

1. Call to Order
 2. Approval of the Minutes – February 28, 2008
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College of Arts & Sciences

Department of Anthropology, Sociology, & Social Work

<i>Course Revision</i>	SOC 460 Sociological Theory I: Classical Writers	WITHDRAWN
<i>Course Revision</i>	SOC 470 Senior Seminar in Sociology	Fall 2008
<i>Course Revision</i>	SOC 480 World Systems Analysis	Fall 2008
<i>Program Revision</i>	Sociology (B.A.)	Fall 2008
<i>Program Revision</i>	Social Inequalities Minor	Fall 2008
<i>Program Revision</i>	Social Institutions and Social Change Minor	Fall 2008
<i>Program Revision</i>	Social Work (B.S.W.)	Fall 2008

Department of Economics

<i>Course Revision</i>	ECO 310 Contemporary Economic Problems	Fall 2008
<i>Course Revision</i>	ECO 230 Principles of Economics I	Fall 2008
<i>Course Revision</i>	ECO 231 Principles of Economics II	Fall 2008
<i>Editorial Change</i>	ECO 340 Environmental Economics	Fall 2008
<i>New Course</i>	GLO 490 Globalization Senior Seminar	Fall 2008
<i>New Program</i>	Globalization and International Affairs	Fall 2008

Department of Government

<i>Course Revision</i>	POL 466A Mock Trial	Fall 2008
<i>Course Revision</i>	POL 499 Canadian Parliamentary Internship	Fall 2008
<i>New Course</i>	POL 319 Canadian Politics	Fall 2008
<i>Program Revision</i>	Paralegal Science (B.A.)	Fall 2008

Department of History

<i>Course Revision</i>	HIS 300 Topics in History: _____.	Fall 2008
<i>Course Revision</i>	HIS 312 Independent Study in History: _____.	WITHDRAWN
<i>Course Revision</i>	HIS 349 Cooperative Education	Fall 2008
<i>Drop Course</i>	HIS 315 History, Memory, and Film	Fall 2008
<i>Drop Course</i>	HIS 354 Modern France	Fall 2008
<i>Drop Course</i>	HIS 387 South Africa History	Fall 2008
<i>Drop Course</i>	SCI 310 History of Science	Summer 2008

College of Arts & Sciences – (Continued)

<i>New Course</i>	HIS 204W Historical Inquiry: _____.	Fall 2008
<i>New Course</i>	HIS 300B Topics in History: _____.	Fall 2008
<i>New Course</i>	HIS 300C Topics in History: _____.	Fall 2008
<i>New Course</i>	HIS 310 History of Science	Summer 2008
<i>New Course</i>	HIS 388 Islam in West Africa	Fall 2008
<i>New Course</i>	HIS 435 U.S. Civil Rights Movement	Fall 2008
<i>Program Revision</i>	History (B.A.)	Fall 2008
<i>Program Revision</i>	History/Teaching (B.A.)	Fall 2008

Department of Philosophy

<i>Course Revision</i>	PHI 240 Philosophy of Religion	Fall 2008
<i>New Course</i>	PHI 240W Philosophy of Religion: Writing Intensive	Fall 2008

Department of Psychology

<i>New Course</i>	PSY 200W Intro to Psychology: Writing Intensive	Fall 2008
<i>New Course</i>	PSY 300W Social Psychology: Writing Intensive	Fall 2008

College of Education

Editorial Change Admission to Teacher Education

Department of Curriculum & Instruction

<i>Program Revision</i>	Secondary Education MAED	Summer 2008
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Department of Special Education

<i>Program Revision</i>	Minor in Special Education	Summer 2008
<i>Program Suspension</i>	Learning & Behavior Disorders Non-Teaching	Fall 2008

College of Health Sciences

Department of Baccalaureate & Graduate Nursing

<i>Program Revision</i>	Nursing (B.S.N.) Second Degree	Fall 2008
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Department of Occupational Therapy

<i>Course Revision</i>	OTS 845 Health Systems Fieldwork	Summer 2008
<i>Course Revision</i>	OTS 846 Professional Fieldwork I	Summer 2008
<i>Course Revision</i>	OTS 847 Professional Fieldwork II	Summer 2008

Department of Recreation & Park Administration

<i>New Course</i>	REC 801 Park, Recreation, & Tourism Research Methods	Fall 2008
<i>New Course</i>	REC 830 Outdoor Recreation in America	Fall 2008
<i>Course Revision</i>	REC 809 Advanced Study in Recreation	Fall 2008
<i>Program Revision</i>	Recreation & Park Administration (M.S.)	Fall 2008

College of Justice & Safety

Department of Safety, Security, & Emergency Management

<i>New Course</i>	SSE 870 Principles of School Safety	Fall 2008
<i>New Course</i>	SSE 872 School Crisis Response	Fall 2008
<i>New Course</i>	SSE 873 New Safety Evaluation	Fall 2008
<i>Course Revision</i>	(SSE) LPS 815 Loss Prevention Administration	Fall 2008
<i>Course Revision</i>	(SSE) LPS 822 Workers Compensation/Labor Law	Fall 2008
<i>Course Revision</i>	(SSE) LPS 865 Loss Prevention Auditing	Fall 2008
<i>Course Revision</i>	(SSE) LPS 880 Loss Prevention Research/Planning	Fall 2008
<i>Course Revision</i>	(SSE) LPS 890 Topical Seminar	Fall 2008
<i>Proposal</i>	Memorandum of Agreement for Awarding Academic Credit	

Graduate Council

<i>Catalog Text Revision</i>	Concurrent Admission	Fall 2008
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University Programs

African / African American Studies

<i>New Course</i>	AFA 367 African Caribbean Literature	Fall 2008
<i>New Course</i>	AFA 378 Black Women in History	Fall 2008
<i>New Course</i>	AFA 388 Islam in West Africa	Fall 2008
<i>New Course</i>	AFA 435 U.S. Civil Rights Movement	Fall 2008

Cooperative Education

<i>New Course</i>	COP 349Z Co-Op/Applied Learning	POTSPONED
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Women & Gender Studies

<i>New Course</i>	WGS 378 Black Women in History	Fall 2008
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Discussion Items

1. *Policy Introduction:* Review of syllabus policy.
2. Signatures on curriculum forms.

Informational Items

1. Faculty Senate approved the following items on March 3, 2008:
 - a. Bachelor of Music – Program Revision
 - b. Fire & Safety Engineering Technology (B.S.) – Program Revision

Good of the Order



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MEMORANDUM

TO: Council on Academic Affairs

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

DATE: March 20, 2008

SUBJECT: Agenda items for 03-20-08 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the March 20, 2008 meeting of the Council on Academic Affairs.

AGENDA

Department of Anthropology, Sociology and Social Work

Course Revision

SOC 460- Revise catalog text and prerequisites.
SOC 470- Revise catalog text and prerequisites.
SOC 480- Revise catalog text and course number.

Program Revision

Sociology- Revise program listing.
Social Inequalities-Revise major listing.
Social Institutions and Social change-Revise minor listing.

Department of Chemistry

Dropped Courses

SCI 310- Drop course

Department of Economics

Course Revision

ECO 310-Change course number
ECO 230-Change prerequisite
ECO 231-Change prerequisite

Editorial Change

ECO 340- To cross-list



New Course

GLO 490-To add a new course to curriculum.

New Program

Globalization and International Affairs-To propose a new major.

Department of Government

Course Revision

POL 466A- To change the grading mode

POL 499- To change the grading mode

New Course

POL 319- To add a new course to curriculum.

Program Revision

Paralegal Science- To change course requirements.

Department of History

Course Revision

HIS 300- To rename to HIS 300A.

HIS 312- To reduce pre-requisites.

HIS 349- To reduce pre-requisites.

Dropped Courses

HIS 315- To drop course from curriculum.

HIS 354- To drop course from curriculum.

HIS 387- To drop course from curriculum.

New Course

HIS 204W- To add a new course to curriculum.

HIS 300B- To add a new course to curriculum.

HIS 300C- To add a new course to curriculum.

HIS 310- To add a new course to curriculum.

HIS 388- To add a new course to curriculum.

HIS 435- To add a new course to curriculum.

Program Revision

BA in History- Revise program requirements.

BA in History/Teaching- Revise program requirements



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

Part I

(Check one)	Department Name	ANSW		
<input type="checkbox"/> New Course (Parts II, IV)	College	AAS		
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SOC 460		
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Sociological Theory I – Classical Writers		
<input type="checkbox"/> New Program (Part III)	*Program Title			
<input type="checkbox"/> Program Revision (Part III)		(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input checkbox"="" type="checkbox/>)</td> </tr> <tr> <td><input type="/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/24/2008	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	WITHDRAWN
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.)
 State that this course is available every Fall semester. Also state that the course is a prerequisite for 461.

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

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

B. The justification for this action:
 It is beneficial to students to know that the course is available in the fall, given that it is now a prerequisite for SOC 461.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: Normal

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

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

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

SOC 460 Sociological Theory I—Classical Writers. (3) I. Prerequisite: nine hours in SOC. Offered every Fall semester. Early developments in sociological theory; definition of the field and formation of schools of theory; the basis upon which contemporary theories are built. This course is a prerequisite for SOC 461.

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	AAS
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	SOC 470
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Senior Seminar in Sociology
<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	1/24/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	03/20/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Replace prerequisites of 232 and 460 and limit the class to seniors.

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

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

B. The justification for this action:

Previous listed prerequisites were meant to limit class to seniors, though the curriculum change form has a provision for this. Further, listing 460 as a prerequisite will prevent students from taking 460 in the fall along with the Senior Seminar, which we wish to avoid as this will make it difficult for seniors to take 460 in the fall and 461 in the spring.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 Normal

Library Resources:
 Normal

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

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

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

New or Revised* Catalog Text

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

NOTE: THE CHANGES BELOW ARE MEANT TO REFLECT THE RECENT CHANGES PASSED, WITH THE CHANGES IN THIS REQEUST ADDED ON:

SOC 470 Senior Seminar in Sociology. (3) A. Prerequisites: Senior standing, ~~and completion of at least 18 hours in SOC, including 232 and 460.~~ A capstone overview of sociology through a general survey of various subdisciplines of the field with an emphasis on recent student understanding of research, theory, issues, developments and professionalization.

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

Course prefix (3 letters) SOC	Course Number (3 Digits) 470	Effective Term (Example: Fall 2001) Fall 2008	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* ANSW
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) 45	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ 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>Senior standing and completion of at least 18 hours in SOC, including 232 and 460.</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	ANSW
<input type="checkbox"/> New Course (Parts II, IV)	College	AAS
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SOC 480
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	World Systems Analysis
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/24/08	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	02/18/08	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	<u>Date</u> 03/20/08
		Faculty Senate**
		<u>Date</u> NA
		Board of Regents**
		<u>Date</u> NA
		Council on Postsecondary Edu.***
		<u>Date</u> NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Change number of SOC 480 to SOC 425

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

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

B. The justification for this action:

Initially, the number 480 was chosen arbitrarily as simply an available number. Upon reflection, listing the course at 480 gives the impression that the course is either more advanced than 460 and 461 (theory courses) and perhaps should be taken after 470 (Senior Seminar). We would like students to understand this course is within the same range as 400 courses but is not a course intended to be taken after these courses.

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

Personnel Impact:
None

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
Normal

Library Resources:
Normal

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

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

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

New or Revised* Catalog Text

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

SOC ~~480~~425 World Systems Analysis. (3) A. Formerly SOC 480. Prerequisite: SOC 131. Political-economic institutions and the dynamics of class are examined from a sociology of knowledge perspective, including classic theories, world-systems analysis, and cases from the contemporary period. Credit will not be awarded to students who have credit for SOC 480.

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

Course prefix (3 letters) SOC	Course Number (3 Digits) 425 480	Effective Term (Example: Fall 2001) Fall 2008	College/Division: AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* ANSW
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.	Formerly SOC 480
Course Prefix and No.	Credit not allowed with SOC 480
Course Prefix and No.	

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

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

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

Part I

<input type="checkbox"/> (Check one)	Department Name	ANSW
<input type="checkbox"/> New Course (Parts II, IV)	College	A & S
<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	Sociology (B.A.)
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major <u>x</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	1/24/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	2/18/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	03/20/08 Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	Change program listing due to individual course number change, from SOC 480 to SOC 425
A. 2. Effective date: (Example: Fall 2001)	Fall 2008
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	
SOC 480 course number changed to SOC 425	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: NA	
Operating Expenses Impact: NA	
Equipment/Physical Facility Needs: NA	
Library Resources: NA	

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

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

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

SOCIOLOGY (B.A.)

CIP Code: 45.1101.01

Major Requirements 36 hours

SOC 131, 232, 395, 460, 461; a minimum of three hours from SOC 420, 425, 463, 465, ~~480~~; and 18 hours of sociology electives, 15 of which must be upper division hours.

General Education Requirements 48 hours

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

University Requirement 1 hour

ASO 100.

Free Electives 43 hours

Total Curriculum Requirements 128 hours

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

Part I

(Check one) <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>ANSW</u> College <u>AAS</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Social Inequalities Minor</u> (Major ____, Option ____, Minor <u>x</u> __, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/24/2008	<u>Date</u> NA
		Graduate Council*
	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
		Council on Academic Affairs
College Curriculum Committee	2/18/08	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.) Change the number of SOC 480 to SOC 425 in the list of courses required for the minor.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Course number for SOC 480 has been changed to SOC 425 in the sociology program.</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: Normal</p> <p>Library Resources: Normal</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.)

MINOR IN SOCIAL INEQUALITIES

A student may minor in Social Inequalities by completing a minimum of 18 hours as follows: SOC 399, ~~SOC 400~~, 425, ~~SOC 463~~, ~~SOC 480~~, and six credit hours of electives from CRJ 325, ~~CRJ 345~~; HIS 305, ~~HIS 385~~, ~~HIS 386~~; POL 345, ~~POL 373~~, ~~POL 446~~, ~~POL 451~~; SOC 330, ~~SOC 345~~, ~~SOC 365~~, ~~SOC 375~~, ~~SOC 415~~, ~~SOC 460~~; or WMS 400. It is suggested that non-majors complete SOC 131 prior to enrolling in upper-division sociology courses. Other electives may be approved for the minor as they are offered. Note that some of the required and elective courses have prerequisites. Average GPA of courses applied to the minor must be 2.0 or better.

ii 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	AAS
<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	Social Institutions and Social Change
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor __x__, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	1/24/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	2/18/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	03/20/08
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change course number of SOC 480 to SOC 425 in the listing of courses required for the minor.

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

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

B. The justification for this action:
 Course number has been changed in the sociology program.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 Normal

Library Resources:
 Normal

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

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

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

Minor: Social Institutions and Social Change

A student may minor in Social Institutions and Social Change by taking a total of 18 hours from the courses listed below. A total of twelve (12) hours must be in Sociology from the following core courses: SOC 131, ~~SOC 345, SOC 420, and SOC 425 480~~. A total of six (6) hours must come from the following courses: ANT 200, CJS 350, GEO 200, ~~GEO 201, GEO 202, GEO-220, GEO322, GEO 330, HIS 303, HIS 304, HIS 305, HIS-308, HIS 309, HIS 342, HIS 347, HIS 350, HIS 365, HIS 375, HIS 380, HIS 383, HIS-384, HIS 386, HIS 401, HIS 402, HIS 403, HIS 405, HIS 408, HIS 411, HIS 412, HIS 413, HIS 475, PHI 330, POL 220, POL 321, POL-327, POL-373, SOC 353, SOC 360, SOC 365, SOC 370, SOC 375, SOC 383, SOC 399, SOC 400, SOC 415, SOC 450, SOC 455, SOC 465~~. It is suggested that non-majors complete SOC 131 prior to enrolling in upper-division sociology courses. Other electives may be approved for the minor as they are offered. Note that some of the required and elective courses may have prerequisites.

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

Part I

<input type="checkbox"/> (Check one)	Department Name	ANSW
<input type="checkbox"/> New Course (Parts II, IV)	College	AAS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	
<input type="checkbox"/> New Program (Part III)	*Program Title	Social Work (B.S.W.)
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major <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	9/27/06	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	9/17/07	Approved <u>X</u> Disapproved <u> </u>	03/20/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	Correct major requirement, GenEd requirement, and free elective credit hour total.
A. 2. Effective date: (Example: Fall 2001)	Summer 2008
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	
Catalog is incorrect.	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: NA	
Operating Expenses Impact: NA	
Equipment/Physical Facility Needs: NA	
Library Resources: NA	

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

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

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

Social Work (B.S.W.)

CIP Code: 44.0701

Major Requirements ~~45~~ 49 hours

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

Supporting Course Requirements 15 hours

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

General Education Requirements 42 hours

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

University Requirement 1 hour

ASO 100.

Free Electives ~~25~~ 21 hours

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

Total Curriculum Requirements 128 hours

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

Part I

<u>(Check one)</u>	Department Name	Economics
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ECO 310
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Contemporary Economic Problems
<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	January 23, 2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	February 18, 2008	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To renumber ECO 310 to ECO 130

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

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

B. The justification for this action:
 ECO 310 was originally ECO 130 until it was renumbered two years ago. That action now seems to have been misguided, and we would like to return to our original ECO 130 course number.

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 ~~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.)

ECO 310 130 Contemporary Economic Problems. (3) I, II. Formerly ECO 310. Prerequisite: ~~MAT 095~~ or ACT-math score of 18 or SAT-math score of 490 or higher. Completion of developmental math requirements. A general education economics course dealing with such contemporary economic problems as unemployment, inflation, national debt, energy, health, pollution, education, crime, poverty, discrimination, and protectionism. Does not count toward the economics major. Gen. Ed. VB, VC, or VII (SBS). Students who have completed or are enrolled in ECO 230 or 231 and students who have credit for ECO 310 will not receive credit for ECO 130.

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)*
ECO	130 340	Fall 2008	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ECON
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ **MAT 095 or ACT math score of 18 or SAT math score of 490 or higher.**

Course Prefix and No. _____

Test Scores _____ Completion of math developmental requirements

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ Formerly ECO 310

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Economics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>ECO 230</u> *Course Title (30 characters) <u>Principles of Economics I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> January 23, 2008	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved
		03/20/08
	February 18, 2008	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the prerequisites for ECO 230</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Too many students are registering for ECO 230 who are not ready for a course at this difficulty level. The current prerequisite covers only their mathematical background. However, there is also a writing requirement in all sections of ECO 230. Expanding the prerequisite requirements would have students better prepared for this course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None; existing faculty and staff will be used.</p> <p>Operating Expenses Impact: None; existing department institutional support is satisfactory.</p> <p>Equipment/Physical Facility Needs: None; existing facilities will be used.</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 ~~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.)

ECO 230 Principles of Economics I. (3) I, II. Prerequisite: ENG 095, ENR 095; MAT 095 or ACT math score of 18 or SAT math score of 490 or higher. Microeconomic principles, including the study of opportunity cost, consumer and producer choices, market demand and supply, pricing and resource allocation, comparative advantage and international trade. Gen. Ed. VB, VC, or VII (SBS).

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ECO	230	Fall 2008	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ECON
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ ENR 095, ENG 095; MAT 095 or ACT math score of 18 or SAT math score of 490 or higher.

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Economics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>ECO 231</u> *Course Title (30 characters) <u>Principles of Economics II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> January 23, 2008	<u>Date</u> NA
	Departmental Committee	Graduate Council*
	February 18, 2008	Council on Academic Affairs
	NA	Approved <input checked="" type="checkbox"/> Disapproved
	NA	Faculty Senate**
	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the prerequisites for ECO 231</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Too many students are registering for ECO 231 who are not ready for a course at this difficulty level. The current prerequisite covers only their mathematical background. However, there is also a writing requirement in all sections of ECO 231. Expanding the prerequisite requirements would have students better prepared for this course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None; existing faculty and staff will be used.</p> <p>Operating Expenses Impact: None; existing department institutional support is satisfactory.</p> <p>Equipment/Physical Facility Needs: None; existing facilities will be used.</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 ~~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.)

ECO 231 Principles of Economics II. (3) I, II. Prerequisite: ENG 095, ENR 095; MAT 095 or ACT math score of 18 or SAT math score of 490 or higher. Macroeconomic principles, including the study of measures of national economic performance, determinants of aggregate production, employment and prices, monetary and fiscal policy, balance of payments, economic growth and development. Gen. Ed. VB, VC, or VII (SBS).

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ECO	231	Fall 2008	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ECON
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. _____ ENG 095, ENR 095; MAT 095 or ACT math score of 18 or SAT math score of 490 or higher.

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)			

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

Part I

Department Name	Economics
College	Arts and Sciences
*Course Prefix & Number	ECO 340
*Course Title <small>(30 characters)</small>	Environmental Economics
*Program Title	
	(Major ____, Option ____, Minor ____, or Certificate ____)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To cross list ECO 340 with APP 340.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2008</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>ECO 340 Environmental Economics. (3) A. <u>Cross listed as APP 340.</u> Prerequisite: ECO 230. Applications of basic economic analysis to a study of the environment and environmental problems. Major topics include benefit-cost analysis for environmental decision making, the potential for market-based solutions to environmental problems, and the role and development of environmental policy. <u>Credit will not be awarded to students who have credit for APP 340.</u></p>

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ECO	340	Fall 2008	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ECON
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)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	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

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. ECO 230

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. APP 340

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	Economics
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GLO 490
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Globalization Senior Seminar
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	January 23, 2008	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	February 18, 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.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To propose a new course, "Globalization Senior Seminar"

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

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

B. The justification for this action:
 This course is a new capstone course for a newly proposed major, Globalization and International Affairs.

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 and college 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 ~~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.)

GLO 490 Globalization Senior Seminar. (3) A. Prerequisites: Senior standing and departmental approval. Reading, analysis and discussion of current globalization topics, with heavy emphasis on class participation and student presentations.

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)*
GLO	490	Fall 2008	AS <u> x </u> JS <u> </u> BT <u> </u> EM <u> </u> ED <u> </u> PC <u> </u> HS <u> </u>	ECON
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> </u>	
3	Lecture <u> 1 </u> Laboratory <u> </u> Other <u> </u>		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR <u> </u> JR <u> </u> SO <u> </u> SR <u> xx </u>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>	FOR BANNER USE ONLY Date of data entry <u> </u> Data entry person <u> </u>	
		Thesis <u> </u>		
		Internship <u> </u>		
		Independent Study <u> </u>		
		Practicum <u> </u>		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Senior standing and departmental approval.</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
College of Arts and Sciences
Department of Economics
Course Syllabus - Spring 2008

- I. **Course Number:** Globalization 490 (3 credit hours) TR, 3:30 pm - 4:45 pm
- II. **Course Title:** Globalization Senior Seminar
(Prerequisite: Completion of GLB Foundation courses, GLB Core courses,
and 90 or more credit hours; or instructor approval)
- III. **Instructor:** Dr. Fred J. Ruppel **Office hours:** MWF, 8-11 or by appointment
Office: 106 Beckham Hall **Homepage:** www.people.eku.edu/ruppelf
Telephone: (859) 622-1769 **E-mail:** fred.ruppel@eku.edu
Co-Instructors: To be assigned
- IV. **Required Texts:** None
- V. **Course Objectives:** The Globalization and International Affairs major is an interdisciplinary major that focuses on the nature of globalization and its impacts on individuals, communities, regions, and nations. The Senior Seminar will examine the extent to which GLB degree graduates are able to:
1. analyze cultural, economic, geographical, historical, political and social forces affecting globalization.
 2. identify factors which impede or encourage globalization.
 3. evaluate the impacts of increasing globalization on individuals, communities, regions, and nations.
 4. integrate globalization ideas and concepts from the various disciplines into a unified whole.
 5. compete for international positions or for domestic positions requiring international expertise.
- VI. **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.
- VII. **Academic Integrity Statement:** Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. Questions regarding this policy may be directed to the Office of Academic Integrity. The Academic Integrity policy is available at www.academicintegrity.eku.edu.
- VIII. **Grading and Evaluation Policies:** There will be three graded elements in this course: class participation, course presentation(s), and a final exam. Each will count for one-third of the course grade. Grades will be assigned on a 90⁺=A, 80⁺=B, 70⁺=C, 60⁺=D, <60=F scale.
- IX. **Attendance Policy:** Regular class attendance is expected of all students. Each student is responsible for lecture material, announcements, handouts, or assignments due during class periods when s/he is absent. In the case of class cancellation (weather related or otherwise), what had been scheduled for the canceled class will move forward to the next scheduled class period.
Last day to withdraw from full semester classes is Friday, March 21.
- X. **Course Outline:** To be announced, depending on the number of students enrolled.

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

Part I

(Check one)	Department Name	<u>Economics</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Arts and Sciences</u>
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	_____
<input checked="" type="checkbox"/> New Program (Part III)	*Program Title	<u>Globalization and International Affairs (B.A.)</u>
<input type="checkbox"/> Program Revision (Part III)		<u>(Major <u>xx</u>, Option <u> </u>; Minor <u> </u>; or Certificate <u> </u>)</u>
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	January 23, 2008	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	February 18, 2008	Council on Academic Affairs <u>Date</u> 03/20/08
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>Date</u> 03/07/08
Teacher Education Committee*	NA	Faculty Senate** <u>Date</u> 06/02/08
		Board of Regents** <u>Date</u> Pending
		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 propose a new major, "Globalization and International Affairs"

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

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

B. The justification for this action:

There is no major on campus that focuses specifically on globalization and international affairs. Individual departments and programs have course offerings that are globally focused and there is an International Studies minor, but there is no comprehensive, cohesive program that offers this focus.

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 and college institutional support is satisfactory.

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

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.)

The intent of the Globalization and International Affairs (GLO) major is to create an interdisciplinary major that focuses on the nature of globalization and its impacts on individuals, communities, regions, and nations, and to assist in broadening the international horizons of ECU students. The program will graduate culturally aware students who are comfortable in a variety of international public-sector, private-sector, and non-profit positions. GLO students will possess an enhanced awareness of worldwide economic and political events and will be able to assess their impacts on international affairs. Upon completion of the GLO degree graduates will be able to: (1) analyze cultural, economic, geographical, historical, political and social forces affecting globalization, (2) identify factors which impede or encourage globalization, (3) evaluate the impacts of increasing globalization on individuals, communities, regions, and nations, (4) integrate globalization ideas and concepts from the various disciplines into a unified whole, and (5) compete well for international positions or for domestic positions requiring international expertise.

Major Requirements.....	42 hours
A minimum grade of "C" is required in all courses counted toward the major.	
Foundation courses.....	15 hours
Complete 15 hours from the following list, including 9 hours from group (a) and 6 hours from group (b).	
(a)	ANT 120 or 200 (choose one), ECO 231, GEO 200, POL 212
(b)	Up to six hours of one foreign language
	Up to six hours of EKU-approved Study Abroad courses
	Up to three hours from one of the following courses:
	FCC 210, FCC 220, FCC 222, FCC 226, FCC227
Core courses.....	12 hours
ECO 394, GEO 322, HIS 347, POL 220.	
Elective courses.....	12 hours
Choose four courses from the following list, with no more than two having the same course prefix.	
ANT 499, ECO 340, ECO 395, GEO 322, GEO 330, GEO 347, HIS 320, HIS 346, HIS 350, HIS 365, HIS 375, HIS 378, HIS 380, HIS 384, HIS 386, HIS 434, HIS 474, HIS 475, HUM 360, POL 310, POL 315, POL 316, POL 321, POL 325, POL 327, POL 410, POL 415, POL 421, POL 451, POL 499, POL 517, POL 525, SOC 425, plus (with prior approval) various "special topics" and seminar courses offered by individual departments.	
Capstone course.....	3 hours
GLO 490, Globalization Senior Seminar.	
Supporting Course Requirements.....	9 hours
MAT 107 or higher (General Education Area II or VII-QS).	
HIS 247 (General Education Area V-A).	
ECO 230 (General Education Area V-B).	
General Education Requirements.....	39 hours
Standard General Education program excluding block II or VII-QS; block V-A; and block V-B. 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

Preliminary Environmental Scan for Proposed Major in

“Globalization and International Affairs”

Submitted by

Fred J. Ruppel, Interim Chair
Department of Economics
College of Arts and Sciences

- I. Internal
 - A. Related programs
 - 1. International Studies Minor
 - 2. General Business Major options
 - a. International Business
 - b. Global Supply Chain Management
 - B. Student demand
 - 1. Estimating demand for something that does not exist?
 - 2. Anecdotal evidence
 - a. Political Science (Gregg Gunderson)
 - b. Economics (Fred Ruppel)
 - 3. Study Abroad is expensive
 - 4. Foreign language can be difficult for some students
 - C. ECU mission
 - 1. University (Note: the words “international” and “global” do not appear in ECU strategic goals or directions)
 - a. Strategic Goal 1: Diversity
 - b. Strategic Goal 3: Learning
 - c. Strategic Goal 4: Intellectual curiosity; Cultural opportunities
 - d. Strategic Goal 5: External constituency engagement
 - e. Other
 - 1) Request by GenEd to consider a Globalization Theme for Block VIII
 - 2) Remarks by Carole Garrison: Global security; global policing
 - 2. College: Interdisciplinary! (Primarily, Social and Behavioral Sciences)
 - 3. Departmental
 - a. International Economics is our most frequently offered elective course. It typically brings in more students than any other ECO elective:

Fall 99	18
Fall 00	20
Fall 01	18
Spring 03	20
Fall 04	16
Spring 06	21
Fall 07	21
 - b. Four of our ECO faculty are decidedly “international” (FO, JW, JH, FR)

II. External

A. Potential demand for graduates

1. Google
 - a. March 6, 2008: "Globalization" returned over 23,400,000 hits
 - b. March 6, 2008: "Globalisation" returned over 6,920,000 hits
2. Public sector
 - a. Federal
 - 1) Economics positions
 - 2) Diplomatic/political positions
 - 3) State Department, USAID, etc.
 - b. State/Local
3. Private sector
 - a. With a foreign language
 - 1) International posting
 - 2) Domestic position, with international travel
 - 3) Domestic position at international "desk"
 - b. Without a foreign language
 - 1) Market research
 - 2) Regional / country analyses
 - 3) Regional specializations

B. Related programs at other Kentucky Universities (see next page for details)

1. University of Kentucky
2. University of Louisville
3. Western Kentucky University
4. Northern Kentucky University
5. Morehead State University
6. Murray State University
7. Kentucky State University

III. One late item, verbally stated at CAA:

Please accept this memo as my enthusiastic support for the proposed new degree program "Globalization and International Affairs". This program promises to be the first really "global" curriculum, a critical addition to EKU's offerings and our ability to prepare students for the 21st Century. I see it as a minor or even a double major for my current students. We are very interested as we are looking at global security and global policing as the focus of our degrees. My additional hope is that parts of this program can be integrated into the thematic area of general education as well.

Respectfully,

Dr. Carole Garrison, Chair
Criminal Justice and Police Studies

University of Kentucky

- A. Foreign Language and International Economics Major – All subfields require Econ 202, 203, a series of Macroeconomic courses, business statistics, international trade, and international monetary policy. Subfields include:
 - 1. French
 - 2. German
 - 3. Japanese
 - 4. Russian
 - 5. Spanish
- B. Related programs include:
 - 1. Major in Latin American Studies (mainly language and culture)
 - 2. Major in Russian and Eastern Studies (mainly language and culture)
 - 3. Minor in Indian Studies
 - 4. Minor in Islamic Studies
 - 5. Minor in Japan Studies
 - 6. Minor in International Affairs (website under construction, could not see requirements)

University of Louisville

- A. Minor in International Business
 - 1. Twelve hours of a foreign language
 - 2. Six hours of international business courses
 - 3. Three hours of international relations course
- B. Major in Economics requires both Intro to International Relations and Comparative Politics
- C. Related Programs:
 - 1. Minor in Chinese Studies
 - 2. Minor in Latin American Studies
 - 3. Major in Women's and Gender Studies has large international component including courses on women's roles in international development and politics

Western Kentucky University

- A. International Business Minor
 - 1. Twelve hours of a foreign language
 - 2. Nine hours of foreign history and culture: Choose from history, government, intercultural studies and geography
 - 3. Nine hours of "business": Choose from courses in Marketing and Economics departments
- B. Related programs include:
 - 1. Minor in Asian Studies
 - 2. Minor in Canadian Studies
 - 3. Minor in Latin American Studies
 - 4. Minor in Middle Eastern Studies
 - 5. Minor in Russian and East European Studies

Morehead State University:

No similar programs listed in Undergraduate Catalog or on the web

Northern Kentucky University

International Studies Major

1. Required courses:
 - a. Cultural Anthropology
 - b. Intro to Macroeconomics
 - c. World Geography
 - d. Comparative Politics
 - c. The Post Cold War World
2. Students then specialize – may choose:
 - a. African Option
 - b. Asian Option
 - c. Business Option
 - d. European Option
 - e. Latin American Option
 - f. Social Sciences Option

Kentucky State University

International Studies Minor: Requirements could not be found after searching both the Undergraduate Catalog and the website

Murray State University

International Affairs Major – Required Courses:

1. Probability and Statistics
2. Principles of Microeconomics
3. Intercultural Communication
4. Issues In the Global Economy
5. World Geography
6. World Religions
7. Introduction to International Relations
8. Contemporary Political Systems
9. Seminar in International Affairs
10. American Foreign Policy OR International Law and Organizations
11. Fundamentals of Management
12. Principles of Marketing
13. Global Sociology
14. Students choose “Theme” for nine additional hours
 - a. Art, Culture and Literature
 - b. International Development
 - c. Regional Studies:
 - 1) Africa and the Middle East
 - 2) Asia
 - 3) Europe
 - 4) Latin America

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: Government College: Arts & Sciences *Course Prefix & Number: POL 466A *Course Title (30 characters): Mock Trial *Program Title: (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> 01-28-2008	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved
		03/20/08
College Curriculum Committee	2/18/08	
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change grading mode for POL 466A (Mock Trial) to allow for IP grading.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall, 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>Mock Trial is conducted as a two-semester course. Traditionally, the syllabus indicated that students would receive a grade of "I" at the end of the Fall term, with a final grade awarded at the end of the Spring term (after the competitive season ended). Given the new policies on Incomplete contracts, the inability to award an IP has created unnecessary paperwork for the Department and the Registrar's office. Since the course is in practicum format, IP grading is appropriate.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None are predicted.</p> <p>Operating Expenses Impact: None are predicted.</p> <p>Equipment/Physical Facility Needs: None are predicted.</p> <p>Library Resources: None are predicted.</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)*
POL	466A	FALL 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	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	
		Thesis _____ Internship _____ Independent Study _____ Practicum X _____	Date of data entry _____ Data entry person _____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Government
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	POL 499
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Canadian Parliamentary Internship
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	01-28-2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/18/08	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.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To change grading mode for POL 499 (Canadian Parliamentary Internship) to allow for IP grading.

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

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

B. The justification for this action:
The Internship program overlaps two terms – Spring and Summer. As an internship, it should have IP grading.

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

Personnel Impact:
None are predicted.

Operating Expenses Impact:
None are predicted.

Equipment/Physical Facility Needs:
None are predicted.

Library Resources:
None are predicted.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	499	FALL 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	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 X _____		
		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)			

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

Part I

(Check one)	Department Name	Government
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	POL 319
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Canadian Politics
<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	01-28-2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/18/08	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.***
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add POL 319, Canadian Politics, as a new course.

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

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

B. The justification for this action:
The course has been taught as a special topics offering several times and has solid enrollments. A permanent course is needed to support the Canadian Studies Consortium (based at Morehead) and to provide some on-ground courses to supplement the online offerings that comprise most of that program.

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

Personnel Impact:
None are predicted.

Operating Expenses Impact:
None are predicted.

Equipment/Physical Facility Needs:
None are predicted.

Library Resources:
None are 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.)

POL 319 Canadian Politics. (3) A. Examination of Canada's political development, government institutions, public policies and foreign relations.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	319	Fall 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <input checked="" type="checkbox"/> 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 Date of data entry _____ Data entry person _____	
T	3			
		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)			

POL 319 – CANADIAN POLITICS
Instructor: Dr. Jane Rainey
Office: McCreary 218
Phone 622-4393(with voicemail)
5931(D.O.G. main office)

e-mail:
Jane.Rainey@eku.edu

or

Catalog description: Development of Canada's political system, including British, American, and French influences; governmental institutions, federalism, political parties and electoral systems; ethnic and linguistic politics; Canadian-U.S. relations.

Canadians have an abiding interest in surprising those Americans who have historically made little effort to learn about their neighbour to the North. Peter Jennings

WHY CANADA?

Some of the reasons for offering this course are as follows:

1. Most Americans know very little about Canada.
2. The U.S. is Canada's number one trading partner, part of NAFTA, the G-8, and NATO.
3. Canada is interesting in its own right and comparatively because it is a classic parliamentary system on paper although in recent years more "prime ministerial" government.
4. It is also a federal system, in some ways similar to our own, it shares with the U.S. the issue of treatment of its Native population, and it has the very different issue of Quebec and separatism.
5. There are a variety of controversial (at least in Canada) issues concerning Canadian-U.S. relations: whether Canada should adopt the U.S. dollar or whether both countries should adopt a common currency; whether Canadian-U.S. borders should be more fluid and open; whether further economic integration is desirable; and whether political union is inevitable, feasible, or desirable.
6. Canada has some interesting social policies, such as same-sex marriage or national health care, that differ from the U.S. but have some impact and potential impact on the U.S.
7. Canada's ongoing debate on what it means to be Canadian is very tied to its location in our shadow. This has affected cultural policy, efforts to forge its own identity in world affairs, etc.
8. EKU offers a Canadian studies minor. This course may interest you in pursuing that.
9. Parliamentary internships for U.S. students in Ottawa are available under POL 499. They are administered by a professor from WKU. This course is good background if you should decide to apply for that.

Student Preparation: Some in this class probably have more background in comparative politics than others. Some may have had other Canadian studies classes. If you give me clear signals about what you do not understand, I will try to explain.

POL 319 will meet the following learning objectives established for the Department of Government's political science program:

1. "Civic Engagement: Students will gain political literacy, including enhanced appreciation of the importance of political participation and public service..." You will learn terminology that will help you comprehend current news events worldwide and learn about the value placed on civil society and political participation in a country that is both similar to and different from ours. It can be argued that a truly civically engaged U.S. citizen should have some familiarity with our closest neighbor. **Assessment:** Political literacy will be assessed on exams through essays and/or short answers. Ability to

engage in informed critical thinking about Canadian civic engagement issues will be assessed on essay exams and/or outside written work.

2. "Substantive knowledge of political science: Students will understand the institutions, processes, and values that underpin political behavior and events." You will learn in particular some of the terminology, institutions, and processes of parliamentary political systems and of multi-party systems. You will also examine federalism in a different setting and become more knowledgeable about federalism as a generic concept and how it differs from one country to another. Assessment: Exams, class discussion, and outside written work will require you to demonstrate the ability to engage in informed critical thinking about political institutions and processes.

3. "Diversity: Students will become more aware of the political impact that social cleavages and cultural contexts can produce in American democracy as well as in other political systems." By studying Canada, including problems stemming from diversity issues such as issues relating to French Canada, aboriginals, and legalized gay marriage, you will become more aware of diversity concerns. Assessment: Exams will include questions about the political impact of diversity and social and cultural cleavages; outside written work and discussion boards will offer the opportunity for further exploration of diversity issues in Canada.

Other Attributes of this course: As a course specifically on **Canada**, POL 319 will acquaint you with key characteristics of the Canadian political system, examine the problems and progress of a bilingual, multicultural society, and consider the new "super-presidential" system which has emerged. It will prepare you for other Canadian studies courses and for more knowledgeable travel to Canada as for education, tourism, or business purposes.

As a **comparative government** course, we will pay some attention to theories used in the study of comparative politics, politics, and draw implicit and explicit comparisons to the US as well as to other parliamentary and federal systems.

The course also will include a **cultural component** because governments and political systems exist within specific cultures and don't always make a lot of sense if studied in isolation from their cultures. This component may include some exposure to folk traditions, art, languages, literature, music, religion, or even food. In Canada, one of the big topics of debate is, "What is Canadian culture?" We will try to figure out why. So don't be surprised if we do some things in this class that don't parallel what you might expect in an American politics course. After all, you are surrounded by American culture 24 hours a day! Many Canadians think they are too, and don't want to be. **PART OF THE CULTURAL COMPONENT MAY BE PRESENTED BY YOU!**

As a course in **critical thinking**, this class will expose you to varying interpretations of political phenomena--events, policies, etc.--what caused them, what their significance is, what should be done about them, and what their long range implications might be. While this type of reading and discussing may be new for some of you, I think you will find it quite manageable and much more interesting than just a series of facts, figures, and descriptions.

REQUIRED READINGS:

Stephan Brooks, *Canadian Democracy: An Introduction*. 5th ed, 2007. This is an introductory textbook for **Canadians** (equivalent to a POL 101 textbook here). As you read it, pay attention to and think critically about not only the information about Canadian government and politics, but also the author's perspective especially where the U.S. is concerned. The book has a companion website: www.oup.com/ca/he/companion/brooks

David M. Thomas and Barbara Boyle Torrey ed. *Canada and the United States: Differences that Count*. 3rd ed. 2008. This book will supplement Brooks and offer an opportunity for critical thinking in class discussions and the discussion board. Most but not all of the contributors are Canadian, so once again, think about the authors' perspectives.

Mark Charlton and Paul Barker, *Cross Currents: Contemporary Political Issues*, 5th edition. 2006. This is in a pro and con debate format so it will give us a chance to have more class discussion. Once again, it is written from a Canadian perspective although a few of the contributors are American. I am omitting a few chapters that seem more generic and less specifically about Canadian politics.

There will be a few other short readings put on e-reserve or distributed in class for the purpose of giving different perspectives, covering material not sufficiently discussed in the textbooks, or addressing recent events. You are responsible for these on exams just as for textbooks.

Teams: To encourage class participation, you will be part of a team of 2-3 people representing a province or territory. Each team will be responsible at various times in the course for enlightening the class about how a particular topic relates to your province/territory and for noting in the required readings where your province/territory fits in. (I will tell you where to find the information) You will also be part of a different group representing a Canadian political party and will present your party's perspective when relevant. This will all go into your class participation grade. You will get more details as we go along.

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

Exams: There will be two exams, and a final. The exams will be a combination of short answer or identification and essay questions. The final will be over the last part of the course and also include a comprehensive section.

FINAL GRADE determined as follows:

2 exams	40
Paper	20
class	15 (includes in-class participation and on-line discussion)
final	25

For papers and exams: Exams are normally given a numerical score on a scale of 100. Papers, and some take-home exams are given letter grades. In assessing the final grades, I translate letter grades to number grades as follows: A+=100; A=95; A-=91; B+=89; B=85; B-=81; C+=79; C=75; C-=71; D+=69; D=65; D-=61; F=55 unless otherwise designated.

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

ATTENDANCE POLICY: There is an attendance policy in this class. I think you will find it is a very generous and reasonable one. Roll will be taken on a regular basis. IT IS YOUR RESPONSIBILITY TO SIGN THE ROLL SHEET. **Any person missing more than EIGHT CLASSES, excused or unexcused, will receive an automatic F.** (Exceptions will be made only in very unusual cases and at my discretion.) IT IS YOUR RESPONSIBILITY TO KEEP A RECORD OF YOUR ABSENCES. In the case of borderline grades, I will consider your attendance and class participation record in determining your final grade. Therefore these should be thought of not as free "cuts" but insurance against unavoidable circumstances. IF THE UNIVERSITY IS CLOSED DUE TO INCLEMENT WEATHER, THIS WILL NOT COUNT AS AN ABSENCE. HOWEVER, IF CLASSES ARE HELD BUT WEATHER KEEPS YOU FROM ATTENDING, THIS DOES COUNT AS AN ABSENCE,

Academic Honesty: Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. Falsification of footnotes is considered to be evidence of plagiarism. I reserve the right to examine any source used by a student before giving a grade on the paper, and to give an "Incomplete" in the course if necessary to allow time to obtain sources. If a paper is found to be plagiarized, the options provided for in the ECU academic integrity policy will be followed. The same applies to cheating on exams. Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.ecu.edu/>. Questions regarding the policy may be directed to the Office of Academic Integrity.

Fall 2008 Office Hours: I expect to be in my office at the following times:

MONDAYS,
TUESDAYS,
WEDNESDAYS,
THURSDAYS:
FRIDAYS:.

Or you can or speak to me after class or make an appointment or just drop by whenever I'm in the office and I'll see you if I'm not busy. (Call first if you prefer.) These times are subject to change as the semester develops. (Any permanent changes will be posted on Blackboard.) Adjustments and cancellations will be posted when possible. **You may also e-mail questions, requests, or concerns, to me; call me at 622-4393 and leave a voice mail message (if you want me to return your call, be sure to leave your phone number!) or call the D.O.G., 5931, and leave a message. IF YOU SIMPLY FOLLOW THESE INSTRUCTIONS, YOU WILL FIND THAT I AM VERY ACCESSIBLE!**

Partial and very approximate and tentative schedule of text book readings and classroom lecture and discussion topics. WE WILL TRY TO BE FLEXIBLE AND TO SOME EXTENT MAKE ADJUSTMENTS BASED ON THE CLASS'S INTERESTS OR EVENTS IN THE "REAL WORLD." IT IS YOUR RESPONSIBILITY TO KEEP IN TOUCH WITH THE CLASS AND FIND OUT WHAT YOU MISSED IF YOU HAVE TO BE ABSENT. AND THERE MAY BE SOME SUBSTITUTIONS IN THE READINGS. Also be aware that we will not go over everything in class which you are assigned to read in the book unless YOU bring up questions. You should keep up or ahead with the reading even if we seem to be running behind on the syllabus. Also, we WILL cover things in class which are not covered in the book.

Meeting 1	Introduction
Meeting 2, 3	Background, History, Symbols
Meeting 4, 5	Culture and Ideology

Meeting 6, 7	Socio-economic setting
Meeting 8, 9	Regionalism: Quebec, Western Alienation
Meeting 10, 11	The Constitution
Meeting 12	FIRST EXAM
Meeting 13, 14	The Charter of Rights and Freedoms
Meeting 15, 16	Federalism
Meeting 17, 18	The Parliamentary System
Meeting 19	The Courts
Meeting 20, 21	Parties and Elections
Meeting 22	Interest Groups
Meeting 23	The Mass Media
Meeting 24	SECOND EXAM
Meeting 25	Language Politics
Meeting 26-28	Other Diversity Issues
Meeting 29, 30	Canada and the World
FINAL EXAM	

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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 Government <hr/> College Arts & Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (<u>30 characters</u>) <hr/> *Program Title Paralegal Science (B.A.) (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> 1-28-07	<u>Date</u> NA
		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	03/20/08
Teacher Education Committee*	NA	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change supporting course requirement from ENG 301 to ENG 300.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>Paralegal Program Director, in cooperation with the Paralegal Program Advisory Board, recently reviewed the Paralegal Science curriculum. The group noted that the technical writing skills of many students were lacking. Upon review of other English courses offered at the University, the group decided that ENG 300 meets the professional writing needs of paralegal students better than ENG 301. The Paralegal Program Director spoke with ENG 300 instructors who agreed that such a change would be appropriate in light of the type of writing paralegals are called to do in the workforce. A study conducted in cooperation with the Student Paralegal Association is attached with further details. This study determined that ENG 301 was geared more towards a rhetoric style of writing comparing and contrasting literary styles, while the ENG 300 course gave more practical writing experiences that a paralegal would use on a daily basis. These areas included use of very precise detail in writing, using research to explain an issue, proper use of grammar and precise word choice, and preparing a research paper and PowerPoint presentation. These skills are vital to the legal profession.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None are predicted.</p> <p>Operating Expenses Impact: None are predicted.</p> <p>Equipment/Physical Facility Needs: None are predicted.</p> <p>Library Resources: None are predicted.</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.)

Baccalaureate Degrees

PARALEGAL SCIENCE (B.A.)

CIP Code: 22.0302

Major Requirements 40 hours

LAS 210, 220, 300, 320, 325, 350, 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~~, ENG 300, 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

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

Part I

(Check one)	Department Name	History
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 300
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Topics in U.S. History: _.
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/24/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/18/08	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.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To make HIS 300 specifically for topics in U.S. history (Area I) and accordingly designate it HIS 300A.

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

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

B. The justification for this action:

HIS 300 is a varying topics course applicable to all areas of study in the history and history/teaching degrees. However, Banner cannot determine under which area of study any one topics course falls. It therefore randomly assigns HIS 300 to any given area. Even after this is corrected manually, Banner regularly overlooks the correction and later re-assigns that same student's HIS 300 to a different area. To end repeated CARES report corrections in the departmental, dean's, and Banner offices, we are designating HIS 300A for Area I (U.S. History). HIS 300B and HIS 300C will be targeted to the other two areas (II and III respectively).

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.)

HIS 300A Topics in U.S. History: _____. **(1-3) A.** Formerly HIS 300. Movements in U.S. history that have influenced and continue to influence the course of American culture and civilization. May be retaken to a maximum of six hours provided topics vary.

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)*
HIS	300A	Fall 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	HIST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3.0	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) <u>45</u>	
1	3	N	Class Restriction, if any: (undergraduate only)	
		P	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Formerly HIS 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)	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	History	
_____ New Course (Parts II, IV)	College	Arts and Sciences	
X Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 312	
_____ Course Dropped (Part II)	*Course Title (30 characters)	Independent Study in History: _.	
_____ New Program (Part III)	*Program Title	_____	
_____ Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)	
_____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/24/2008	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved _____	WITHDRAWN
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 reduce the prerequisite of HIS 312 to simple departmental approval.

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

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

B. The justification for this action:

Since nearly all primary source term papers are now written in HIS 302 (A,B,C), it is no longer absolutely necessary to require that the paper written in HIS 312 be a primary source term paper, the training for which HIS 200 had been the prerequisite. Therefore, in the interest of greater flexibility in independent study, we are requesting that the course prerequisite be removed in favor of the stipulation of departmental approval. The independent study proposal form mentioned in the old catalog description is no longer required by the registrar to issue a CRN prior to enrollment.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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

New or Revised* Catalog Text

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

HIS 312 Independent Study in History: _____ . **(3) A. Prerequisites:** ~~Departmental approval.~~ Individual research and/or reading on a problem area in history. Regular reports and final research paper required. ~~Students must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.~~

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)*
HIS	312	Fall 2008	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	HIST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3.0	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>		Cip Code (first two digits only) <u>45</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
3	3	N	FR <input type="checkbox"/> JR <input type="checkbox"/>	
		P	SO <input type="checkbox"/> SR <input 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 <u> </u> Data entry person <u> </u>	
		Thesis <u> </u>		
		Internship <u> </u>		
		Independent Study <u> </u>		
		Practicum <u> </u>		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	<u>Departmental approval</u>
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	History
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 349
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Cooperative Education
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/24/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/18/08	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.***

*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 reduce the prerequisite for HIS 349 from HIS 200 to simple departmental approval.

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

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

B. The justification for this action:

Cooperative Education projects in History can take numerous forms. While in many cases prior training in primary source research and methods might be quite necessary, it is also possible to envision Cooperative Education opportunities in History where such training would not be required. Therefore, in the interest of greater flexibility in Cooperative Education, we are requesting that the course prerequisite be removed in favor of the stipulation of departmental approval.

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.)

HIS 349 Applied Learning in History. (1-8) A. Prerequisite: ~~HIS 200.~~ departmental approval. Does not apply toward a major or minor in history. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit.

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)*
HIS	349	Fall 2008	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	HIST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
C			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.	HIS 200 , <u>departmental approval.</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 History	
<input type="checkbox"/> Course Revision (Parts II, IV)	College Arts and Sciences	
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number HIS 315	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters) History, Memory, and Film	
<input type="checkbox"/> Program Revision (Part III)	*Program Title (Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	1/24/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	03/20/08
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

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

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

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

B. The justification for this action: Due to personnel changes, the History Department no longer has faculty trained in this particular area.

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.)

~~**HIS 315 History, Memory, and Film. (3) A. Prerequisite: three hours HIS or department approval. The relationship between the discipline of History and human memory, that is the past as officially recorded and how people remember it. Particular attention will be paid to landmark historical films which will be used as case studies of how this media can affect our historical narratives.**~~

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	History
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	HIS 354
<input checked="" type="checkbox"/> New Program (Part III)	*Course Title <small>(30 characters)</small>	Modern France
<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	1/24/2008	Graduate Council*
<i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/18/08	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.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop the course from the curriculum.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Due to personnel changes reflecting a more global approach to the discipline, the History Department no longer has faculty trained in this particular area although European specialists remain well-represented.</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.)

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.)

~~**HIS 354 Modern France. (3) A. Prerequisite: three hours HIS or department approval. Economic, political, social, and cultural developments in France from 1789 to the present.**~~

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	History
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	HIS 387
<input checked="" type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	South Africa History
<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	1/24/2008	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	03/20/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested:	(Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop the course from the curriculum.
A. 2. Effective date:	(Example: Fall 2001) Fall 2008
A. 3. Effective date of suspended programs for currently enrolled students:	(if applicable)
B. The justification for this action:	Due to personnel changes, the History Department no longer has faculty trained in this area. The department is now able to offer courses in West African history instead.
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.)

~~**HIS 387 South Africa History. (3) A. Prerequisite: three hours of HIS or departmental approval. Social, political, economic, and cultural history of South Africa with emphasis on 19th and 20th centuries. Themes include: African chiefdoms; white settlers and colonialism; mining and industrialization; segregation and apartheid; race, class, gender, ethnicity, and age; popular culture and social identities.**~~

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

Part I

(Check one)	Department Name	History
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SCI 310
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	History of Science
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/24/2008	Graduate Council*
		Date NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	2/18/08	Council on Academic Affairs
General Education Committee*	2/11/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	Faculty Senate**
		Date NA
		Board of Regents**
		Date NA
		Council on Postsecondary Edu.***
		Date NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To drop the course from the curriculum at the same time that HIS 310, "History of Science" is added, effectively changing the prefix of the course.

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

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

B. The justification for this action: SCI 310 has been taught for many years at EKU by Dr. Bruce MacLaren, who has this year moved to the History Department. SCI 310 is the last remaining course in the EKU catalog with the old "SCI" prefix, which as we understand it is a holdover from the old Natural Sciences department which long served a central role in the General Education curriculum of the university. As the university has changed, however, it has become a course without a home. We have spoken with Dr. Alan Schick, Chair of the Chemistry Department, which most recently held control of scheduling "SCI" courses, and he informed us that his department has no interest in staffing the course or maintaining control over the old "SCI" prefix. The College of Arts & Sciences has therefore transferred control over the "SCI" prefix to the History Department. It should be added that most comprehensive universities of our size across the United States have an analogous course (or courses) housed in their History Departments. We therefore wish to drop SCI 310 even as we are adding a wholly equivalent course HIS 310 to our 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.)

~~SCI 310 History of Science. (3) I, II. The development of scientific concepts through the ages; contribution of science to civilization; philosophy of science; biographical sketches.~~

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

Part I

(Check one)	Department Name	History
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 204W
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Historical Inquiry: _.
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/30/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	2/11/08	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Acceptance of new lower-division topics course HIS 204W "Historical Inquiry: _." designed to satisfy both General Education requirements and the stipulations of the Writing Intensive TCAC initiative.

A. 2. Effective date: Fall 2008

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

B. The justification for this action:

With the elimination of the University Writing Requirement, the university has been asking departments to propose new writing-intensive courses that are fully integrated within the curriculum. Designed to conform to the writing-intensive requirements outlined in the Thinking Critically Across the Curriculum (TCAC) goals for a sophomore-level writing course, HIS 204W has already received approval from the TCAC committee. The course is also designed to satisfy General Education Blocks Va, Vc or VII(sbs). The specific material covered by the course will vary according to the expertise of the instructor, but the course objectives and nature of required assignments are uniform (three 4-5 pp. primary source/document analysis essays with instructor feedback, one 4-5 pp. book review essay with instructor feedback, two essay exams). Sample themes that have been proposed for this course by departmental faculty include: The Worlds of 1492 (sample syllabus included here); The American Presidency; Introduction to Latin American History; Comparative Women's History: The United States and the Muslim World.

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

Personnel Impact:
At present, the department has resources to put forward one faculty member teaching two sections of this course per semester. If the university needs more such courses, we will need additional faculty resources in order to offer them.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: No additional needs

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.)

HIS 204W Historical Inquiry: . (3) A. Prerequisites: ENG 102 or ENG 105(B) or HON 105(B). Introductory exploration of a particular historical problem or theme. Satisfies university's sophomore writing-intensive requirement. Gen Ed VA, VC or VII(SBS).

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HIS	204W	Fall 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	HIST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 45	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR <input checked="" type="checkbox"/> SO <input checked="" type="checkbox"/> 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.	ENG 102 or ENG 105(B) or HON 105(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 HIS 204
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) X	VI (3)	VII (3) X	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3) X			

HIS 204W: Historical Inquiry: The Worlds of 1492

Fall, 2008, 3 cr. (Gen. Ed. Block Va, Vc, VII)

Dr. David Coleman

e-mail: david.coleman@eku.edu

Office: 325 Keith

Office Phone: 622-1288

Office Hours: 1:00–2:30 T-F

(or by appointment)

General Education Goals Addressed:

The University General Education Goals addressed in this course include the following:

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

Course-Specific Objectives:

Upon completion of this course, students should be able to:

1. Analyze historical primary sources as reflections of specific time periods and societies.
2. Demonstrate improvement in formulating and communicating historical arguments that are supported by evidence and pertinent to the historical societies under study.
3. Describe the basic characteristics of and interactions among the historical societies under consideration.
4. Develop and demonstrate analytical writing skills appropriate for sophomore-level college work, with attention to gauging writing strategies to various audiences.

Required Reading

William Phillips and Carla Rahn Phillips, *The Worlds of Christopher Columbus*

David Ringrose, *Expansion and Global Interaction, 1200-1700*

Stuart Schwartz, ed., *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*

Geoffrey Symcox and Blair Sullivan, *Christopher Columbus and the Enterprise of the Indies: A Brief History with Documents*

Grading

Tests	200 pts. (2 x 100 pts. each)
Document Analysis Essays	300 pts. (3x 100 pts. each)
Library/Book Review Essay	100 pts.
Attendance + Participation	<u>50 pts.</u>
Total	650 pts. possible

(A=650–585 ; B=584–520 ; C=519–455; D=454–390 ; F= ≤389)

Statement Concerning 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.

Inclement Weather (alternative schedule–“two-hour delay”)

If the university president declares an “alternative schedule” day, our 11:00 TR class would meet 12:20–1:20 PM.

Drop Policy

According to the official EKU academic calendar, the last day to withdraw from this class without academic penalty is October 26.

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.

Exams

One Midterm Exam and one Final Exam will be given. Each will count for 100 pts. of the student's course grade. Except in cases of **documented** medical or university-excused absences, EXAMS MUST BE TAKEN ON THE DAY THAT THEY ARE ASSIGNED, with no exceptions. If you do miss an exam for a documented medical or university-approved reason, you must arrange with the instructor to take the test within a week of your return to class.

Each exam will include two essay questions. Exam essay questions will require that you incorporate and synthesize material about which you have learned in our textbook and document readings as well as class discussions. On both the midterm and the final, one of the two essay questions will be “creative” in nature, asking you to assume the identity of an historical actor at a specific place and time, and consider how the broader historical developments about which we have learned in class may have affected his or her life. For example, you might be asked on the midterm to “assume the identity” of a traveling Persian merchant in Samarqand in the mid-thirteenth century C.E., discussing the changes that have been brought about in your life and work by the rise of Mongol power across Asia. On the final, you might be asked to assume the identity of a working-class woman in Tenochtitlan in 1524, considering the massive changes that have been visited upon your life by the coming of the Spanish *conquistadores*.

Document Analysis Essays

Three document analysis essays prepared outside of class will be required from each student, with the due date indicated in the course schedule below. Each is expected to be roughly 4-5 pp. (double-spaced, 1” margins, no more than 12-point font).

The Preliminary Version of each essay will be graded on a 0-20 point basis. After providing feedback on each essay, the instructor will return the essay to the students.

The Revised Version of each essay will be graded on a 0-80 point basis.

The Revised Version of the essays are to be submitted both in hard-copy form to the instructor on the day on which they are due, and electronically via Blackboard/”Safe Assignment.” The assignments must be submitted to Blackboard before the beginning of class time on the date on which it is due. The **stapled** hard-copy version must be turned in to the instructor at the beginning of class.

Library Book Review Essay

Each student will complete one library/book assignment, due at the beginning of class on the date indicated in the course schedule below. The assignment will require each student to identify, find, and read a relevant book in the EKU library and compose a review essay that answers a series of questions about the book (questions to be provided). The Book Review Essay will be geared *toward consideration of a generally educated popular audience*. We will think of this review essay, for instance, as the sort of review that might appear in something like the *New York Review of Books* or the *Times Literary Supplement*, and take such an audience into consideration as we plan and compose the essays. As is the case with the document analysis essays, the Preliminary Version of this assignment will be graded on a 0-20 point basis. The Revised Version will be graded on a 0-80 point basis. The Revised Version must be submitted both in hardcopy form to the instructor and electronically via Blackboard. Again, the assignment must be submitted to Blackboard before the beginning of class time on the day on which it is due, and the stapled hard-copy version turned in to the instructor at the beginning of class on the day on which it is due.

Attendance/Participation

Attendance at all scheduled class meetings is expected. Each unexcused absence will automatically count as a five-point deduction from the 50 points available for attendance and participation. According to History Department policy, any student missing more than twenty percent of scheduled class sessions may be assigned a failing grade for the semester at the discretion of the instructor. “Excused absences” are defined as and limited to documented medical, emergency, and/or university-approved absences. If you are absent for an excused reason, it is your responsibility to notify the instructor and provide any required documentation in order to avoid the five-point penalty, as well as to make up any missed assignments and/or quizzes within a week of your return to class. Any such missed assignment and/or quiz that has not been made up before the final day of class before final exam week automatically becomes a “0” in the gradebook. Before the final day of class, the instructor will post on Blackboard the total points earned by each student for attendance. This number will also reflect any additions deemed appropriate to this score for individual excellence in classroom discussion through the course of the semester. To be specific, the instructor will assign, at his discretion, to each student 0–20 points on the basis of participation. If a student has a perfect or near-perfect attendance record, these participation points **can and will** be counted in excess of the 50 points allotted to attendance and participation in the total points earned for the semester.

Policy Regarding Late Work

As a rule, late work will not be accepted, except in approved cases of “excused absences” as defined above. If you are going to be absent for a medical or university-approved reason on a day when an assignment is due or a test given, **and** you know about the upcoming absence in advance, you are expected to make arrangements to turn in the work and/or take the test **before** the scheduled absence. Please see, call, and/or e-mail the instructor in such cases to schedule or turn in the work in advance. If you miss an assignment or test because of an unanticipated excused absence, you are expected to make up any missed work within a week of your return to class, as explained above.

Course Schedule and Readings (tentative, subject to modification)

PART ONE: WORLDS IN MOTION, 1000—1421 C.E.

Week One: Background: From the Hellenistic Oekumene to T’ang China; The Silk Roads; the Indian Ocean
Reading: Ringrose: Chapter 1

Week Two: The Crusader kingdoms; The Mongols (and the Question of a *Pax Mongolica*);
Reading: Madden excerpt; Morgan excerpt (both on Blackboard)

Week Three: Europe: From the Commercial Revolution of the High Middle Ages to the Fourteenth-Century Crisis
Reading: Phillips and Phillips, Chpt. 2-3
Discussion of Analytical Writing Strategies for Document Analysis Exercises

Week Four: The Ottoman Empire, “Renaissance” Europe, and early Ming China (and Zheng-He’s voyages)
Reading: Ringrose, Chapter 2
Document Analysis 1 (excerpts from John of Plano Carpini): Preliminary Version Due

PART TWO: THE COLUMBIAN MOMENT IN CONTEXT

Week Five: The Pre-Columbian Americas
Reading: Ringrose, pp. 97–111;
Document Analysis 1: Revised Version Due

Week Six: West Africa, Iberia and the Atlantic Islands in the Fifteenth Century; Roots of Slave Trade
Reading: Ringrose, Chapter 3
Discussion of Writing Strategies for Book Reviews

Week Seven: Columbus I: Ships, Navigation, Ideas and Politics

Readings: Phillips and Phillips Chpts. 1, 4, 5, 6
Discussion of Writing Strategies for Exam Essays

Week Eight: Columbus II: The Voyages. 1492–1504
 Readings: Symcox, pp. 60-101; Phillips and Phillips, Chpts. 7, 8
Midterm Exam

Week Nine: Impact: On the Americas; On Eurasia and Africa; The “Columbian Exchange”
 Readings: Phillips, Chapter 9; Crosby excerpt (Blackboard)
Document Analysis 2 (Columbus Letter of 1492): Preliminary Version Due

Week Ten: The Indian Ocean in the Sixteenth Century
 Readings: Ringrose, Chapter 5
Document Analysis 2: Revised Version Due

Week Eleven: East Asia
 Readings: Ringrose, Chapter 6
Book Review Preliminary Version Due

PART THREE: CONTACTS, CONQUESTS, ENCOUNTERS

Week Twelve: The Conquest of Mexico I
 Readings: Schwartz, pp. 1-39
Book Review Revised Version Due

Week Thirteen: The Conquest of Mexico II
 Readings: Schwartz, pp. 100-177
Document Analysis 3 (excerpts from Bernal Díaz de Castillo): Preliminary Version Due

Week Fourteen: European Images of the New World
 Readings: Symcox, pp. 155-175
Document Analysis 3: Revised Version Due

Week Fifteen: Review and Prepare for Final

FINAL EXAM: Per university schedule

HIS 204W

Dr. Coleman

Document Analysis Essay 2

Due Date: Preliminary Version (20 pts.): November 8

Revised Version (80 pts.): November 15

In this assignment, you will be composing an essay of roughly four to five double-spaced (1" margins all around, 12-point font) pages. The essay will be an historical analysis of the Columbus Letter of 1493 that I have provided you

This assignment requires you to do what we call a very “close” reading of the source. You will have to read the assignment very carefully, and probably many times over, in order to cull from it the information and insight needed to complete this assignment in an effective manner.

Your essay must analyze this excerpt as an historical source, addressing in some way all of the following four questions:

1. When was this document written? Who was the author and who was the intended audience?
2. Why was this document written (i.e. what were the author’s purposes)? What basic assumptions does the author make?
3. What does the document reveal about historical change in the society in which it was produced? What does it reveal about the causes of those changes?
4. What is the historical significance of the document?

Your essay should be historically “informed.” You should, that is to say, bring to bear upon your consideration of this document the things that we have learned in this course about the society in which it was produced.

Your essay should have a title, should be organized effectively in clear paragraphs, and should be written in standard English and complete sentences. Also bear in mind that this is an exercise in critical *historical* analysis; it is *not* simply a matter of literary or artistic appreciation.

General Education Course Approval Form

Department(s): History

Course Prefix and Number : HIS 204W

Course Title: Historical Inquiry:-----

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

Designed for Writing Intensive TCAC initiative; Core and University General Education

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

Block Va, Vc and VII(sbs)

Course Abstract

1. Provide a detailed description of the course.

The course is designed to conform to all of the writing-intensive requirements outlined in the TCAC goals for a sophomore-level writing course. The course objectives and nature of required assignments are uniform (three 4-5 pp. primary source/document analysis essays with instructor feedback, one 4-5 pp. book review essay with instructor feedback, two essay exams). The specific material covered by the course will vary according to the expertise of the instructor. Sample themes that have been proposed for this course by departmental faculty include:

The Worlds of 1492 (sample syllabus included here)

The American Presidency

Introduction to Latin American History

Comparative Women's History: The United States and the Muslim World

The course objectives for all sections of HIS 204W: Historical Inquiry: _____ are as follows:

Upon completion of this course, students should be able to:

1. Analyze historical primary sources as reflections of specific time periods and societies.

2. Demonstrate improvement in formulating and communicating historical arguments that are supported by evidence and pertinent to the historical societies under study.
 3. Describe the basic characteristics of and interactions among the historical societies under consideration.
 4. Develop and demonstrate analytical writing skills appropriate for sophomore-level college work, with attention to gauging writing strategies to various audiences.
2. If approved, your course must be assessed on a regular basis using the common scoring rubric for the course's content area. Provide a detailed description of the assessment plan for this course.

The assessment device mirrors the already approved system for the department's other general education offerings in history. Specifically, from each section of HIS 204W that she or he has taught, the instructor will submit five randomly selected samples from the final document analysis essay of the semester to the departmental assessment committee. The assessment committee will then score the essay according to the categories on the SBS-History General Education rubric.

The document analysis essay will require students to produce an attentive and detailed analysis of a primary source text, centered on formulating responses to the following questions:

1. When was this document written? Who was the author and who was the intended audience?
2. Why was this document written (i.e. what were the author's purposes)? What basic assumptions does the author make?
3. What does the document reveal about historical change in the society in which it was produced? What does it reveal about the causes of those changes?
4. What is the historical significance of the document?

When the departmental assessment committee has received the sample responses from the instructor, they will evaluate each essay on a 1-4 point scale corresponding to the categories of the approved SBS-History General Education rubric. The questions they will use to evaluate each essay, and the SBS-History Rubric categories to which each question corresponds, are as follows

1. Does the student demonstrate appropriate perspective, rooted in time and place, in the analysis of historical sources? (Corresponds to History/SBS Course Assessment Rubric Row: **METHODS**)
2. Does the student demonstrate an appropriate understanding of the interactions of social, cultural, political, religious, economic, scientific and/or

technological developments as factors in historical change? (Corresponds to Course Assessment Rubric Row: **COMPREHENSION**)

3. Does the student demonstrate the ability to build and clearly communicate an argument on the basis of historical evidence and documentation? (Corresponds to Course Assessment Rubric Row: **APPLICATION AND ANALYSIS**)

4. Does the student demonstrate the ability to understand change over time and the significance and effects of historical events and developments. (Corresponds to Course Assessment Rubric Row: **INTERPRETATION AND EVALUATION AND INTEGRATION**)

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

Instructional methods will include a combination of lecture, whole group discussion, and small group discussion of readings. Faculty teaching this course must hold terminal degree and have full-time status in the department. The department chair, working with the assistance of the departmental assessment committee chair, will function as course coordinator.

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

At present, the department has resources to put forward one faculty member teaching two sections of this course per semester. If the university needs more such courses, we will need additional faculty resources in order to offer them.

Who will be the course coordinator? The Department Chair coordinates all of our General Education offerings, working in conjunction with the departmental assessment committee chair.

Recommendation:

Department Chair(s): _____ Date: _____ Approve?
Yes No

College Curriculum
Committee (Chair)*: _____ Date: _____ Yes No

General Education
Committee (Chair): _____ Date: _____ Yes No

*If necessary. Existing courses may be submitted for approval to the General Education Committee without the approval of the College Curriculum Committee. New courses must be approved by the College Curriculum Committee before consideration by the General Education Committee.

Note: Please attach the course syllabus, the assessment example and the course objective matrix to this form.

Course Objective Matrix

Course Prefix, Number and Title: HIS 204W

Which block(s) of general education does the course serve? Va, Vc, VII

In the columns of the course objective matrix please identify the general education learning objectives for the general education block that the course serves. On the rows of the matrix please identify the student learning objectives found on the syllabus for the course. If a specific course objective addresses a general education learning objective, then write in the appropriate cell one or more of the following: KC if the course objective refers to knowledge and comprehension of course material, CT if the course objective requires critical thinking, IC if the course objective requires integration of knowledge across the course, ID if the course objective requires integration of knowledge across disciplines, MI if the course objective refers to methods of inquiry in the discipline, and QS if the course objective requires application of quantitative skills.

	General Education Learning Objective	Demonstrating relevant perspective, rooted in time and place, in the analysis of historical (written and artifactual) sources.	Demonstrating an understanding of the interactions of social, cultural, political, religious, economic, scientific and/or technological developments as factors in historical change.	Building and clearly communicating an argument on the basis of historical (written and artifactual) evidence and documentation.	Demonstrating ability to understand change over time and the significance and effects of historical events and developments.
Course Objective					
Analyze historical primary sources as reflections of specific time periods and societies.		MI	KC		
Demonstrate improvement in				CT	CT

formulating and communicating historical arguments that are supported by evidence and pertinent to the historical societies under study.					
Describe the basic characteristics of and interactions among the historical societies under consideration.		KC	KC		
Develop and demonstrate analytical writing skills appropriate for sophomore-level college work, with attention to gauging writing strategies to various audiences.				CT	CT



Professor David Coleman
Department of History
Keith 323

January 29, 2008

Dear David:

The TCAC Advisory Board met on January 23 to consider proposals for writing-intensive general education courses. I am pleased to inform you that HIST 204 was approved for “W” status, contingent upon its certification as a General Education course.

To ensure that your writing-intensive course is available for fall 2008 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>) for your course. 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.” The prerequisite for the course is ENG 102 or ENG 105 or HON 102. (All W courses must have this prerequisite.) I have included a sample W-course Curriculum Change Form, with pertinent details highlighted, to help you complete the form for your course.
2. The Curriculum Change Form must be processed through the usual approval channels: Department Curriculum Committee, College Curriculum Committee, University General Education Committee, and Committee on Academic Affairs. Please be aware that this process can take many weeks and that you may need to check on the status of your proposal as it moves through the various committees.

As you know, each faculty member scheduled to teach the course next academic year will be eligible to receive a course-development stipend of \$1,500 upon completion of a half-day assessment workshop, which will be scheduled in early April 2008 (according to TCAC participant availability), and a full-day faculty-development workshop, to be held on Monday, August 18. During the first semester that a faculty member teaches the writing-intensive course, he or she 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, the faculty member will receive either a three-credit reduction in teaching load (or equivalent amount as

overload). Faculty can also apply, through me, for up to \$1,500 each 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,

A handwritten signature in cursive script that reads "Cindy Moore".

Cindy Moore

Associate Professor, English

Director, TCAC (Thinking and Communicating across the Curriculum)

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

Part I

(Check one)	Department Name	History
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 300B
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Topics in European History: _.
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/24/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/18/08	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.***

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To create a HIS 300B topics course in a different area from HIS 300A or HIS 300C.

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

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

B. The justification for this action:

HIS 300 is a varying topics course applicable to all areas of study in the history and history/teaching degrees. However, Banner cannot determine under which area of study any one topics course falls. It therefore randomly assigns HIS 300 to any given area. Even after this is corrected manually, Banner regularly overlooks the correction and later re-assigns that same student's HIS 300 to a different area. To end repeated CARES report corrections in the departmental, dean's, and Banner offices, we are designating HIS 300B for Area II (European History). HIS 300A and HIS 300C will be targeted to the other two areas (I and III respectively).

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.)

HIS 300B Topics in European History: _____ . (1-3) **A.** Movements in European history that have influenced and continue to influence the course of European culture and civilization. May be retaken to a maximum of six hours provided topics vary.

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)*
HIS	300B	Fall 2008	AS <input type="checkbox"/> X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	HIST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) <u>45</u>	
1	3	N	Class Restriction, if any: (undergraduate only)	
		P	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)			

**HIS 300B: Topics in History:
CHURCH-STATE RELATIONS
FROM NAPOLEON TO HITLER
(3 credit hrs.)
Spring 2009**

Instructor:	Dr. John S. Lowry	Office:	Keith 328
Department:	History	Office Hrs:	MWF 11:10-12:00, TTh 9:30-11
E-mail:	<i>john.lowry@eku.edu</i>	Telephone:	x2-1376

COURSE OBJECTIVES

TO INTRODUCE a number of central themes in modern church-state relations in France, the German lands, and the Italian peninsula from the mid-eighteenth century to the end of World War II. The central narrative of the course will focus upon the position of the Roman Catholic church in its relations with the various monarchist, revolutionary, liberal and fascist states of this region although some limited attention will also be paid to the various Protestant churches. The four major themes to be explored will be

- the interventions by the modern state in previously traditionally ecclesiastical affairs,
- the origins and impact of anticlericalism upon church-state relations,
- the struggle of the church to retain temporal power, and
- the anomalous position of the Jews between traditional Catholic anti-Semitism and the revolutionaries' zeal for Jewish emancipation.

TO EQUIP students with the tools needed to find and familiarize themselves with a significant proportion of the historical scholarship on a given subtopic.

TO IMBUE students with increasing confidence in unlocking the thrust of a historian's argument and methods without having to read an entire monograph from cover to cover.

TO PROVIDE oral and written practice to students in discussion of disagreements between historians

TO ENCOURAGE students in the identification and interpretation of the raw data of primary sources.

REQUIRED TEXTS

The following texts are required reading and strongly recommended for purchase:

Aston, Nigel. *Religion and Revolution in France 1780-1804*. Washington, DC: Catholic University of America Press, 2000.

Chadwick, Owen. *A History of the Popes 1830-1914*. Oxford: Oxford University Press, 1998.

Coppa, Frank J., ed. *Controversial Concordats: The Vatican's Relations with Napoleon, Mussolini, and Hitler*. Washington, DC: Catholic University of America Press, 1999.

Kertzer, David I. *The Kidnapping of Edgardo Mortara*. New York: Vintage Books, Random House, 1997.

Sanchez, José M. *Pius XII and the Holocaust*. Washington, DC: Catholic University of America Press, 2002.

Most other readings will be placed on electronic reserve. These may be accessed either through the Course Reserves option on EKU Library's eQuest (<http://ekulib.kyvl.org/>) or via the Blackboard site for this class (<http://learn.eku.edu>, see Blackboard handout, location on Blackboard site: Course Documents – Course Reserves). In either case, once you click on the reading assignment, you will be asked for the password. Please type in the field: spring04

COURSE REQUIREMENTS

1. Preparation and participation (15 weeks x 10 = 150 participation pts, 15%)

Students are expected to complete the assigned reading **before** each class meeting. Come prepared to discuss the viewpoint and method of individual historians as well as the central topic of the day. Occasionally you will see a heavy general reading divided between some combination of groups. On such days each group will be responsible for reporting to the rest of the class the essential elements of the separate reading assignment.

On a weekly or bi-weekly basis students will be graded on their participation based upon their readiness to engage in discussion and upon their willingness to ask questions, respond to questions, listen attentively and take notes. Participation will be assessed on a 10-point basis each week, with each day of the week being worth roughly 5 participation points. As there are fifteen weeks in the semester, a student may accumulate up to 150 participation points. **Since participation counts for 15% of the final grade,**

participation points may be converted into final percentage points by dividing by 10.

On a given day, **staying alert, taking notes, and either asking a couple questions, or offering a couple responses/comments, or volunteering to read aloud** will earn a **5**. The absolute correctness of responses is not as crucial as evidence of its basis in a good faith effort to read and understand the material.

Attentive listening and note-taking are also a vital part of good participation, but **by themselves** warrant simply a **3.5** for the day.

Lateness, limited attentiveness or failing to have your books with you will earn a **2.5** or a **1** depending upon the seriousness or repetitiveness of the transgression.

Unexcused absence, whether **physical or mental**, earns a **0** for that day. Excused absences are discounted from the average without penalty (see *ATTENDANCE*).

It is not difficult to get a 5 (100%) for class participation, but it does require that you come prepared to put some energy into the day's class.

2. **Weekly open-note quizzes (13 weeks, lowest grade dropped, 12 x 15 = 180 quiz points, 18%)**

On every Thursday except February 19 (midterm) and April 29 (dead week) students will begin class with a (partially) open-note quiz based upon the week's reading and consisting primarily of fill-in-the-blank questions with an occasional question requiring a short answer. You may use notes for the quiz with the following limitations: Notes must be in your own handwriting on a single side of a piece of 8 ½ x 11 paper. They may not be photocopied. They may not be in someone else's handwriting. The quiz will be written on the back of the same page and submitted. You will therefore want to make sure that you have your own copy of your notes while the quiz is being graded. There are thirteen weeks, so your lowest score of the thirteen will be dropped to make an even 180 quiz points.

3. **Annotated bibliography (10%) and associated presentation (4%) = 14%**

Annotated bibliography (due February 12): Topic will be assigned on the basis of issues relevant to the readings on the day you present. The topic must be well-focused and approved by me. Identify **twelve to sixteen** valuable **secondary sources** on your chosen topic. Provide bibliographical information in accordance with the Bibliographical Format Guide. Under each entry, write a paragraph of significant length identifying the aspect of the topic covered, the historian's thesis, and your own assessment of the relative reliability, bias and/or merits of the work. It is not at all necessary to have read each of the books from cover to cover. However, it is necessary to have engaged yourself with the introductory materials (preface, foreword, introduction, table of contents, etc.), the conclusion, the conclusions of the most

important chapters, and the kinds of primary sources the historian is using. From your resulting observations, you should be able to write a paragraph providing a brief description and assessment of each source.

Presentations will run from **January 27 to February 12**. Thus, you do not necessarily need to be done with your bibliography by the time you present. Presentations of roughly ten minutes should be based upon at least **two secondary sources**, include discussion of one relevant **primary source**, and explore some aspect of your assigned topic which is not especially well covered in the day's general readings. Your presentation should explain how the material you have brought forward is relevant to or casts a different light upon the general readings.

4. **Midterm exam (February 19, 14%)**

One essay and some identifications.

5. **Historiographical essay (6 pages, 14%) and associated presentation (4%) = 18%**

Historiographical essay (due April 22) Topic will be assigned on the basis of issues relevant to the readings on the day you present. The topic must be well-focused and approved by me. You will again begin collecting possible sources for a bibliography, but you may stop this process as soon as you discover two or three historians who are clearly at odds with one another over your topic. Your essay will examine the two (or three) sides of the argument, provide an overview of the evidence on either side, and then offer a tentative conclusion of your own based upon which argument you find more convincing.

Presentations will run from **March 23 to April 29**. Here again most of you will not need to be done with your paper before you present as long as you have a handle on your topic. This presentation you should highlight the dispute between the historians and the nature of the evidence on either side.

6. **Final exam – May 4, 10:30 a.m. - 12:30 p.m. (21%)**

Two essays and some identifications.

ATTENDANCE

Roll will be taken at each class meeting. Students' class participation grade will suffer from unexcused absences, and students with poor attendance may **automatically fail** (see below). Students are responsible for securing written and duly signed medical or other university-recognized excuses for their absences (personal illness/injury, illness/injury of a student's dependent, medical emergency involving an immediate family member, death in the family, or participation in a university-sponsored competition necessitating travel). Students are also responsible for material missed even if the absence is excused.

ATHLETES, ETC.: If you will need to be absent from class meetings for participation in away games or similar university-recognized events, please speak to me during the first three weeks of the semester. Please bring to that conversation a copy of your away-game schedule or similar event schedule issued by the relevant university department. Absences for participation in away games are excused but count toward your excused absence limit under the **Automatic Failure Policy** (see below).

People of Faith: If you will need to be absent from a class meeting for the purposes of religious observance, please speak to me during the first three weeks of the semester. In that conversation please indicate the nature of the religious observance(s) that prohibit(s) your attendance on a particular date(s). Students approaching me in this fashion will thus be excused well in advance and given an opportunity to make up work in a manner consistent with their faith. **It is expected that serious believers of all faiths are sufficiently familiar with their own calendar to notify me in advance; therefore, absence for observance of a religious holiday will not be excused after the fact.** Absences for religious observance are excused but count toward your excused absence limit under the **Automatic Failure Policy** (see below).

Late Enrollers: Students who add the course late will begin the course with one or more absences that will count toward the absence limits under the **Automatic Failure Policy** (see below).

Automatic Failure Policy: Students who miss more than six classes (20% of the sessions) will automatically fail if any one of those absences is unexcused. Students who miss more than eight classes (including excused absences) will automatically fail. Leaving class early without permission will count as a full absence.

Examples: 0 excused + 6 unexcused = May still pass as not more than 6

0 excused + 7 unexcused = Automatic Failure

4 excused + 3 unexcused = Automatic Failure

6 excused + 1 unexcused = Automatic Failure

8 excused + 0 unexcused = May still pass as all excused, not over 8

9 excused + 0 unexcused = Automatic Failure

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

CLASSROOM COURTESY

Mutually courteous conduct and speech is expected in the classroom at all times. The discreet consumption of non-alcoholic beverages is permitted. Please do not eat, however, unless you have secured prior permission from me. Likewise, cellphones shall be kept turned off at all times unless special permission is granted. The following activities are prohibited: chewing tobacco, spitting of **any** kind (spittoons disguised as drinks don't fool anyone), smoking, the consumption of alcohol, and the engagement in any other behavior disruptive to learning.

GRADES AND GRADING SCALE

The grading scale will be applied as follows:

90.00 - 100.00	A	60.00 - 69.99	D
80.00 - 89.99	B	59.99 and below	F
70.00 - 79.99	C		

As each student will have access to his/her own records within the online Gradebook on Blackboard, there should be few questions regarding where you stand in the course. If such questions should arise, however, please feel free to inquire.

Midterm grades will be posted on EKUDirect at the latest by 8 a.m. on March 1, four days prior to the last day to drop the class (March 5).

SPECIAL NEEDS

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

CLASS SEQUENCE AND READINGS

I. INTRODUCTION

T 1/13 **Course Parameters and Issues in Church-State Relations**

II. THE CHURCH-STATE DEBATE IN THE *ANCIEN REGIME*

Th 1/15 **Roman Catholic Disunity and the Suppression of the Jesuits**
READ TWO ELECTRONIC RESERVES FIRST (password: spring04):
1. E.E.Y. Hales, *Revolution and Papacy, 1769-1846*, 11-27, 32-35, 38-40, 45-47, 54-55, 58-63
2. O. Chadwick, *The Popes and European Revolution (PER)*, 494 bottom - 497 bot
(please note that this is a different title by Chadwick, not your textbook)
THEN READ:
N. Aston, *Religion and Revolution in France 1780-1804*, x-xii, 1-33

T 1/20 **Church, State and Religious Practice in Pre-Revolutionary France**
Aston, 34-39 bot, 45 bot - 48 mid, 50 mid - 93

III. CHURCH AND STATE UNDER THE REVOLUTION AND NAPOLEON, 1789-1814

Th 1/22 **Collapse of the Gallican Church and the Imposition of the Civil Constitution, 1789-1791**
Aston, 103-162

T 1/27 **From Schism to Terror, 1791-1795**
Aston, 165-195, 259-276
Constitutional Church group: Aston, 196-219
Refractory Church group: Aston, 220-243
Protestants and Jews group: Aston, 244-258

Th 1/29 **Religion and the Directory, 1795-1799**
Aston, 279-315

T 2/3 **Revolution and Sanfedism in Italy:
Kidnapped Pope, Guerrilla Priests, 1796-1799**
E-RESERVE: Chadwick, *PER*, 449-476

Th 2/5 **Church-State Reconciliation in France under Consul Napoleon Bonaparte, 1799-1804**
Aston, 316-335
F.J. Coppa, ed., *Controversial Concordats*, 34-56 bot (W. Roberts)

T 2/10 **Renewed Clash with Emperor Napoleon I over Germany and Italy: Secularization, Excommunication, and Kidnapping of a Pope (Again), 1804-1814**
E-RESERVE: Chadwick, *PER*, 490-492, 497 bot - 504, 508-513, 519-521
Aston, 336-351

IV. CHURCH AND STATE BETWEEN RESTORATION AND REVOLUTION, 1815-1846

Th 2/12 **Italian Nationalism, Austrian Ambitions, French Ultramontanism, 1815-1830**
E-RESERVES: Chadwick, *PER*, 535, 538-541, 554 top -560, 596-597
A.J. Reinerman, *Austria and the Papacy in the Age of Metternich*, 77-100, 104
Coppa, 56-61 (Roberts)

T 2/17 **Gregory XVI: Italian Revolution and the Precariousness of Temporal Power, 1831-1846**
Chadwick, *A History of the Popes (HP)*, 1-42, 49-60

Th 2/19 **MIDTERM EXAM**

V. THE REIGN OF PIUS IX: TEMPORAL COLLAPSE, ITALIAN UNIFICATION, AND RENEWED CLASHES WITH STATE SECULARISM, 1846-1878

T 2/24 **Pius IX: A Liberal Pope Faces Revolution, 1846-1850**
Chadwick, *HP*, 61-94
D.I. Kertzer, *The Kidnapping of Edgardo Mortara*, 74-82

Th 2/26 **Reactionary Papal Restoration Under Napoleonic Auspices, 1850-1859**
Chadwick, *HP*, 95-114, 124-131
Kertzer, ix-xi, 3-31
Coppa, 61-65 (Roberts)

T 3/2 **The Gathering Storm: Piedmont, Napoleon III and the Mortara Boy, 1852-1858**
Chadwick, HP, 132-141
Kertzer, 32-73, 83-90

Th 3/4 **The Internationalization of the Mortara Scandal, 1858-1859**
Kertzer, 91-142

F 3/5 **LAST DAY TO DROP COURSE**

*** **SPRING BREAK** ***

T 3/16 **War and the Piedmontese Annexation of Romagna, 1859-1860**
Chadwick, HP, 141-147
Kertzer, 143-194

Th 3/18 **Piedmont, Garibaldi, and the Dubious Protection of the French, 1860-1862**
Chadwick, HP, 148-160
Kertzer, 238-255

T 3/23 **Pius IX, Napoleon III and the Syllabus of Errors, 1862-1869**
Chadwick, HP, 161-196 top
Kertzer, 256-261 mid

Th 3/25 **Papal Infallibility, Rome's Capture, Paris Commune, 1869-1871**
Chadwick, HP, 196-228
Kertzer, 261-265, 299-304

T 3/30 **"Prisoner of the Vatican" and *Kulturkampf*, 1870-1878**
Chadwick, HP, 228-265, 268-272
E-RESERVE: TBA, but most likely selections from M. Anderson,
Windthorst

VI. HEIRS OF PIUS IX

Th 4/1 **Leo XIII: Germany and Italy, Socialism and Democracy**
Chadwick, HP, 273-281, 283-288, 301-322

T 4/6 **Leo XIII and France: From *Ralliement* to the Dreyfus Affair**
Chadwick, HP, 290-301, 377-387 top, 330-331
Coppa, 65-71 (Roberts)

Th 4/8 **Pius X and the Law of Separation in France**
Chadwick, HP, 332-346, 387-405
Coppa, 71-80 (Roberts)

T 4/13 **Benedict XV: World War I and its Aftermath**
TBA

VI. VATICAN RELATIONS WITH FASCISTS AND NAZIS

Th 4/15 **Pius XI, Mussolini and the Concordat of 1929**
Coppa, 81-119

T 4/20 **Pius XI, Hitler and the Reich Concordat of 1933**
Coppa, 120-181 (Biesinger)

Th 4/22 **Pius XII and the Holocaust: Background**
J. Sanchez, *Pius XII and the Holocaust*, vii-ix, 1-46

T 4/27 **Exploration of Papal Statements and Motives during World War II**
Sanchez, 47-80, 121-136
German Catholics group: 81-89, 97-102
Caution vs. provocation group: 90-96, 114-120
Mediation & fear of communism grp: 103-113

Th 4/29 **Exploration of Papal Statements and Motives (continued)**
Sanchez, 137-179

T 5/4 **Final Exam - 10:30 a.m. - 12:30 p.m.**

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

Part I

(Check one)	Department Name	History
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 300C
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Topics in Non-Western History: _.
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/24/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	03/20/08
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 create a HIS 300C topics course in a different area from HIS 300A or HIS 300B.
A. 2. Effective date: (Example: Fall 2001)	Fall 2008
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	
<p>HIS 300 is a varying topics course applicable to all areas of study in the history and history/teaching degrees. However, Banner cannot determine under which area of study any one topics course falls. It therefore randomly assigns HIS 300 to any given area. Even after this is corrected manually, Banner regularly overlooks the correction and later re-assigns that same student's HIS 300 to a different area. To end repeated CARES report corrections in the departmental, dean's, and Banner offices, we are designating HIS 300C for Area III (Non-Western History). HIS 300A and HIS 300B will be targeted to the other two areas (I and II respectively).</p>	
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 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)*
HIS	300C	Fall 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	HIST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) <u>45</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N P	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)			

DRAFT SYLLABUS

Eastern Kentucky University

History 300C
Topics in History:
Mexico
Spring 20xx

Dr. Todd Hartch
Keith 303 622-1367
Office Hours: TBA & by appt.
todd.hartch@eku.edu

Catalog Description:

HIS 300C Topics in History: _____. (1-3) A. Movements in non-Western history that have influenced and continue to influence the course of non-Western cultures and civilizations. May be retaken to a maximum of six hours provided topics vary.

Course Description: In this class we will examine the history of Mexico from the conquest period until the recent North American Free Trade Agreement (NAFTA). The first half of the class will stress the difficulties that Mexico encountered in the colonial period. The second half of the class will explore the failures and successes of the national period.

Course Objectives:

1. History is the study of change over time. At the most basic level, you will learn to identify some of the major changes in Mexican society in the last 500 years. You will understand the general patterns of change during this period.
2. You will gain a historical perspective on matters that continue to have great importance in Mexico and Latin America today: war, cities/civilization, religion, gender and family.
3. You will learn to think critically about the relationship between the past and the present through the analysis of primary sources, the plotting of historical trends, and the comparison of different societies and cultures.
4. You will improve your reading, writing, and speaking skills.

Class Format: Classes will combine lectures and discussion. In general, half of each class will be devoted to activities such as discussion of reading and writing assignments, debates, and analysis of documents.

Required Books:

Michael C. Meyer, William L. Sherman and Susan M. Deeds, *The Course of Mexican History*.
Carlos Fuentes, *The Death of Artemio Cruz: A Novel*.
Gilbert M. Joseph and Timothy J. Henderson, *The Mexico Reader: History, Culture, Politics*.

The final grade is based on 1000 total points: A=900s B=800s C=700s D=600s F=500s and below.

2 Papers:	200	Final exam:	200
Debate:	100	2 Oral Reports:	100
Midterm exam:	200	Quizzes & Participation:	200

Paper 1: Read “The Colonial Latifundio” by historian Enrique Florescano (*Mexico Reader* p. 131) and Agustín de Iturbide’s “Plan of Iguala” (*Mexico Reader* p. 192). How does the Plan of Iguala deal with the social, political, and economic problems outlined in Florescano’s article? Your paper should **have exactly seven paragraphs**: the first should summarize the article, making sure to mention the author, title, thesis, general historical background, and the social, political, and economic problems mentioned by Florescano; the second should summarize the Plan, making sure to mention the author, title, main points, and general historical background; the third should present **your thesis** about how the Plan deals with the problems outlined in the article; the fourth, fifth, and sixth should develop your thesis by relating the ways that the Plan does or does not deal with the problems outlined in the article; the seventh should present your conclusions and consider their implications. **This paper should be based only on the article and the Plan.** You should be quoting extensively from the article and the Plan, but no quotation may be more than 15 words. You may not quote from or use any other primary or secondary sources. Be sure to follow the writing guidelines, found on a separate handout. You will receive **three bonus points** if you discuss the corrected paper with the professor during office hours.

DRAFT SYLLABUS

Paper 2: Improve your writing! Review the comments on your first paper. ***Do not make the same mistakes.*** You must hand in your corrected first paper with this paper. Read the anonymous 1929 newspaper article “The Socialist ABCs” (*Reader* p. 411) and Arturo Anguiano’s 1975 article “Cárdenas and the Masses” (*Reader* p. 456). Based on these two articles, who understood the political and social realities of Mexico better, Tabasco governor Tomás Garrido Canabal and his allies (Socialists) or Lázaro Cárdenas and his allies (Cardenistas)? This paper should **have exactly seven paragraphs**: the first should summarize the “ABCs,” making sure to mention the title, thesis, general historical background, and the social, political, and economic beliefs and practices of the Tabasco Socialists; the second should summarize Anguiano’s article, making sure to mention the author, title, main points, and general historical background; the third should present **your thesis** about who better understood the social and political realities of Mexico; the fourth, fifth, and sixth should develop your thesis by relating the ways that one understanding was superior to the other; the seventh should summarize your conclusions and consider the implications of your findings. **This paper should be based only on the two articles.** You should be quoting extensively from the two articles, but no quotation may be more than 15 words. You may not quote from or use any other primary or secondary sources, except for *The Course of Mexican History*, which you may use only for factual information about social and political realities that either group may or may not have understood. Be sure to follow the writing guidelines, found on a separate handout. You will receive **three bonus points** if you discuss the corrected paper with the professor during office hours.

Automatic Extensions: You have a combined total of **72 hours** of automatic extensions on your written assignments, which you can use all at once or in any combination that you see fit. For example, you could hand the first assignment in 12 hours late, the next one two days late, and still have 12 hours to spare. *No other extensions will be given for any reason.* Although they will not be marked down, papers that use the automatic extension (and all other late papers) will go to the bottom of the pile and may not be returned at the same time as the rest of the papers. No paper, regardless of unused extension hours, may be handed in after the last day of class.

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.

Oral Presentations: Twice during the semester you will give a one-minute presentation. Students who miss their scheduled presentation will receive a zero. For the first presentation you may use as much information as you can fit on **one note card**; for the second your note card may only contain **ten words**. The topic of Oral 1 is “The most important development in colonial Mexico.” Oral 2 will be on “Mexico’s most influential leader in the period from 1930 to 1990 (other than Lázaro Cárdenas).”

Exams: Exams will consist of identification terms, people, places, events, etc., and essay questions. I will distribute a review sheet before the exam, so there will be no major surprises. If you study hard, you will do well. I suggest at least 10 hours of intensive study for each exam if you have been diligent about the reading, 20 hours if you have not.

Office Hours: Note the office hours listed on the first page. I will be in my office during these times to talk with you about assignments, questions, grades, movies, and the New Haven Pizza. Feel free to stop by anytime, even if office hours are not scheduled.

Teams: The class will be divided into four teams. Teams will work together in class games, will present oral presentations on the same day, and will debate another team once during the semester. Each team must adopt a name from Mexican history.

Debates: There will be two debates during the semester. Debate #1 will pit team 1 (pro) against team 4 (con); Debate #2 will pit team 2 (pro) vs. 3 (con). Topics will be announced at a later date.

Quizzes: There will be at least one map quiz and three other quizzes given on days when reading in the textbook or the reader is due. The map quiz will ask you to identify cities (Acapulco, Mexico City, Veracruz, Tijuana, Guadalajara, Guanajuato, Puebla), regions and states (Yucatan Peninsula, Oaxaca,

DRAFT SYLLABUS

Tabasco, Baja California), mountains (Sierra Madre Oriental, Occidental & del Sur), bodies of water (Gulf of Mexico, Gulf of California, Pacific Ocean), and neighboring countries (US, Belize, Guatemala, Cuba). There will be *no makeup quizzes given for any reason*.

Participation is not the same as attendance. Ask questions. Answer questions. Express your opinion. Participation will make a significant difference in how much you enjoy the course. If you are questioning, responding, arguing and commenting on a regular basis you will learn more, enjoy yourself more, and help other students. If you just sit there, you will be bored and will learn much less. Participation includes your responses to your team and to other students. If you are an extremely **quiet person** who cannot bear to speak in class, you may submit a well-written summary of each reading assignment as an aid to your participation grade.

Schedule of class topics, assignments, and chapters or *pages* due each week:

Week 1	Introduction, Spain, Aztecs, Conquest Map quiz, C6, R109-13	Week 10	Revolution, <u>C32, C34</u> , Oral 2
Week 2	Settlement, <u>C8, R122-30</u>	Week 11	Calles & Cárdenas, <u>C37, C38</u> , Debate 1
Week 3	Empire, <u>C9, R141-56</u>	Week 12	Institutional Revolution, <u>C40, C41</u> , <i>R 465-66, 470-81</i>
Week 4	Church, <u>C11, C14, R156-59</u>		Debate 2
Week 5	Independence, <u>C16</u> Paper 1 Due	Week 13	End of Illusions, <u>C43, R 555-69</u> Paper 2 Due
Week 6	Early Republic, <u>C18, R 196-205</u>	Week 14	Mexico in the 1970s, <u>C44, R 512-19</u>
Week 7	Santa Anna, <u>C19, R213-16</u>	Week 15	NAFTA, Resistance & the End of Revolution, <u>C45-46, R 638-45</u> , <i>R28-32, R684-86</i>
Week 8	War, <u>C20</u> , Oral 1		
Week 9	Culture, <u>C21, D 1-140</u> Midterm Exam		

C = Course of Mexican History; R = Mexico Reader; D = Death of Artemio Cruz.

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

Attendance Students' class participation grade will suffer from unexcused absences. Students are responsible for material missed even if the absence is excused. Students who miss more than eight classes, including excused absences, may automatically fail.

The professor reserves the right to modify this syllabus.

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

Part I

(Check one)	Department Name	History
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 310
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	History of Science
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/24/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	2-11-08	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

*If Applicable (Type NA if not applicable.)

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

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

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

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

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

Acceptance of new course HIS 310 "History of Science" as an upper-division baccalaureate elective, effectively moving the old SCI 310 "History of Science" course taught for decades on this campus to the History Department. HIS 310 is the identical course, and, we believe, it should also therefore maintain the approved place of SCI 310 in Block VII(sbs), "Breadth of Knowledge," and Block VIII "Depth of Knowledge," Option 3, in General Education.

A. 2. Effective date: Summer 2008

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

B. The justification for this action:

SCI 310 has been taught for many years at EKU by Dr. Bruce MacLaren, who has this year moved to our department. We believe that an upper-division course in the History of Science should be available as part of our History curriculum, and we have two professors qualified and eager to teach it (MacLaren and Coleman). SCI 310 is the last remaining course in the EKU catalog with the old "SCI" prefix, which as we understand it is a holdover from the old Natural Sciences department which long served a central role in the General Education curriculum of the university. As the university has changed, however, it has become a course without a home. We have spoken with Dr. Alan Schick, Chair of the Chemistry Department, which most recently held control of scheduling "SCI" courses, and he informed us that his department has no interest in staffing the course or maintaining control over the old "SCI" prefix. Because the course has already been approved for Gen. Ed., we ask also that its approved Gen. Ed. status in Block VII(sbs) and VIII simply migrate with the course to its new home in the History Department. Finally, it should be added that most comprehensive universities of our size across the United States have an analogous course (or courses) housed in their History Departments. Apart from the change in prefix, the language of the proposed course catalog description matches that of the old SCI 310.

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

Personnel Impact:

Course to be taught by current faculty

Operating Expenses Impact:

None

Equipment/Physical Facility Needs:

None

Library Resources:

No additional needs

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.)

HIS 310 History of Science. (3) A. Formerly SCI 310. The development of scientific concepts through the ages, contribution of science to civilization, philosophy of science, and biographical sketches. Credit will not be awarded to students who have credit for SCI 310. Gen.Ed. VII(SBS) or VIII.

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)*
HIS	310	Summer 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	HIST
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) 45	
1	3	N	Class Restriction, if any: (undergraduate only)	
B	3	P	FR _____ JR _____	
E	3	A	SO _____ SR _____	
K	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 _____	
T	3			
		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. **SCI 310**

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

HIS 310
HISTORY OF SCIENCE
Fall 2008
BRUCE MACLAREN
MEMORIAL SCIENCE 180
859-622-1503, e-mail bruce.maclaren @eku.edu

COURSE DESCRIPTION: HIS 310 History of Science. (3) A.

The development of scientific concepts through the ages; contribution of science to civilization; philosophy of science; and biographical sketches. Gen. Ed. Blocks VII(sbs) and VIII, Option 3.

TEXTS

McClellan, James E. III and Dorn, Harold. **Science and Technology in World History**. The Johns Hopkins University Press. Baltimore, 2nd edition, 2006.

Stevenson, Leslie and Byerly, Henry. **The Many Faces of Science: An Introduction to Scientists, Values and Society**. Westview Press, Boulder Colorado, 2nd edition, 2000.

Handouts

GENERAL EDUCATION GOALS

Goal 2: Use appropriate methods of critical thinking and quantitative reasoning to examine issues relating to the development and application of science and technology in society.

Goal 3: 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.

Goal 7: Examine the methods that underlie the search for scientific and technical knowledge in society.

Goal 8: Integrate knowledge that will deepen students' understanding of, and will inform their own choices about, scientific and technical issues of personal and public importance.

OBJECTIVES: The students in this course will:

1. Acquire insight into the nature of explaining natural events using natural causes.
2. Explore how and why scientists change their minds.
3. Inquire into the diversity of human attempts to understand and transform Earth.
4. Explore the reasons why Scientific Revolutions occurred in the West from roughly 1600-2000.
5. Examine the relationships of science and technology in selected historical cultures of the world

COURSE REQUIREMENTS:

TESTS:

Each student will write two examinations. The first examination will not occur before the date indicated in the syllabus, but may occur at a later date than the stated date. The class will create the questions by mutual consent of the class members and the instructor. Each examination will be assigned a score between 0 and 100. Scores above 90 will be an A, above 80 will be a B, above 70 a C, above 60 a D, and below 60 will be an F.

ATTENDANCE:

Attendance will be taken each class period. Excessive absences will lower the earned grade. Three absences will lower the grade by one letter grade. Beyond three absences will cause failure.

ACTION PAPERS:

An opportunity to write action papers for each class will be given. Each of them will be graded and assigned between 0 and 10 points. A judgment of the originality, content, thought, and detail will assign the grade. All responses will be collected at the beginning of each class. None may be made up or turned in late. Each response should be between 300 to 400 words using 12-point font. Use the questions to prepare and focus your reading for each class. I will expect you to contribute to the discussion based on your understanding of each of the items listed under actions. If you see two questions for a given class, you may choose one. I will count the ten highest answers for a maximum point value of 100. You may write more than ten if you are not scoring 10 on your answers to increase your total points.

TERM PAPER:

It is an analysis of a movie that the individual student and instructor agree upon using both images and motivations of scientists. A handout of the categories will be handed out as a part of the assignment and I will talk about the assignment and categories in class.

CLASS PARTICIPATION:

Be prepared to discuss the materials for each day. **ASK** questions, mark your book, and think about what you do not understand, remember what you do understand. At the end of the class you will present your paper to the class. Please do not read it to us. Just talk to us about your paper and answer questions that will arise.

The numerical value of the assignments will be:

ACTION PAPERS	20%	100
MIDTERM	20%	100
TERM PAPER	20%	100
TEST FINAL	20%	100
CLASS PARTICIPATION	20%	100
TOTAL	100%	500

All items must be turned in by the due dates. Late work will not be accepted without prior notification and agreement of the instructor. All assignments must be turned in to receive a passing grade.

GRADING SCALES:

A	500-450	C	400-350
B	450-400	D	350-300
		F	FEWER THAN 300 POINTS

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.

Faculty Syllabus Disability Statement

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

DATE	TOPIC	READINGS	ACTIONS
Week 1	Introductions Assignments Overview What is natural science? Techné and episteme	McClellan/Dorn, 1-30 Stevenson/Byerly 1-5 Aeschylus, Prometheus Bound	
Week 2	Magic, Science, and Religion Is science, technology? What is magic? Is science magic? What is religion? Is science, religion?	McClellan/Dorn, 31-54 Malinowski, Magic, Science, and Religion Frankfort, Myth and Reality,	Use Malinowski to distinguish science, magic, and religion. Compare and contrast the “I-It” and the “I-Thou” relationship
Week 3	Scientists: types and motivations Concepts of Nature Greek Natural Philosophy What is really real?	Stevenson/Byerly 14-34; McClellan/Dorn 55-78; Claggett, 49-53; 84-86; Genesis, 1:1-2	Select a movie dealing with a scientist or scientists and watch it. Describe the differences between natural philosophy and myth. What is the most important idea in Greek natural philosophy?
Week 4	Greek Cosmology What is really real? What really changes? What causes the stars to move?	McClellan/Dorn 79-96 Plato, AristotelPtolemy	Use Ptolemy to construct an argument for a centrally located very small earth.
Week 5	What have Baghdad and Jerusalem to do with Athens, Islam, and the Latin West? China,	McClellan/Dorn, 99-115 v McClellan/Dorn, 117-140	What is the proper relationship between faith and reason? What is the most important achievement of Chinese science?
Week 6	Medieval Islamic and Western Science and Technology, TEST I	McClellan/Dorn, 177-201	What is the most important difference between medieval sciences and technology? Explain why it is.

	<p>Copernicus To renew or to reform? That is the Question.</p> <p>How do you know the earth moves? Copernicus, Tycho, Kepler</p>	Copernicus	<p>What are the chief arguments for the motion of the earth according to Copernicus?</p> <p>How do Tycho and Kepler differ from Copernicus?</p>
Week 8	<p>Early Modern Astronomy and Physics</p> <p>Galileo</p>	<p>McClellan/Dorn 223-242</p> <p>Galileo</p>	<p>Discuss Galileo's contributions to science.</p> <p>Discuss Galileo's difficulties with the church.</p>
Week 9	<p>Modern Science What's so Modern? What laws govern the motion of things?</p>	McClellan/Dorn, 242-266	What is mechanical thought?
Week 10	<p>Gravity and God What has the moon to do with an apple? What has gravity to do with God?</p> <p>TEST II</p>	<p>McClellan/Dorn, 266-273</p> <p>Newton</p>	<p>Can one body influence another without touching it?</p> <p>What is the most important method</p>
Week 11	<p>Industrial Revolution What caused the Industrial Revolution? Why does matter combust?</p>	McClellan/Dorn, 275-292,	<p>What is the most important cause of the Industrial revolution?</p> <p>What is the most important impact of industrialism?</p>
Week 12	<p>Geology/Evolution</p> <p>What do rocks have to do with life? What does life have to do with rocks?</p>	<p>McClellan/Dorn , 323-338, 376-382</p> <p>Darwin, Origin, Himmelfarb</p>	<p>How old is the earth? How old are the rocks? What is the nature of Darwinian evolution?</p> <p>What is the most important impact of Darwin's ideas?</p>
Week 13	<p>Revolutionary Physical Sciences What is the relationship of heat, light, electricity, and magnetism?</p> <p>Revolutionary Physics</p>	McClellan/Dorn, 295-311; 365-376	<p>What is the most important development in physical science in the last two hundred years? Explain your choice.</p> <p>McClellan/Dorn, 295-322</p>

Week 14	Images of Science	B&S 15-194	
Week 15	Science and Public Affairs Paper Presentations Reflections and R eview	B&S 155-208	Should a scientist do what the government tells her to do?
Week 16	FINAL EXAM		

General Education Course Approval Form

Department(s): History

Course Prefix and Number : HIS 310

Course Title: History of Science

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

both

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

VII(sbs), VIII

Course Abstract

1. Describe course content.

In its previous designation as SCI 310, HIS 310 has already been approved for General Education Blocks VII(sbs) and VIII. Just as under its previous title SCI 310, HIS 310 is an introductory history of science course designed to present the fundamental principles, theories, and personalities of science within an historical context. The overall topical framework for this course will develop important understandings of space, time, cause and life from various cultural contexts. Important ideas from ancient and medieval Western culture will be viewed from the understandings of other world cultures. A principle question that will be addressed will be why there was a scientific revolution in Western Europe in the 16th and 17th centuries. Another crucial question will be the emergence of biological understandings that are quite different from the physical scientific explanations. Consideration of the second scientific revolution will occupy the remainder of the course. Problem-solving applications will be used frequently throughout the course.

2. Describe the assessment plan for the course.

Our principle assessment for general education for HIS 310 will be a three to five page written essay that will be given at the end of the course. The same essay assignment will be given to all sections. The essay assignment is constructed to judge whether the students have met general education goals for Block VII and VIII as well as the learning objectives in the course. The specifics of the test and the course objective matrix are identical to those previously approved for SCI 310 under Blocks VII and VIII.

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

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

The course is three credit hours, which consists of two or three lecture contact hours that will depend on the weekly pattern adopted. The type of lecture format (discussions, group work, demonstrations, etc.) is left to the discretion of the faculty member teaching his/her section of the course.

Instructors teaching the lecture sections of HIS 310 must meet SACS guidelines for instructor credentials. In general, instructors must have at least a Masters degree in History of Science or a related field and at least 18 graduate hours in History of Science or other evidence of competence.

Dr. Bruce MacLaren will be the coordinator of this course for the purposes of general education.

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

Who will be the course coordinator? Dr. Bruce MacLaren

Recommendation:

			<u>Approve?</u>	
			Yes	No
Department Chair(s):	_____	Date: _____		
College Curriculum Committee (Chair)*:	_____	Date: _____	Yes	No
General Education Committee (Chair):	_____	Date: _____	Yes	No

*If necessary. Existing courses may be submitted for approval to the General Education Committee without the approval of the College Curriculum Committee. New courses must be approved by the College Curriculum Committee before consideration by the General Education Committee.

Note: Please attach the course syllabus, the assessment example and the course objective matrix to this form.

IV. Natural Sciences.

IVa Biological Laboratory Science. Three hours required.

BIO 100* Introductory Biology (Cross Listed with NAT 101)
BIO 102 Inquiry Biology for Teachers
BIO 121 Principles of Biology (4)

IVb Physical Science Laboratory. Three hours required.

AST 135* Introductory Astronomy (Cross Listed with AST 130)
CHE 100 Inquiry Chemistry for Teachers
CHE 101/107* Chemistry in Everyday Life/Intro Chemistry Lab (4) (Prerequisite: Completion of all devel. requirements)
CHE 105/107* Chemistry for the Health Sciences/Intro Chemistry Lab (4) (Prerequisite: Completion of all devel. requirements)
CHE 111/115* General Chemistry I/General Chemistry Lab I (4) (Prerequisite: MAT 107 with a C+/ ACT Math 22/ SAT Math 530)
CHE 112/116* General Chemistry II/General Chemistry Lab II (4) (Prerequisite: CHE 111 with a C+)
GEO 210 Introduction to Physical Geography
GLY 102 Earth Science for Teachers
GLY 107 Gold and Diamonds
GLY 108 Plate Tectonics: The Active Earth
GLY 109 Great Moments in Earth History
GLY 172 Geology and Human Health
GLY 304 The World Ocean
PHY 101* Conceptual Physics (Cross Listed with NAT 171)
PHY 102 Inquiry Physics for Teachers
PHY 131* College Physics I (5) (Prerequisite: MAT 107/ ACT Math 20/ SAT Math 510)
PHY 132* College Physics II (5) (Prerequisite: PHY 131)
PHY 201* University Physics I (5) (Prerequisite: MAT 124/124H/261)
PHY 202* University Physics II (5) (Prerequisite: PHY 201)

V. Social and Behavioral Sciences.

Va History. Three hours required.

ANT 200 Anthropology of Human Society
HIS 202 American Civilization to 1877
HIS 203 American Civilization Since 1877
HIS 231* Western Civilization I (Cross Listed with HIS 246)
HIS 232* Western Civilization II (Cross Listed with HIS 247)
HIS 246* World Civilization I (Cross Listed with HIS 231)
HIS 247* World Civilization II (Cross Listed with HIS 232)
HON 210* Honors Civilization I (Honors Program Students)

Vb Social and Behavioral Science. Three hours required.

ANT 120 Introduction to Cultural Anthropology
ECO 120* Economic Reasoning and Issues (Prerequisite: MAT 095/ ACT Math 18/ SAT Math 490)
ECO 230* Principles of Economics I (Prerequisite: MAT 095/ ACT Math 18/ SAT Math 490)
ECO 231* Principles of Economics II (Prerequisite: MAT 095/ ACT Math 18/ SAT Math 490)
ECO 310* Contemporary Economic Problems (Prerequisite: MAT 095/ ACT Math 18/ SAT Math 490)
GEO 200 Regions and Nations of the World
GEO 220 Human Geography
POL 100 Principles of Politics and Government
POL 101 Introduction to American Government
POL 212 Introduction to Comparative Politics
POL 220 Introduction to International Relations
PSY 200 Introduction to Psychology
PSY 280* Lifespan Development (Prerequisite: PSY 200)
PSY 300* Social Psychology (Prerequisite: PSY 300)
SOC 131 Introductory Sociology
SOC 235 Social Problems

Vc History or Social and Behavioral Science. Three hours required.

Select an additional three hours from categories Va or Vb or select the following:

HON 311 Honors Civilization II (Honors Program Students)

VI. Wellness. Three hours required.

- BIO 310 Biology of Aging
HEA 285 Health Across the Lifespan
NFA 201 Essentials of Nutrition
PHE 180 Lifetime Wellness

VII. Breadth of Knowledge.

Select six hours from two of the following four areas not closely related to the major. Consult your advisor.

- VII (ah)** _____
- VII (ns)** _____
- VII (qs)** _____
- VII (sbs)** _____

VII(ah) Arts and Humanities.

Select an additional three hours from categories IIIa, IIIb, or IIIa/b or select one of the following:

- BEM 350 Cinema History I
- BEM 351 Cinema History II
- ENR 112* Academic Literacy and Learning (Prerequisite: Completion of all ENR developmental requirements and less than 60 hours)
- HON 308 Honors Special Topics (Honors Program Students)
- HUM 300 Humanity in the Postmodern Age
- MUH 371* Survey of Music History I (Prerequisite: MUS 171/272)
- MUH 372* Survey of Music History II (Prerequisite: MUH 371)

VII(ns) Natural Sciences.

Select an additional three hours from category IVb or select one of the following:

- ANT 201 Intro. to Physical Anthropology
- AST 130* Introductory Astronomy (Cross Listed with AST 135)
- AST 330* Stars, Blackholes: The Cosmos (For non-science majors)
- BIO 171 Human Anatomy
- BIO 273 Clinical Microbiology Lab
- BIO 301 Human Physiology
- BIO 303 Human Heredity and Society
- BIO 317 Conservation of Wildlife Resources
- CHE 102* Introductory Chemistry II (Prerequisite: CHE 101)
- GLY 302 Earth Science
- GLY 303 Global Environmental Challenges
- NAT 305 Dinosaurs
- NAT 380 Science and Society
- HON 316 Honors Special Topics (Honors Program Students)

VII(qs) Quantitative Skills.

Select an additional three hours from category II from MAT 106 or higher or select one of the following:

- CIS 212 Intro. to Computer Info. Systems (Cross Listed with CSC 104)
- CIS 240 Intro. to Web Information Systems
- CSC 104 Computer Literacy with Software Applications (Cross Listed with CIS 212)
- CSC 160 Introduction to Programming
- CSC 174 Introduction to FORTRAN
- CSC 177 Introduction to Visual Basic
- CSC 190 Introduction to C++
- HON 304 Honors Special Topics (Honors Program Students)
- PHI 100 Practical Reasoning
- PHI 371 Symbolic Logic
- STA 215* Introduction to Statistical Reasoning (Prerequisite: Completion of all university developmental requirements)
- STA 270* Applied Statistics (Prerequisite: MAT 107/ ACT Math 23/ SAT Math 550)

VII(sbs) Social and Behavioral Sciences.

Select an additional three hours from categories Va, Vb, or Vc or the following:

- AFA 202 The African American Experience
- COM 200 Mass Media and Society
- HON 312 Honors Special Topics (Honors Program Students)
- POL 301 Citizens' Assembly for Critical Thinking about the United States
- SCI 310 History of Science

VIII. Depth of Knowledge.

- Course 1 _____
- Course 2 _____

Select six hours from one of three options:

Option 1.

Six hours in a coherent set of supporting courses for specific degree programs. Consult your advisor to determine if your major requires specific supporting courses in this option. Acceptable supporting courses in this option include all courses approved in Blocks I - VII plus the following:

CCT 201 Professional Communication

Option 2.

Six hours in the same language from the following:

ASL 101 American Sign Language I
ASL 102* American Sign Language II
ASL 201* American Sign Language III
ASL 202* American Sign Language IV
FLS 101 Language Topics
FLS 102 Language Topics
FRE 101* Conversational French I (Prerequisite: Completion of all developmental reading and writing)
FRE 102* Conversational French II
FRE 201* Intermediate Conversational French I
FRE 202* Intermediate Conversational French II
FRE 204* Review of French Grammar
GER 101* Conversational German I (Prerequisite: Completion of all developmental reading and writing)
GER 102* Conversational German II
GER 201* Intermediate Conversational German I
GER 202* Intermediate Conversational German II
JPN 101 Conversational Japanese I
JPN 102 Conversational Japanese II
JPN 201 Intermediate Japanese I
JPN 202 Intermediate Japanese II
LAT 101 Beginning Latin I
LAT 102* Beginning Latin II
SPA 101 Conversational Spanish I
SPA 102* Conversational Spanish II
SPA 201* Intermediate Conversational Spanish I
SPA 202* Intermediate Conversational Spanish II
SPA 206* Conversational Fluency

Option 3.

Six hours in coursework addressing a common theme.

Common Theme 1: Gender, Race and Sexuality in the United States

AFA 201 The African Experience
AFA 202 The African-American Experience
AFA 345 Minority Group Politics
CDF 232 Identities and Sexuality
POL 345 Minority Group Politics
POL 446 The Politics of Sex
NSC 370 Health Disparities
SOC 399 Genders in Cross-Cultural Perspective
SOC 400 Race and Ethnic Relations
WMS 201 Introduction to Women's Studies
WMS 232 Identities and Sexuality
WMS 399 Gender in Cross-Cultural Perspective
WMS 446 The Politics of Sex

Common Theme 2: Society, Science, Technology and Values

NAT 380 Science and Society
PHI 340 Philosophy of Science
PHI 362 Technology and Values
SCI 310 History of Science
TEC 102 Technologies and Society

General Education Matrix

Department of History

History of Science (HIS 310)

Block VIII

Dr. Bruce MacLaren

<i>Gen Ed Objective</i> Course Objective	<i>Demonstrate an understanding of the methods by which humans gather data and make conclusions in biological and physical sciences.</i>	<i>Explain the major concepts and fundamental processes of biological and physical sciences.</i>	<i>Apply the principles and theories of biological and physical sciences to make reasonable and valid conclusions.</i>	<i>Apply scientific knowledge to examine and address issues of personal and public importance.</i>
1. Acquire insight into the nature of explaining natural events using natural causes.	MI, CT, QC	KC, ID	KC, ID, CT	KC, ID, CT
2. Explore how and why scientists change their minds.	MI, QC	MC, ID, CT	KC, CT	KC, IC, ID, CT
3. Inquire into the diversity of human attempts to understand and transform concepts of Space, Time , Cause, Life,	MI, ID	KC, ID, CT	KC, CT, ID	IC, ID, CT
4. Explore the reasons why Scientific Revolutions occurred in the West from roughly 1600-2000.	KC, MI, ID	KC, ID, CT	CT, ID, KC	CT, ID
5. Examine the relationships of science and technology in selected historical cultures of the world.	KC, MI	ID, KC	KC	KC, ID

Key: KC Knowledge & comprehension

ID Integration of knowledge, across disciplines

CT Critical thinking

MI Methods of inquiry, discipline

IC Integration of knowledge, across course

QS Application of quantitative skills

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

Part I

(Check one)	Department Name	History
X New Course (Parts II, IV)	College	Arts and Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 388
Course Dropped (Part II)	*Course Title (30 characters)	Islam in West Africa
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/24/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Approval of new course and its cross-listing as AFA 388.

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

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

B. The justification for this action:
Current History Department offerings do not focus upon Islam, nor does the department currently have a course devoted to West Africa. Support for the new African/African-American Studies program.

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

Personnel Impact:
Course to be taught by current faculty

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources:
No additional needs

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.)

HIS 388. Islam in West Africa (3) A. Cross listed as AFA 388. Prerequisite: three hours HIS or departmental approval. History of Islam and politics in West Africa from 1000 C.E. to the present. Emphasis on the role of Islam in major socio-economic, political, and cultural transformations of West African states and societies. Credit will not be awarded to students who have credit for AFA 388.

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)*		
HIS	388	Fall 2008	AS X JS BT EM ED PC HS	HIST		
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0			
3	Lecture 3 Laboratory Other		Cip Code (first two digits only) 45			
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)			
1	3	N	FR JR			
B	3	P	SO SR			
E	3	A				
K	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY			
T	3					
					Thesis _____	Date of data entry _____
					Independent Study _____	Data entry person _____
		Practicum _____				

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>three hours HIS or departmental approval</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.	AFA 388
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

History 388: Islam in West Africa, 3cr.

Instructor: Dr. Ogechi E. Anyanwu

Office: 310 Keith

Office Hours: TR: 12.30pm to 1.30pm

Office Phone: 2-1375

E-mail: ogechi.anyanwu@eku.edu

CATALOG DESCRIPTION:

History of Islam and politics in West Africa from 1000 C.E. to the present. Emphasis on the role of Islam in major socio-economic, political, and cultural transformations of West African states and societies.

COURSE DESCRIPTION:

This course explores the historical, religious, political, and cultural aspects of the expansion of Islam in West Africa from about 1000 C.E. to the present. The region referred to as West Africa comprises some sixteen independent states. With an area roughly the size of the United States west of the Mississippi river, West Africa has a great cultural and linguistic diversity and several ecological zones. Most importantly, the region is home to one of the oldest and largest Muslim populations of black Africa as well as fluid frontiers for the on-going expansion and revival of Islamic law of *Shari'ah*. Using a diverse range of rich historical sources, this course will focus on how Islam shaped major transformations in West Africa during the pre-colonial, colonial, and post-colonial periods. This discussion-driven course provides students with a comprehensive understanding of West African societies, revealing not only the religious pluralism within Islam, but also how it expresses itself in different spheres of the people's lives.

COURSE-SPECIFIC OBJECTIVES:

This course will provide students with an appreciation for the richness and complexity of West African history and culture, and a better understanding of the historical reasons for many of West Africa's contemporary political and economic experiences. It will develop the student's critical thinking ability by emphasizing the necessity to understand developments on the African continent in their proper human, historical and international contexts. Focusing on how Islam shaped the history of West Africa affords students the opportunity to gain insight on Islamic heritage and thus help eradicate the stereotypes and views about Islam. At the end of this course, students should be able to demonstrate a deep appreciation of the social, economic, political, and cultural realities of West African Muslim societies during the pre-colonial, colonial, and post-colonial periods. In addition, students will develop analytical skills vital to the discipline of history, which include the ability to collect and analyze evidence and to construct arguments in both oral and written presentations. To this end, students will have the opportunity to practice both identifying and building arguments by writing focused essays that deal with the materials covered in class lectures and readings.

REQUIRED TEXTS:

- Robinson, David. *Muslim Societies in African History*. Cambridge: Cambridge University Press, 2004.
- Levtzion, Nehemiah and Randall Pouwels (eds). *The History of Islam in Africa*. Athens, Cape Town and Ohio: Ohio University Press, 2000.

REQUIRED ARTICLES: (To be provided by the instructor)

- Anyanwu, Ogechi. "Crime and Justice in Post-colonial Nigeria: The Justifications and Challenges of Islamic Law of Sharia." *Journal of Law and Religion*, Vol. XXI, No. 2(2006), pp. 101-135.
- Parrinder, E.G. "Islam and West African Indigenous Religion." *Numen*. Vol. 6, Fasc.2. (April 1959), pp.130-141.
- Nyang, Sulayman S. "Islam and Politics in West Africa". *Issue: A Journal of Opinion*, Vol. 13 (1984), pp. 20-25.
- Hodgkin, Thomas, "Islam and National Movements in West Africa." *The Journal of African History*. Vol. 3, No. 2, Third Conference on African History and Archaeology: School of Oriental and African Studies, University of London, 3-7 July 1961. (1962), pp. 323-327.
- Laremont, Ricardo and Hrach Gregorian. "Political Islam in West Africa and the Sahel." *Military Review*, January-February 2006, pp. 27-36.

STATEMENT CONCERNING 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.

STATEMENT CONCERNING ACADEMIC INTEGRITY POLICY:

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

INCLEMENT WEATHER (alternative schedule-"two-hour delay")

If the university president declares an "alternative schedule" day, our TR.11.00am class will meet from 12.20pm to 1.20pm.

CLASS APPROACH/POLICIES:

The course will consist of lectures, videos, and class discussions centered around themes pertaining to Islam in West Africa. Students must be prepared to participate fully and effectively in class discussions pertaining to the assigned readings, lectures, and audio-visual materials. The instructor will post students grades on the blackboard after the Mid-Term and Final Examinations.

CONFERENCES:

If you are unsure about the reading, want feedback on writing, or would like to talk about a text or idea, please come to my office for a conference. If you can't make during my office hours, feel free to make an appointment with me.

EVALUATION AND GRADING (Overall course grade will be cumulative)

Map Quiz	5%
Paper	15%
Document Analysis Essay	10%
Mid-Term Examination	25%
Final Examination	25%
Quizzes	10%
Participation in class discussions and regular attendance	10%

	100%

MAP QUIZ: 5%

The map quiz is designed to give you a reason to learn where countries, rivers, lakes, empires, deserts, etc., are located in West Africa. You will find this useful for following class discussion, and it will allow you to complete the assigned readings more quickly and with greater understanding. The instructor will provide further instructions in class.

DOCUMENT ANALYSIS ESSAY: 10%

Students will be required to write a document analysis essay of three pages. The essay is a historical analysis of a document titled "Press Release by the Muslim Student Society of Nigeria."

The essay should address the following questions:

- When was this document written? Who was the intended audience?
- What were the author's purposes? What basic assumptions does the author make?
- What does the document reveal about the historical change in the society in which it was produced? What does it reveal about the causes of those changes?
- What is the historical significance of the document?

To assess Document Analysis Essay grade, the following criteria apply: Introduction and Conclusion (2%); Content and Organization (2%); Interpretation of Source (3%); Historical Perspective (2%); Use of Standard English (1%). **Paper is due on September 11.** Three points will be deducted from each essay turned in within 24 hours after the deadline, and two points each additional day.

PAPER: 15%

Each Student will be required to adopt a contemporary West African country of his/her choice and write a 4-page report on the country in question. Each student will be expected to develop some familiarity with the country of his/her choice by learning basic facts about and following the developments in that country through relevant websites, newspapers, books, etc. As much as possible, student's preferences of the country to adopt will be accommodated. Your introductory paragraph should indicate briefly the location, landscape, ethno-linguistic composition, and the reason(s) for your interest in that specific country. The main themes of this assignment focus on how Islam shaped the political, economic, and socio-cultural developments of your country from the pre-colonial period to the present.

Instructions:

- Report must be typewritten, double-spaced and paginated. There should be a title page. Use standard margin of one-inch on all sides.
- You must use and make direct quotes from two of your class texts.
- You may use either endnote or footnote style for your references to sources cited. There should be at least six (6) footnotes. Beware that plagiarism is a punishable offence academia. Please note that the reproduction and presentation of internet write-ups as your own work is the worst form of plagiarism.

To assess Country Report, the following criteria apply: Introduction and Conclusion (2); Content and Organization (3%); Interpretation of Sources and Analysis (3%); Historical Perspective (3%); Use of Standard English (2%); Sources & Citations (2%). Paper is due on **November 15, 2007.** Three points will be deducted from each essay turned in within 24 hours after the deadline, and two points each additional day.

TWO EXAMS: 55%

The two exams will consist of identifications of terms, people, places, events, etc., short answer questions, and essay questions. You will receive study guides before each exam. The questions will be drawn from the material assigned as well as lectures, audio-visual materials, and class discussions. They will be designed to probe the student's knowledge of the different concepts and themes discussed. Essays will be assessed on their organization, the accuracy, and breadth of the information given, critical thinking ability, and the cogency of the argumentation.

QUIZZES: 10%

There will be two tests or quizzes, scheduled periodically to assess what students have learned in the class. If you have attended lectures and done the reading, these should be very simple assignments. If you are not in class the day of an informal writing and did not notify me ahead of time of the reason, you will receive a zero.

PARTICIPATION IN CLASS DISCUSSIONS AND REGULAR ATTENDANCE: 10%

Attendance at scheduled class meetings is anticipated. You are expected to attend each class session and to be fully prepared for discussion of assigned readings. To assess participation grade, the following criteria apply: The quality, relevance, frequency and incisiveness of contributions. The student's willingness to offer her/his views and answers to questions by follow classmates and the instructor and volunteer for group or individual assignments will be equally considered. Lack of demonstrated preparation of assigned readings will have substantial negative impact on your course grade. More than three absences, including excused absences, will affect your grade. If you must miss class or an exam, or if you will not be able to turn in an assignment on time, you **MUST** have the prior approval of the instructor for make up or late turn in to get full credit.

CLASS SCHEDULE

(Schedule subject to modification)

ABBREVIATIONS:

DR: David Robinson, Muslim Societies in African History

EGP: E.G Parrinder, "Islam and West African Indigenous Religion"

NP: Nehemiah and Pouwels, *The History of Islam in Africa*.
SN: Sulayman Nyang, "Islam and Politics in West Africa"
LG: Laremont and Gregorian, "Political Islam in West Africa and the Sahel,"
TH: Thomas Hodgkin, "Islam and National Movements in West Africa".
OA: "Crime and Justice in Post-colonial Nigeria."

INTRODUCTION

Aug. 21 & 23: Course Design; Course overview
The Study of Africa in Historical Perspective
Environment, Climate & Vegetation

SECTION ONE: ISLAM IN PRE-COLONIAL WEST AFRICA

Aug. 28 & 30: Islam defined
Western views of Africa and Islam
Origins and the basic institutions of Islamic faith in Africa
(DR: Chap. 1, 2, 6. Read by Aug. 28)

Sept. 4 & 6: The Islamization of West Africa
Islamic Art, Literature, and Music
Islam and Indigenous Religions
(SN:pp 20-21; DR: Chap. 3 & 4; EGP: 130-141. Read by Sept. 4)

September 11: **First Quiz**

Sept. 11 & 13: Islam and Empire Building in West Africa
Ghana, Mali, & Songhai Empires
(DR: Chap.9. Read by Sept. 11)

Sept. 18 & 20: Karnem Borno Empires & the Hausa-Fulani States
(DR: Chap.10. Read by Sept. 18)

September 25: **Document Analysis Essay Due**

Sept. 25—Oct. 4 Islamic Reform and Renewal in West Africa
The Usman Dan Fodio Jihad of 1804 & the Sokoto Caliphate
(DR: Chap.10; NP: Chap. 6. Read by Sept. 18)

SECTION TWO: EUROPEAN COLONIALISM AND ISLAM

Oct. 9-18 Colonial Powers and Islam: Encounters and Conflict
Case Studies: British and French Colonies
(SN: page 22; DR: Chap.13. NP: Chap.8. Read by Oct. 9)

October 16: **Mid-Term Examination**

Oct. 23—30 Emergence of Popular Islam During the Colonial Period.
Islam, Nationalism, and Decolonization
(TH: 323-327. Read by Oct. 30)

October 30: **Second Quiz**

SECTION THREE: NATION BUILDING AND ISLAMIC REVIVAL

Nov. 6 & 8: Islam and Nation Building in Post-Colonial West Africa
(SN: pp.22-25; NP: Chap.9. Read by Nov. 6)

November 15: **Paper Due**

Nov. 13 & 16: Globalization and Islamic Resurgence since the 1990s
“Political Islam in West Africa and the Sahel”
(LG: pp. 27-36. Read by Nov. 13)

November 19—23 **Holiday**

Nov. 26 -Dec. 6: Islamic Law of Shariah in West Africa
Muslim Women in West African history
(OA: pp. 101-135)

December 10--14: **EXAM WEEK**
11.00 am, Tues., Dec. 11, 10:30 am - 12:30 pm

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

Part I

(Check one)	Department Name	History
X New Course (Parts II, IV)	College	Arts and Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 435
Course Dropped (Part II)	*Course Title (30 characters)	U.S. Civil Rights Movement
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	1/24/2008	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/18/08	Approved X Disapproved 03/20/08
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Approval of new course and its cross-listing as AFA 435.

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

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

B. The justification for this action:

Current History Department offerings do not include a course focused upon the American civil rights movement. Although certain courses have units on the topic, the far-reaching movement warrants an upper-level seminar specifically on the topic. Support for the new African/African-American Studies program.

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

Personnel Impact:
Course to be taught by current faculty

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources:
No additional needs

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.)

HIS 435 The U.S. Civil Rights Movement. (3) A. Cross listed as AFA 435. Prerequisite: three hours HIS or departmental approval. Examination through primary and secondary sources of the origins, course, ideologies, and legacy of the mid twentieth-century American movement for racial justice and equality. Discussion of the central scholarly issues in civil rights studies. Credit will not be awarded to students who have credit for AFA 435.

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)*		
HIS	435	Fall 2008	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	HIST		
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0			
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>		Cip Code (first two digits only) 45			
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)			
1	3	N	FR <input type="checkbox"/> JR <input type="checkbox"/>			
B	3	P	SO <input type="checkbox"/> SR <input type="checkbox"/>			
E	3	A				
K	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY			
T	3					
					Thesis <input type="checkbox"/>	Date of data entry <input type="text"/>
					Independent Study <input type="checkbox"/>	Data entry person <input type="text"/>
		Practicum <input type="checkbox"/>				

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

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

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

three hours HIS or departmental approval

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

AFA 435

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
History 435, CRN xxxx
The U.S. Civil Rights Movement
Fall 2008

Instructor information

Dr. Carolyn Dupont
Email: carolyn.dupont@eku.edu
Office: Keith 307
Office phone: 2-1374
Office hours: MWF 8-9 and 11:15-12:00; W 1:30-6:00

Course Objectives

Perhaps no historical moment's legacy has been more widely appropriated than that of the Civil Rights movement. Yet, in spite of Americans' almost universal willingness to embrace the idea of black equality and to retroactively applaud African-Americans' mid-twentieth century struggles to achieve it, popular uses of the movement often reflect a shallow, superficial, and even misinformed understanding. Through readings in secondary and primary literature, discussions, and in-class presentations, this course will examine the men and women that instigated and inspired the quest for black equality, the goals of movement activists and the ways these goals change over time, and the strategies, tactics, and philosophies that informed movement activities.

Learning Objectives

This course material and assignments have been arranged to help students

- 1) Understand and identify the origins, course, ideologies, and legacy of the African American struggle for civil rights
- 2) Acquaint students with the central scholarly issues at stake in civil rights studies
- 3) Analyze the ways that historical memory functions in public discourse
- 3) Learn to appropriately analyze both primary and secondary historical documents
- 4) Improve both written and oral communication skills

Required Readings

Arsenault, Ray. *Freedom Riders: 1961 and the Struggle for Racial Justice*.
Crosby, Emily. *A Little Taste of Freedom*.
Lawson, Steven F. and Charles Payne, eds., *Debating the Civil Rights Movement*.
Romano, Renee C. and Leigh Raiford. *The Civil Rights Movement in American Memory*.

Grading

Your grade in this course will be apportioned as follows:

Participation	20%
Exams (one)	20%
Civil Rights in American Memory Project	20%
Outside Essay	20%
Inside Essay	20%

Assignment Descriptions

Participation (20%). You will learn more if you do the assigned reading and involve yourself in class discussions. Make observations. Ask questions. I want to know what you think, and I am not so enamored of my own knowledge and voice that I want to do all of the talking. We'll all have more fun this way. Since the default tendency for most of us is to wait passively for enlightenment to strike—a strategy that rarely works—I have provided the incentive of an undetermined number of pop quizzes on the reading to motivate you to come to class prepared. Your participation grade will be a combination of your grade on these quizzes and my subjective impression of your active participation in classroom discussions.

Inside Essay (20%). Though you **must read both** *Freedom Riders* and *A Little Taste of Freedom* in their entirety, you must write an essay of about five pages on **only one of them**. All essays will be due October 31; a separate handout will provide more detail about the expectations for this essay.

Outside essay/class presentation (20%). In addition to the required common readings, each student will read one book of his/her own choosing, write a roughly 5-page review essay on it, and make a brief (approximately ten minute) presentation to the class about the book. This book should be chosen from the list provided by the instructor with the following requirements: (1) The presentations (which must coincide with each week's topic) must be fairly evenly distributed throughout the semester (we cannot have ten presentations on October 4 and only 1 on September 20) and (2) no two students may read and present on the same book. I will assign books/topics to students who do not make their own selections by end of class September 3. More instructions to follow.

Civil Rights in American Memory Project 20%. Since we will pay a great deal of attention to how the movement has been remembered and memorialized in public discourse, spaces, and culture, you will be asked to do a brief project that explicitly considers a specific historic evocation of the civil rights movement. You may watch a film, visit a museum, observe a commemoration, read accounts of a commemoration, analyze a speech, follow the debate over an issue in contemporary American politics, consider an advertisement, or listen to a song. I will provide a list of possibilities, but you are encouraged to pursue your own ideas. You will then take the material we have learned in class and, in a paper of approximately five pages, analyze the way the movement is understood, used, and evoked in the case you are considering. During the final four class periods, students will present these projects to the class.

Course Policies

Completion of all assignments. Completion of each assignment is mandatory to pass the course; you may **not**, for example, opt to skip one the memory project and simply forego the points. Such a choice will result in your failing the course, even if you have otherwise acquired enough points for a passing grade.

Attendance. The penalties for missing class fall into two categories: a) students who miss 4 or more class periods *may*, at my discretion, have their final grades reduced and b) students who miss 20% of the class periods (9 or more class periods) **for any reason** will fail the course. Excused absences (those incurred for approved university activities, because of illness, or in the event of a death in the family) will *not* generally result in a grade reduction as described in category a, but such absences could count in category b toward the "9 and out" rule. Naturally, if you miss class it is your responsibility to ask another student to share notes etc. with you.

Late arrival. A late arrival or two during the semester is human and forgivable. If you arrive after I take role, remind me that you came in late so that I can note your attendance. Consistent or repeated tardiness, however, communicates disrespect for others, and I will not count you present any day that you are tardy after the third such incident (i.e., lateness will equal an absence.) During the first few minutes of class, I often make announcements about revisions to the schedule, due dates or readings. You will want to be here for these. Naturally, if you have special circumstances that make prompt arrival difficult (such as a long distance to walk in the break between classes), it is good policy to let me know.

Late Work. Late work inconveniences everyone, and it is essential to your success that you manage your time well and stay on schedule with assignments. Nonetheless, each of us has a life to live even as we are trying to be students, teachers, parents, employees, etc. Since life may intervene unexpectedly and uncontrollably, I will grant each student automatic deadline extensions totaling 48 hours. You may use this as two extensions of 24 hours, or one of 48 hours, but you may not use it more than twice. You do not need a reason or permission to use these extensions, nor must you notify me in advance. Simply bring the work to my office, (if I am not in, leave it in the plastic holder to the left of my door), attaching a cover sheet that says "deadline extension coupon." **One exception: the deadline extension may NOT be used for in-class presentations. These MUST be ready to go on at the appointed class period.**

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.

Inclement weather meeting time. This class will meet from 1:20-2:00 when the University is on two-hour delay.

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If

you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

Course Schedule

In addition to the assignments below, I will also assign primary sources from *Debating the Civil Rights Movement* or other sources (online or as handouts) as the course proceeds. I reserve the right to otherwise modify the schedule.

August

25 Course Introduction

Movement precursors

August 27-September 5

Read: Lawson and Payne, pp. 3—49; 117-167

Movement origins

September 8-12

Read: Crosby, pp. 1-90

The International Context

September 15-19

Read: Crosby, pp. 91-188

White Resistance

September 22-26

Read: Crosby, pp. 189-281

Early Phase

September 29-October 3

Read: Arsenault, pp. 1-139

Direct Action Phase

October 6-15

Read: Arsenault, pp. 140-303

1964: National Armageddon

October 17-22

Read: Arsenault, pp. 304-423

Changing Focus

October 24-31

Read: Arsenault, pp. 424-526

November

3 **Fall Break; no class**

New Arenas of Conflict

November 5-17

Read: Romano and Raiford, pp. xi-166

New forms of Resistance

November 19-24

Read: Romano and Raiford, pp. 167-365

26—28 **Thanksgiving Break; no class**

Exploring race relation in America today

December 1-3

Civil Rights in American Memory Project Presentations

December 5-12

Final Exam:

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	History																														
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences																														
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number																															
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Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: Approval of revised B.A. in History (non-teaching)</p> <p>A. 2. Effective date: Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: These revisions are necessitated by the addition and elimination of HIS courses. These revisions are also necessary to clean up chronic CARES report confusion caused by the two topics courses, HIS 300 and 301. Following the precedent of HIS 302, the general topics course HIS 300 is now receiving the suffix A, B or C designating its topical association within Area I, Area II and Area III, respectively, of the History major. The biographical topics course, HIS 301, however, has hitherto only been taught in Area II (European History), nor will it ever be offered in Areas I or III as the department now intends that biographical topics courses will hereafter be offered only under the more general topics rubric of HIS 300. Therefore, in the interest of proper sorting on student CARES reports, HIS 301 is now being limited to Area II until its final removal from the catalog.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: The proposal will not necessitate an increase in operating expenses.</p> <p>Equipment/Physical Facility Needs: Equipment and physical facilities are adequate.</p> <p>Library Resources: Library resources are adequate.</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.

History (B.A.)

CIP Code: 54.0101

Major Requirements 33 hours

HIS 201, 202, 203, 450, and 21 upper division hours with a minimum of six hours in each of the following distribution areas, including two of the following three courses: 302A, 302B, 302C:

Area I (U.S.): HIS 300A (3 hours), ~~301~~, 302A, 303, 304, 305, 309, 401, 402, 403, 404, 405, 406, 407, 411, 412, 413, 415, 420, 424, 433, 435, or 516.

Area II (Europe): HIS 300B (3 hours), 301, 302B, 310, ~~315~~, 336, 339, 341, 342, 343, 344, 345, 346, 350, ~~354~~, 363, or 365.

Area III (Non-Western): HIS 300C (3 hours), ~~301~~, 302C, 308, 320, 347, 374, 375, 378, 380, 383, 384, 385, 386, ~~387~~, 388, 434, 474, or 475.

The remaining upper division history course may come from any of the above areas or from other upper division history courses except HIS 302A, B, C.

General Education Requirements 48 hours

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

University Requirement 1 hour

ASO 100.

Free Electives 46 hours

At least three hours of one foreign language is strongly recommended. Students who plan to pursue a graduate degree are strongly encouraged to take at least six hours of a foreign language.

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	History																														
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<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: Approval of revised B.A. in History / Teaching.</p> <p>A. 2. Effective date: Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: These revisions are necessitated by the addition and elimination of HIS courses. These revisions are also necessary to clean up chronic CARES report confusion caused by the two topics courses, HIS 300 and 301. Following the precedent of HIS 302, the general topics course HIS 300 is now receiving the suffix A, B or C designating its topical association within Area I, Area II and Area III, respectively, of the History major. The biographical topics course, HIS 301, however, has hitherto only been taught in Area II (European History), nor will it ever be offered in Areas I or III as the department now intends that biographical topics courses will hereafter be offered only under the more general topics rubric of HIS 300. Therefore, in the interest of proper sorting on student CARES reports, HIS 301 is now being limited to Area II until its final removal from the catalog. The insertion of POL 212 as an alternative to POL 220 under Supporting Course Requirements reflects a change that has already been previously entered into Banner but which was inadvertently omitted from the catalog text.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: The proposal will not necessitate an increase in operating expenses.</p> <p>Equipment/Physical Facility Needs: Equipment and physical facilities are adequate.</p> <p>Library Resources: Library resources are adequate.</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.

History/ Teaching (B.A.)

CIP Code: 54.0101

Major Requirements 33 hours

HIS 201, 202, 203, 450, and 21 upper division hours with a minimum of six hours in each of the following distribution areas, including two of the following three courses: 302A, 302B, 302C:

Area I (U.S.): HIS 300A (3 hours), ~~301~~, 302A, 303, 304, 305, 309, 401, 402, 403, 404, 405, 406, 407, 411, 412, 413, 415, 420, 424, 433, 435, or 516.

Area II (Europe): HIS 300B (3 hours), 301, 302B, 310, ~~315~~, 336, 339, 341, 342, 343, 344, 345, 346, 350, ~~354~~, 363, or 365.

Area III (Non-Western): HIS 300C (3 hours), ~~301~~, 302C, 308, 320, 347, 374, 375, 378, 380, 383, 384, 385, 386, ~~387~~, 388, 434, 474, or 475.

The remaining upper division history course may come from any of the above areas or from other upper division history courses except HIS 302A, B, C.

Supporting Course Requirements 18 hours

ANT 120 or SOC 131, ECO 120, PSY 200, GEO 200; POL 101, and POL 212 or 220.

Professional Education Requirements 31 hours

EDF 103, 203, 319, 413, SED 401; ESE 449, 490, and 499.

General Education Requirements 36 hours

Standard General Education program, excluding Block VB, Block VC, and Block VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University Requirements.

University Requirement 1 hour

ASO 100.

Free Electives 9 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	Philosophy and Religion
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	PHI 240
<input type="checkbox"/> New Program (Part III)	*Course Title <small>(30 characters)</small>	Philosophy of Religion
<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	11/19/07	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs
College Curriculum Committee	2/18/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	3/3/08	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 ensure that students do not receive credit for both PHI 240 and PHI 240W

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

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

B. The justification for this action:
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 240 Philosophy of Religion. (3) A. Study of religious experience, ~~ideas of belief~~ faith and knowledge, the nature and existence of God, ~~doctrine of persons, faith,~~ the problem of evil, religious ethics, and religious language. Credit will not be awarded to students who have credit for PHI 240W. Gen. Ed. IIIB or VII (AH).

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	240	Fall 2008	AS <input checked="" type="checkbox"/> 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) 38	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3	A	SO _____ SR _____	
W	3	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.	Credit not allowed with PHI 240W
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)	Department Name	Philosophy and Religion
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	PHI 240W
<input type="checkbox"/> Course Dropped (Part II)	*Course Title <small>(30 characters)</small>	Philosophy of Religion: Writing Intensive
<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? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	2/18/08	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	3/3/08	03/20/08
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To create a PHI 240 course that incorporates substantive writing assignments and is designated as a writing intensive course.

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

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

B. The justification for this action:

The course will allow students to meet the new university requirement of "one writing intensive general education course following completion of ENG 102 or ENG 105 or HON 102." 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.

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 240W Philosophy of Religion: Writing Intensive (3) A. Prerequisites: ENG 102, or ENG 105, or HON 102.
Study of religious experience, faith and knowledge, the nature and existence of God, the problem of evil, religious ethics, and religious language. Credit will not be awarded to students who have credit for PHI 240W. Gen. Ed. IIIB or VII (AH).

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	240W	Fall 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3.0</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 38	
1	3	N	Class Restriction, if any: (undergraduate only)	
		A	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ ENG 102, or ENG 105 (B), or HON 102

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ Credit not allowed with PHI 240

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)			

PHI 240W: Philosophy of Religion
Fall 2008
T/Th 11:00-12:15, Wallace 333

Instructor: Mike Austin

E-mail: mike.austin@eku.edu

Office Hours: Case Annex 260 MWF 1:25-2:15; T/Th 12:30-1:45; and by appointment.

Phone: 622-1022

Course Overview

A writing-intensive course, involving the study of the major philosophical questions surrounding religious belief, such as the concept of God, the relationship of faith to reason, religious epistemology, evidence for the existence of God, the attributes of God, religious language, and philosophical objections to the rationality of religious belief.

Texts

Readings in the Philosophy of Religion, edited by Kelly James Clark, Broadview Press, 2000.

Is There a God? by Richard Swinburne, Oxford University Press, 1996.

There will also be occasional web-based readings.

Course Format

Class time will include lecture, discussion, small group work, and audio-visual material. Each student is expected to do all of the assigned reading, so that class discussion is fruitful and worthwhile.

Course Requirements and Grading

Discussion Questions (5%): To provide motivation for staying up with the reading as well as prepare you for class discussion, you'll be required to email me 2 questions on the reading each week, and this will form the basis for some of class discussion.

Exams (25% each): There will be a midterm and a final exam, consisting of objective, short answer, and essay questions.

Précis (20%): You will write two précis (pronounced pray-see). A précis is a short and concise summary and critical evaluation of one philosophical essay, with a word count of 600-800 words. You'll have 3 different options through the course of the semester, but only need to do two of them. You should write these as if you are explaining the argument and your view to another student in the class who has not read the paper. Details forthcoming.

Paper (25%): You will write one 6-8 page paper, explaining and critically evaluating the argument given by Swinburne in his book *Is There a God?* You are required to take part in an in-class writing workshop one week before the paper is due, which will involve peer review of your paper.

General Education Goals and the Course:

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 values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (Goal six)
- 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)

In PHI 240, students will demonstrate the ability to:

1. Explain the main philosophical arguments for and against the existence of God.
2. Explain the main philosophical arguments with respect to other issues in philosophy of religion, such as non-Western and feminist philosophies of religion, religious experience, human nature, and life after death.
3. Recognize the influence of historical, cultural, and individual contexts on the views and values of individual philosophers.
4. Recognize the influence of historical, cultural, and individual contexts on religious belief and non-belief.
5. Analyze the distinct fundamental value assumptions of the main philosophical arguments in philosophy of religion.
6. Correctly use the relevant terminology of the academic study of philosophy of religion.
7. Summarize and critically evaluate a philosophical argument regarding a particular issue in philosophy of religion.
8. Critically analyze their own values, beliefs, and commitments using the tools and methods of philosophy.
9. Critically assess the philosophical merit of various positions regarding issues in philosophy of religion.

Course Outline and Reading Assignments (subject to change as needed) (RPR=*Readings in Philosophy of Religion*)

8/23-8/25: Course Introduction and Overview; Logic

8/30-9/1: Theism and Naturalism: 103-113, RPR

9/6-9/8: Faith and Reason: 155-159, 160-162, 183-189, 179-182 RPR

9/13-9/15: Cosmological Argument: 11-13, 14-15, 16-20, 21-27 RPR

9/20-9/22: Design Arguments: 29-36, 37-40, 54-65 RPR

9/27-9/29: Religion and Ethics: 67-69, 70-78 RPR

<http://www.leaderu.com/offices/billcraig/docs/meta-eth.html>

10/4-10/6: Review, **Midterm Exam Thursday October 6th**

10/13: The Problem of Evil: 211-212, 229-237 RPR

10/18-10/20: The Problem of Evil: 213-218, 238-249, 309-316

10/25-10/27: Religious Pluralism: 329-335, 336-344 RPR; “The Religion of the Matrix and the Problems of Pluralism”

11/1-11/3: Critiques of God: 257-258, 259-266, 267-270 RPR; In-class writing workshop.

11/8-11/10: Immortality and Life After Death: <http://www.leaderu.com/truth/1truth28.html>

Term Paper Due, Thursday November 10th

11/15-11/17: Asian and Feminist Philosophies of Religion: 372-375, 388-397, 345-354 RPR

11/22: Discussion Day

11/29-12/1: Religious Experience: 297-298, 299-308, 93-101 RPR

12/6-12/8: Concluding Issues; Review for Final Exam

Final Exam: Thursday December 15, 10:30 am – 12:30 pm

Other Things to Know

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

2. 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.”

3. Blackboard: This course will have a site on Blackboard, where you can access your grades, web-readings, and find other valuable information.



November 5, 2007

Dear Mike:

The TCAC Advisory Board met on October 31 to consider proposals for writing-intensive general education courses. I am pleased to inform you that PHI 240 was approved for "W" status. The Board hopes that you will consider some questions raised during its discussion of your proposal, as you finalize your syllabus and assignments (see attached).

To make certain that your course (or course section) is available for fall 2008 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>), indicating that the course or section will be "changed" to W; 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 the prerequisite, you will need to add this change to the form as well.
2. This form must be processed through the usual approval channels: Department Curriculum Committee, College Curriculum Committee, University General Education Committee, and Committee on Academic Affairs. Please be aware that this process can take many weeks and that you may need to check on the status of your proposal as it moves through the various committees.

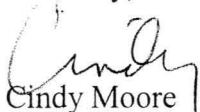
As you know, you will be eligible to receive a course-development stipend of \$1,500 upon completion of a half-day assessment workshop, which will be scheduled in early April 2008 (according to TCAC participant availability), and a full-day faculty-development workshop, to be held on Monday, August 18. During the first semester that you teach your writing-intensive course, you will receive a three-credit reduction in teaching load or an equivalent amount as overload, depending on departmental staffing demands. For every two sections taught after the initial offering of the course, you will receive either a three-credit reduction in teaching load (or equivalent amount as

overload). You can also apply, through me, for up to \$1,500 to support relevant conference travel or to purchase program-related books and instructional materials.

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

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

Sincerely,



Cindy Moore

Associate Professor, English

Director, TCAC (Thinking and Communicating across the Curriculum)

C: Steve Parchment, Chair of Philosophy & Religion

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 <u>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>PSY 200W</u> *Course Title (<u>30 characters</u>) <u>Introduction to Psychology: W</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 3/5/2008	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved _____
		03/20/08
		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 create a PSY 200 course that incorporates substantive writing assignments and is designated as a writing intensive course A. 2. Effective date: (Example: Fall 2001) Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Courses with substantive writing requirements can now be identified with a W following the course numbers. 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.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: none	

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

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

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

New or Revised* Catalog Text

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

PSY 200W Introduction to Psychology: Writing Intensive (3) I, II. Prerequisites: ENG 102, or ENG 105 (B), or HON 102. A survey of the major content areas and methods of psychology, including history, biological correlates, cognition, language, intelligence, motivation, emotion, development, personality, abnormal, therapy, and social behavior. . Gen. Ed. VB, VC, or VII (SBS). Credit will not be awarded to students who have credit for PSY 200.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PSY	200W	FALL 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory _____	Other _____	
			Cip Code (first two digits only) 42	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
B	3		SO _____	SR _____
D	3			
E	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
K	3			
S	3			
T	3			
V	3			
W	3	Thesis _____		
Y	3	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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ Credit not allowed with PSY 200

Course Prefix and No. _____

Course Prefix and No. _____

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

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

PSYCHOLOGY 200W: INTRODUCTION TO PSYCHOLOGY
Department of Psychology
Eastern Kentucky University
Fall 2009

COURSE SYLLABUS

Instructor: Dr. Julia "Julie" Robinson
Office: Cammack 218
Phone: 859-622-6796
E-Mail: julia.robinson@eku.edu

Required Text: Wade, C. & Tavris, C. (2008). Invitation to Psychology (4th Edition). Pearson/Prentice Hall, Upper Saddle River, NJ.

Course Description

This course provides an overview of the discipline of psychology. As such, students should develop an overall understanding of the historical underpinnings that found the field of psychology today. Students should develop a general understanding of experimental and correlational research and an understanding of the role research plays in psychological practice. Students should also develop a basic understanding of behavioral, biological, psychodynamic, cognitive, and humanistic perspectives in the field of psychology. Lastly, students should develop a basic knowledge of a variety of psychological disorders and treatments of those disorders. These course objectives will be evaluated via exam questions, journal entries, and various in- and out-of-class assignments throughout the semester.

General Education Goals

PSY 200 is a general education course that is designed to help students:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
2. Analyze the social and behavioral influences that explain how people relate to each other, to institutions and to communities.
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
4. Integrate knowledge that will deepen students' understanding of, and will inform their own choices about, issues of personal and public importance.

Specific Course Objectives

Upon successful completion of the course:

1. Students will be able to explain generally accepted principles of psychology (behaviors and cognitions).
2. Students will be able to explain generally accepted fields, methods and approaches of psychology.
3. Students will be able to use the basic vocabulary of psychology.
4. Students will be able to apply psychological principles to everyday situations.
5. Students will be able to explain the strengths and limitations of psychology in explaining similarities and differences in individuals' behaviors and cognitions.
6. Students will be able to analyze psychological theories and research.

Writing Intensive Objectives

1. Student writing will demonstrate critical and creative thinking through comprehension, application, analysis, synthesis, interpretation, and evaluation.
2. Student writing will demonstrate knowledge and control of written language and rhetorical knowledge through sentence and paragraph structure, appropriate style for the different types of assignments, and organization. Some assignments will require research on the assigned topic. This information will be integrated across sources and across the various concepts addressed in the course.

Course Specifications

1. Exams

There will be 5 exams for the course. Tests will be composed of multiple choice, fill in the blank, matching, short answer, and essay questions, and will be worth 100 points. Of the first 4 exams, only the highest 3 exam scores will go toward your final grade, as you will have the opportunity to drop your lowest exam score.

Everyone is required to take the comprehensive final exam, and the final exam CANNOT be dropped!

2. Out-of-Class Writing Assignments

There will be 5 short out-of-class papers assigned throughout the semester. These assignments will be in short essay format and will each be worth 32 points. The course schedule lists days when the out-of-class assignments will be passed out when each of them are due. Each out-of-class assignment will have two (2) due dates. The first is for a draft of the written assignment. Each person is required to turn in a completed draft responding to a particular question/prompt. I will not grade these assignments, but I will provide feedback (based on evaluation criteria that we will cover in class) that will focus on larger writing and thinking issues. I will also make note of major patterns of grammatical and other errors, but will NOT mark every single error. The second due date on your syllabus will denote when your final paper is to be submitted for a grade. *I will not accept or comment upon incomplete drafts!*

For instances in which you are not able to attend class (or if by chance you misplace your original copy, etc.), these out-of-class assignments will be posted under "Course Documents" in Blackboard. All out-of-class assignments should be type-written and turned into me in class on the day due. If you are unable to attend class when the particular assignment is due, you may turn it in early or email it to me. There is a 1-point deduction from the final score for each day an out-of-class draft or final paper is turned in late.

****NOTE: Students in all psychology courses are expected to use correct grammar, spelling, and composition in written assignments. These elements of writing will be taken into consideration in grading all out of class writing assignments. If you would like free help with your writing you may use the writing lab: Case Annex 183 (622-6191).***

3. In-Class Writing Assignments

We will regularly do activities during class time. On 7 occasions, you will be graded on this work. If you are not present on a day when we do a graded in-class assignment, you will be given a "0" for this assignment. However, I will allow you to drop your two lowest grades, therefore only including your highest 5 in-class assignment scores. Each in-class assignment will be worth 10 points. You will be given multiple **feedback** opportunities to promote a good understanding of the topics AND to effectively use the SEE-I method.

4. Journal Entries

You will be required to maintain an online journal through the course's Blackboard site. To fulfill this requirement, you must make at least 1 entry that is related to the material that we are covering in class on a given week. I will provide you with a list of potential prompts, but you may choose to reflect/comment on other issues if you wish. These entries will be graded on a pass/fail basis, though they should be approximately 250-400

words to receive credit. These entries are more informal than the other writing assignments in the course and will be a forum for you to reflect on the course material and how it pertains to your life (and the world around you), pose questions, etc. I will read all entries and will frequently respond to your comments. Each journal entry will be worth 5 points.

5. Grades

Your performance will be evaluated as follows:

Exams: **400 points total** (4 exams, 100 points each)

Out-of-Class Writing Assignments: **160 points total** (5 assignments, 32 points each)

In-Class Writing Assignments: **50 points total** (5 assignments, 10 points each)

Journal Entries: **70 points total** (14 entries, 5 points each)

Therefore, **680 points** will be offered in the class. Letter grades will be awarded as follows:

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

6. Outside Activity

This course has an outside activity requirement. Three outside activity units must be completed to receive a grade in this course. If these units are not completed at the end of the semester, the student will receive a ONE LETTER GRADE DEDUCTION from their final grade. There are several methods of completing these outside activity units (please see separate Outside Activity Requirements Sheet). Some activities require a written summary or critique*. The written summary/critique will be graded on a pass/fail basis. If it does not meet the guidelines below, then the student will not receive credit for the outside activity until a written product is provided meeting the following standards:

Presentations:

1. Date, title of presentation, and the presenter's name
2. Summary of the main points of the presentation
3. Your personal reaction to the presenter and presentation (was the information presented well, did you enjoy the presentation, etc.)
4. Would you recommend the presentation to someone else? Why or why not?
5. Should be at least 1 FULL page!

Article Review/Critique:

1. Date and full reference of article
2. Summary - The summary should contain enough detail that I can read it and know what topic the article is about (the Introduction), what they did to study it (the Methods section), what they found (the Results section), and what they think it means (the Discussion section). You do not need to include means, standard deviations, p values, or other statistics in your summary. I expect this summary to be AT LEAST 1 FULL page. I will evaluate your summary on its completeness and clarity.
3. Your personal reaction to the article - Next, I'd like you to provide your own commentary on the article. This is NOT a summary of the article, so do not include summary information. Here are some questions you might consider, although you could address others as well. Do you think the topic of the research is important? Do you have any criticisms (or praise) for the methodology used? Can you think of any implications of the research that the article did not state? Are their implications important? How do the results of the research relate to your life? What do you like the most about the article? The least? Are the results consistent with what you've learned in this class?

Who should be the most interested in the results (besides psychologists)?
These are just a few questions that you could answer. Any other comments or reaction you have are appropriate. This section should contain mostly YOUR ideas, but you need to specify sections of the article you are referring to. The section should be at least 1 WHOLE page in length, but longer if your creative juices are flowing.

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.

Academic Ethics and Integrity

Cheating on exams and plagiarism are prohibited at Eastern Kentucky University. This policy is fully enforced in this course. If cheating is seen during an exam, the MINIMUM penalty is that the student is given a zero on that particular exam. Examples of situations that WILL BE TREATED AS CHEATING are: referring to notes when completing an exam, talking to other students during the exam, looking at someone else's paper during an exam, or leaving the room with an exam. Please refer to <http://www.academicaffairs.eku.edu/integrity/> for more information regarding academic ethics. If you have any questions regarding these policies, feel free to talk with me at any time.

Miscellaneous

The use of electronic technology (cell phones, cameras, laptop computers, etc.) during lecture is prohibited unless approved by instructor. In particular, please turn cell phones off prior to class and NO text messaging during class.



Professor Julie Robinson
Department of Psychology
127 Cammack Building

March 4, 2008

Dear Julie:

The TCAC Advisory Board met on February 27 to consider proposals for writing-intensive general education courses. I am pleased to inform you that your revised PSY 200 course was approved for “W” status.

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

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

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

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

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

Sincerely,

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

C: Bob Brubaker, Chair, Psychology
Rose Perrine, Chair, University General Education Committee

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

Part I

(Check one)	Department Name	Psychology
X New Course (Parts II, IV)	College	Arts & Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	PSY 300W
Course Dropped (Part II)	*Course Title (30 characters)	Social Psychology: W
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	2/12/08	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs
College Curriculum Committee	3/24/08	Approved x Disapproved
General Education Committee*	3/17/08	Faculty Senate**
Teacher Education Committee*	N/A	Board of Regents**
		Council on Postsecondary Edu.***

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To create a PSY 300 course that incorporates substantive writing assignments and is designated as a writing intensive course.

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

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

B. The justification for this action:
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.

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

Personnel Impact:
None

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources: None

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

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

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

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
PSY 300W Social Psychology: Writing Intensive. (3) A. Prerequisites: PSY 200 and ENG 102, or ENG 105 (B), or HON 102 . A writing intensive study of contemporary institutions and problems such as prejudice, affection, love, altruism, aggression, and small group behavior. Contemporary research and theory will be discussed. Gen Ed. VB, VC, or VII (SBS). Credit will not be awarded to students who have credit for PSY 300.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PSY	300W	Fall 2008	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
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) 42	
1	3	N	Class Restriction, if any: (undergraduate only)	
B	3		FR _____ JR _____	
E	3		SO _____ SR _____	
F	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
K	3			
V	3			
Y	3			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	PSY 200 and ENG 102, or ENG 105 (B), or HON 102
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	Credit not allowed with PSY 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)	IVB (3)	VB (3) X		VII (3)	VIII (3)
IC (3)				VC (3) X			

PSY 300W: SOCIAL PSYCHOLOGY

Fall Semester, 2008 TR 11:00 – 12:15	229 Cammack Building 3 Credits
All course documents available on Blackboard	

Professor:	Matthew P. Winslow 216 Cammack 622-6171 Matthew.Winslow@eku.edu	Office Hour:	almost any time, come see me 216 Cammack
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General Education Goals and the Course

- ☆ Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (Goal two)
- ☆ Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities (Goal four)
- ☆ 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:

Social psychology is a science that investigates the ways in which people's thoughts, feelings and behavior are influenced by their social situations. This course will give you an overview of the discipline, as well as some insight (I hope) into the social psychological perspective.

I have four main goals for this course.

1. You will know theories and findings in social psychology, and be able to apply that knowledge
How assessed: exams
2. You will understand the different methodologies in social psychology and their importance
How assessed: exams
3. You will be able to read, analyze, and critique research in social psychology
How assessed: first paper
4. You will be able to synthesize knowledge of social psychology with your own life experience
How assessed: second paper

Finally, I hope that I can communicate to you some of the things that make this discipline so exciting to me, and that you will feel that social psychology is a fascinating and important area of research.

Course structure and requirements:

Attendance:

Attendance at all lectures is required. To provide a positive reinforcement for attending class, I will be selecting 10 class days *at random* on which I will check attendance, and assign 2 points to

each person in class (20 points total). There will be no warning about when these days are, and they will be *randomly distributed*, which means that there may be several attendance days in a row, and/or several days in a row without points for attendance. I believe that attendance in class is important, and this is my way of rewarding you for coming. This is **NOT** extra credit; it will count just like any other assignment.

1 st day	2 nd day	3 rd day	4 th day	5 th day	6 th day	7 th day	8 th day	9 th day	10 th day

Lectures:

It is important that you attend all lectures. I will be presenting material in lecture that may not be in the book, *but will be on the exams*. Lectures are also important because many times the insights and comments of your classmates are the most interesting ideas of the course. Thus, I hope that you will come to lecture fully prepared and ready to participate. Please feel free to ask questions at any time.

Readings:

Students are expected to read the assigned material for each class *before* coming to lecture. Because lectures will most often be extensions of the reading for that class, I will assume that you are familiar with the concepts in the chapters. In my own classes, I have sometimes done the reading ahead of time, and sometimes not, and I can tell you that the benefit of reading before class is not only better discussions, but also better understanding of lecture, and thus better performance on exams. I *highly* encourage you to read before class.

The text required for this course is:

Aronson, E., Wilson, T.D., & Akert, R.M. (2007). *Social Psychology* (6th Ed.). New Jersey: Prentice Hall.

The text is available at the University Bookstore. There is also a website for the text: <http://www.prenhall.com/aronson>.

There are also several books that I recommend to anyone interested learning more about the application of social psychology to real life. These books are NOT REQUIRED, and are not at the University bookstore. You can find some of them at our library, or you can easily buy them online.

Recommended books:

- Aronson, E. (2000). *Nobody Left To Hate: Teaching Compassion After Columbine*.
- Gladwell, M. (2002). *The Tipping Point : How Little Things Can Make a Big Difference*.
- Gladwell, M. (2005). *Blink: The Power of Thinking without Thinking*.
- Weisel, E. (1986). *Night*.

Chapter outlines:

Students are required to hand in outlines of all chapters covered on exams. Outlines are due the day of the test. These outlines are worth up to 5 points per chapter.

Chapter	Points possible	Your score
Chapter 1	5 points	
Chapter 2	5 points	
Chapter 3	5 points	
Chapter 4	5 points	
Chapter 5	5 points	
Chapter 6	5 points	
Chapter 7	5 points	
Chapter 8	5 points	
Chapter 9	5 points	
Chapter 10	5 points	
Chapter 11	5 points	
Chapter 12	5 points	
Chapter 13	5 points	
	Total: 65	

Examinations:

There will be 6 exams. All exams will be multiple-choice and short essay. You may use a 3 X 5 inch "cheat sheet" for each test, *although you may only use the cheat sheet on the multiple-choice portion of the test, but not the essay portion.* I will give you a list of essay questions from which I will choose the essays for the exams.

Exam	Points possible	Your score
Exam 1	40 points	
Exam 2	40 points	
Exam 3	40 points	
Exam 4	50 points	
Exam 5	40 points	
Exam 6	40 points	
	Total: 250	

Writing assignments:

This is a writing-intensive course. This means that writing is critical to your performance in this course.

There will be two writing assignments, and each will be a bit different. The first assignment is to find a journal article on some topic in social psychology and to write a summary of the article, and the second assignment is a more free-form paper. Each of these assignments will be spelled out in detail later in the semester. Each assignment will be worth 50 points, and **must be typed.**

You will be required to write a draft of both papers, then I will give you written feedback on your draft, and you will be required to revise your paper. I will then grade your final draft of that paper. There will also be a peer-evaluation opportunity. The draft will also be graded, although will count for fewer points (25 points) than the final draft (50 points).

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in

grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

Paper	Points possible	Your score
Draft of Article Critique	25 points	
Article Critique	50 points	
Draft of Final Paper	25 points	
Final Paper	50 points	
	Total: 150	

Grading:

Here’s the grading breakdown: 250 points from exams, 100 points from papers, 20 points from attendance.

Points earned:	Percentage of available points earned:	Grade assigned:
436 – 485	90 – 100%	A
388 – 435	80 – 89%	B
339 – 387	70 – 79%	C
291 – 338	60 – 69%	D
< 291	below 60%	F

Some policy notes:

If you miss an exam:

If you miss any of the exams, you will receive zero points on that exam, unless you have a reasonable excuse. Reasonable excuses include illness (with a note from a doctor), death of someone close to you and/or relative (with documentation), three (3) or more exams on the same day, or any excuse that I approve of *in advance*. This does not include vacations, business trips, etc. If you do have a reasonable excuse, you must make up the exam within 10 days of the exam date.

If you do not hand in both papers, you fail the class.

Academic Honesty (from the ECU Faculty Handbook):

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

Academic dishonesty includes plagiarism, cheating, and co-responsibility (“anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance”).

Academic accommodations:

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 in the Student Services Building (room 361) or by telephone at (859) 622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

Additional Policies:

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 instructors reserve 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.eku.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.

COURSE SCHEDULE

Date	Lecture topics	Readings assigned	Grading opportunities
8/21 T	Introduction to the course.	1	
8/23 R	Introduction to social psychology.	1	
8/28 T	Methodology.	2	
8/30 R	Methodology.	2	
9/4 T			EXAM 1
9/6 R	Social cognition.	3	
9/11 T	Social cognition.	3	
9/13 R	Social perception.	4	
9/18 T	Social perception.	4	
9/20 R			EXAM 2
9/25 T	Self-knowledge.	5	
9/27 R	Self-knowledge.	5	
10/2 T	The need to justify our actions.	6	
10/4 R	The need to justify our actions.	6	
10/9 T	NO CLASS, FALL BREAK		
10/11 R			EXAM 3
10/16 T	Attitudes and attitude change.	7	
10/18 R	Attitudes and attitude change.	7	Article Critique due
10/23 T	Conformity.	8	
10/25 R	Conformity.	8	
10/30 T	Group processes.	9	
11/1 R			EXAM 4
11/6 T	Interpersonal attraction.	10	
11/8 R	Interpersonal attraction.	10	
11/13 T	Prosocial behavior.	11	
11/15 R	Prosocial behavior.	11	
11/20 T			EXAM 5
11/22 R	NO CLASS, THANKSGIVING BREAK		
11/27 T	Aggression.	12	
11/29 R	Prejudice.	13	Final Paper due
12/4 T	Prejudice.	13	
12/6 R	Prejudice.	13	
12/11 T	10:30 – 12:30		EXAM 6



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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

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Richmond, Kentucky 40475-3102
Phone: (859) 622-1175 Fax: (859) 622-5061
bill.phillips@eku.edu

To: Council on Academic Affairs
From: Dr. Kim Naugle
Re: Agenda for March 20, 2008 Council on Academic Affairs Meeting
Date: March 5, 2008

Agenda

A. College of Education

- a. **Editorial Change: Admission to Teacher Education (Use of the UWR)** page 1
- b. Department of Curriculum and Instruction
 - i. **Program Revision: MAED in Secondary Education** pages 2-6
- c. Department of Special Education
 - i. **Program Revision: Minor in Special Education** pages 7-8
 - ii. **Program Suspended: Learning and Behavior Disorders – Non Teaching** pages 9-10



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

Part I

Department Name	
College	College of Education
*Course Prefix & Number	
*Course Title (30 characters)	
*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: 12/20/2007
<p>Admission to Teacher Education requirements included use of the University Writing Exam (UWR) to meet one of the state standards for admission to teacher education. Since the UWR has been dropped, the College of Education is addressing 16.KAR 5:020 Standard for admission to teacher education (Section 2) with the following:</p> <p>F. Oral and Written Communication</p> <ul style="list-style-type: none"> • Oral communication: A grade of "C" or higher in CMS 100 or CMS 210 • Written Communication: A grade of "C" or higher in ENG 101 and ENG 102 or HON 102 or a grade of "B" or higher in ENG 105 (those earning "C" must also take ENG 102). 	

Completion of A 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> <p>Since the UWR is no longer a requirement for Admission to Teacher Education we respectfully request that references to certification students and teacher certification be removed from the University Writing Requirement section in Section 4 of the Undergraduate Catalog.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Next addition of the Undergraduate Catalog.</p>
--

Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>
<p>University Writing Requirement</p> <p>To ensure that graduates of Eastern Kentucky University possess important communication skills, the faculty and Board of Regents approved a University Writing Requirement (UWR). As of spring 2007 Board of Regents action, those students entering Eastern Kentucky University as a degree seeking student in the summer 2006 term, or later, in pursuit of a bachelor's degree, are no longer required to complete the UWR. Regarding those students for whom it is still necessary to complete the UWR, the following policy applies: Baccalaureate degree students must take the exam in the first semester of enrollment after completing the 60th credit hour and ENG 102. Transfer students who transfer 60 credit hours or more must take the exam in the first semester of enrollment. All full or part-time continuing students or students who have been readmitted to the University after being out for an academic year, and who first entered ECU during the summer 2006 term or later are not required to complete the UWR. <u>All Teacher Certification students must take the UWR.</u> Students with previously earned baccalaureate degrees need not write the UWR <u>unless they are completing teacher certification.</u> Information about the UWR can be found at www.testing.eku.edu.</p>

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title MAED in Secondary Education (Major __, Option <u>X</u> ; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 10/18/07, 11/15/07, 11/29/07	Graduate Council*
		<u>Date</u> 3/3/08
<i>Is this a SACS Substantive Change?</i>		
Yes**** <input type="checkbox"/> No <input type="checkbox"/>		
Council on Academic Affairs	Approved <input checked="" type="checkbox"/> Disapproved	
College Curriculum Committee	11/6/07, 12/6/07	03/20/08
General Education Committee*	NA	04/07/08
Teacher Education Committee*	1/29/08	06/02/08
	Council on Postsecondary Edu.***	NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact 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.)	<ol style="list-style-type: none"> 1) Clean up the catalog copy display 2) Drop the following options: Allied Health (Non-Teaching) and Social Studies: Geography 3) Update specialization courses in the Business Education 4) Update specialization courses and elective course information in the Family and Consumer Science Education option. 5) Update specialization courses in the Social Studies: History option. 6) Update specialization courses in the School Health option.
A. 2. Effective date: (Example: Fall 2001)	Summer 2008
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	

B. The justification for this action:

- 1) Electives are listed twice; options should be in ABC order; program total hours are listed in the wrong place; clean up of language.
- 2) Allied Health is no longer needed by the College of Education as it is a non-teaching option. Social Studies: Geography is no longer a certification area at the state.
- 3) Deleted courses no longer exist, have changed prefixes, have a changed number, or are no longer viable to the education program. Deleted and added courses have been recommended by program advisor and a faculty member from the College of Business and Technology.
- 4) Deleted courses no longer exist, have changed prefixes, have a changed number, or are no longer viable to the education program. Deleted and added courses have been recommended by the program advisor and faculty member of the Family and Consumer Science option in the College of Health Sciences. Elective course choice needed clarification.
- 5) Deleted courses no longer exist, have changed prefixes, have a changed number, or are no longer viable to the education program. Deleted and added courses have been recommended by the program advisor in the Department of Curriculum and Instruction.
- 6) Deleted courses no longer exist, have changed prefixes, have a changed number, or are no longer viable to the education program. Deleted and added courses have been recommended by the program advisor and faculty member of the School Health option in the College of Health Sciences.

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 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.)

SEE NEXT PAGE

Master of Arts in Education: Secondary Education

~~Professional Education Core 15 hours~~

~~EPY 869 3 hours~~

~~EPY 839 3 hours~~

~~ELE 810, EMG 810, or ESE 863 3 hours~~

~~ELE 810 may be taken in P-12 programs.~~

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

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

~~One course from each of the following lists:~~

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

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

Professional Education Core

EPY 869; EPY 839

ELE 810, EMG 810, or ESE 863

Course selection depends on your certification: P-12 certification = ELE 810, EMG 810 or ESE 863; 5-12 certification = EMG 810 or ESE 863; 8-12 certification = ESE 863

ESE 774, EMG 806, EPY 816, or SED 800

EMS 818, 830, 842, 855, 883, or EPY 854

Specialization Options

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

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

~~**Agriculture Option**~~

~~Selected from AGR 701*, 770*, 777, 807*, or OHO 807.~~

~~*May be retaken to a maximum of 6 hours with advisor approval~~

~~**Allied Health (Non-teaching) Option**~~

~~HEA 798, HEA 898, Additional courses selected from HEA or related areas with advisor approval.~~

~~**Art Option**~~

~~ART 760*, 762, 794, 795, 800*, 810*, 820*, 830*, 840*, 863*, 870*, or 880.*~~

~~*May be retaken to a maximum of 9 hours with advisor approval.~~

~~**Biology Option**~~

~~BIO 714, 718, 721, 722, 724, 725, 728, 731, 736, 742, 750, 753, 754, 755, 756, 757, 758, 799, 802, 806, 816, 845, 846, 848, 849, 850, others with advisor approval.~~

~~**Business Education Option**~~

~~ACC 721, 750, 820, 850, CCT 760, 770, 780, 850, 880, CIS 850, 860, ECO 780, 790, 810, 850, GBU 850, 855, MGT 821, 850, others with advisor approval. You may also select your elective from this list.~~

~~Elective: Any course from above list not taken as subject matter requirement; others with prior advisor approval~~

~~**English Option**~~

~~At least one course from each of the following areas:~~

~~AREA I (ENG 730, 731, 735, 740, 745, 750, 770, 833, 850, 853, 854, 870, 873, 874, 876, 878, 880), others with advisor approval.~~

~~AREA II (ENG 702, 710, 715, 720, 725, 800, 804, 807, 808, 809, 810, 825), others with advisor approval.~~

~~Students may take Six hours of ENG 805 Writing Project may be used~~

NEXT BLOCK SHOWS THE CLEAN UP OF THIS SECTION

..... **15 hours**

..... 6 hours

..... 3 hours

..... 3 hours

..... 3 hours

..... **12 hours**

..... 12 hours

..... 15 hours

..... 12 hours

..... 12 hours

..... 12 hours

..... 12 hours

~~and use three hours in AREA II (, but the remaining three of the six hours can be used as an elective if not used in area II only).~~

Family and Consumer Science Education Option 12 hours

~~Certification in family and consumer science education is for grades 5-12.~~

~~Select courses from the following list which emphasize area of certification:~~

~~ADM 717, 719, 750, 810, CDF 734, 738, 741, 744, 747, 749, 750, FCS 750, NFA 700, 701, 705, 707, 709, 715, 717, 811, 841.~~

~~Recommended Electives: ESE 776, 860, 861, 867, others with advisor approval.~~

Mathematics: Computer Science Option 12 hours

~~CSC 812, CSC 831, Two courses selected from the following: CSC 745, CSC 746, CSC 833, CSC 834, CSC 842, CSC 880.~~

~~Electives: Students lacking six hours of high level programming language such as Pascal or "C" must take CSC 730 or an equivalent (this course may be used as an elective).~~

~~Students lacking mathematical background adequate for CSC 831 should take CSC 801 (this course may be used as an elective).~~

~~Students having the background described above will select 3 hours of electives from Computer Science or other advisor approved options.~~

Mathematics: Mathematics, Statistics, and Computer Science Option 12 hours

~~Select courses from at least three of the following groups, including at least one 800 level course. One course must be at the 800 level. Other courses may be selected with advisor approval.~~

- ~~Group A (MAT 706, 806, 809, 810, 870);~~
- ~~Group B (MAT 740, 750, 815, 850, 856, 870);~~
- ~~Group C (MAT 705, 735, 755, 760, 870, 871);~~
- ~~Group D (CSC 730, 745, 746, 812, 831);~~
- ~~Group E (STA 700, 701, 720, 721, 825).~~

Music Option 12 hours

~~To be selected from the following: MUS 713, 751, 754, 755, 756, 764, 765, 784, 789, 845, 846, 847, 850, 872, 880, 883, 885.~~

Physical Education Option 12 hours

~~Certification in physical education may be K-12. Select two courses from one category and one course from each of the remaining categories:~~

- ~~Category I (PHE 820, 835, 851, 869 or 875);~~
- ~~Category II (PHE 822, 848, 891);~~
- ~~Category III (PHE 821, 831, 833, 852, 895).~~

Physical Science: Chemistry, Earth Science, or Physics Option 12 hours

~~With advisor approval, student will choose science courses from one science discipline in order to strengthen background in that discipline. At least one course at the 800 level is required.~~

School Health Option 12 hours

~~HEA 800 810, 875; 6 hours selected from: HEA 790, 792, 793, 794, 804, 795, 807, 855, 880, other options with advisor approval. Electives: Candidates seeking initial certification in School Health must also complete EME 786 (this course may be used as an elective).~~

Social Studies: Geography Option 12 hours

~~GEO 701 (May be taken for a maximum of six hours credit if topics differ), 753, 755, 756, 797, others with advisor approval.~~

Social Studies: History Option 12 hours
HIS 700, 707, 709, 716, 730, 731, 749, 800, 806, 807 <u>849, 860, 861, 862, 863, 864, 865</u> others with advisor approval.	
Technology Education Option 12 hours
Certification in technology education in the grades 5-12: MFG 801, 867, TEC 701, 733, 830, TTE 864, VIT 861, 863, 865 or 888, other options with advisor approval. <u>INT 801, TEC 801, 867, 830, 833, TTE 861, 863, 864, 865, or 888, other options with advisor approval.</u>	
Electives 3 hours
Minimum Program Total <u>TOTAL REQUIREMENTS</u> 30 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 College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education Minor in Special Education (Major __, Option __; Minor <u>X</u> ; or Certificate __)
Proposal Approved by:		
Departmental Committee	<u>Date</u> 1/28/08	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	2/5/08	Approved <u>X</u> Disapproved _____ <u>Date</u> 03/20/08
General Education Committee*	NA	Faculty Senate** <u>Date</u> NA
Teacher Education Committee*	2/26/08	Board of Regents** <u>Date</u> NA
		Council on Postsecondary Edu.*** <u>Date</u> NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact 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.) Removal of a dropped classes from the minor in special education. Addition of electives to replace deleted</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>Although CCA approved the SED 434 course drop in April 2006 to be effective Summer 2006 and it no longer appears in the catalog. Also SED 591 was dropped in 2006. Other courses that are no longer in the Catalog and need to be removed from the minor are SED 300, 353, 388, 435, and 591. Courses that can be taken as electives to be added to the list are SED 500, 504, and 577.</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 III. Recording Data for New, Revised, or Suspended Program

Revised Program Text

MINOR

SPECIAL EDUCATION (NON TEACHING)

Prerequisites must be honored.

Required Courses.....9 hours

SED 104, SED 260, and SED 341.

Electives.....9 hours

SED 207, 240, ~~300~~, 337, 338, 349;

SED 351 or 352 or ~~353~~; SED 356, ~~388~~;

SED ~~434~~ or ~~435~~ or 436; SED 500, 504, 518, 577 578, 579, ~~594~~.

Total Requirements18 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 type="checkbox"/> Program Revision (Part III) <input checked="" 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.	Special Education Education Learning and Behavior Disorders - Non Teaching (Major __, Option <u>X</u> ; Minor __; or Certificate __) Graduate Council* Council on Academic Affairs Approved <u>X</u> Disapproved ____ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***										
Proposal Approved by:		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><u>Date</u></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> </tr> <tr> <td style="text-align: center;">1/28/08</td> <td style="text-align: center;">NA</td> </tr> </table>	<u>Date</u>	<u>Date</u>	1/28/08	NA						
<u>Date</u>	<u>Date</u>											
1/28/08	NA											
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>												
Departmental Committee College Curriculum Committee General Education Committee* Teacher Education Committee*	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><u>Date</u></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> </tr> <tr> <td style="text-align: center;">2/5/08</td> <td style="text-align: center;">03/20/08</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">04/07/08</td> </tr> <tr> <td style="text-align: center;">2/26/08</td> <td style="text-align: center;">06/02/08</td> </tr> <tr> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </table>	<u>Date</u>	<u>Date</u>	2/5/08	03/20/08	n/a	04/07/08	2/26/08	06/02/08	NA	NA	
<u>Date</u>	<u>Date</u>											
2/5/08	03/20/08											
n/a	04/07/08											
2/26/08	06/02/08											
NA	NA											
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.												

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Suspension of the non teaching program option in learning and behavior disorders</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Fall 2012. At present, only ten students are majors in the non-teaching LBD option and four are seniors who are near completion. Because all of the courses required in this program are used in other majors and will continue to be offered, students in this option will not encounter course-offering barriers to completion.</p>
<p>B. The justification for this action:</p> <p>Positions are rare for graduates of this program option. Although not certified to teach, some graduates are hired to teach, which was not the program's intent. Typically, the students in this program option are ones who cannot meet the teacher preparation eligibility requirements due to low GPA and/or ACT scores.</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 III. Recording Data for New, Revised, or Suspended Program

SUSPEND Program Text

~~SPECIAL EDUCATION (NON TEACHING) (B.S.)~~

~~Learning and Behavior Disorders (CIP Code: 13.1001)~~

~~Major Requirements.....33 hours~~

~~— Core (LBD).....24 hours~~

~~— SED 104, 260, 341, 375, (9 hours), 518, and 545.~~

~~— Option~~

~~— Learning and Behavior Disorders (LBD).....9 hours~~

~~— SED 351, 356, and 434.~~

~~Supporting Course Requirements.....15 hours~~

~~— LBD Option~~

~~— PSY 280, (12 hours selected from CDF 132, 437, NSC 500, OTS 515, PHI 130, PSY 308, REC 311, Sec 235, or SWK 358.) Courses taken for General Education may *not* be used for Supporting Course Requirements.~~

~~Minor Requirements.....18 hours~~

~~— LBD Option (Refer to Section Five of this *Catalog* for listing of minors offered.)~~

~~General Education Requirements.....48 hours~~

~~— Standard General Education program. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.~~

~~University Requirement.....1 hour~~

~~— EDO 100.~~

~~Free Electives (As needed to complete 128 hours.)~~

~~Total Curriculum Requirements128 hours~~

Office of the Dean
Dr. David D. Gale, Dean
Dr. Deborah Whitehouse, Assoc. Dean
Julie K. Brewer, Administrative Assistant

EASTERN KENTUCKY UNIVERSITY
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TO: Council on Academic Affairs

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

SUBJECT: Agenda Items

DATE: March 7, 2008

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on **March 20, 2008**.

Baccalaureate & Graduate Nursing

Program Revision

Baccalaureate & Graduate Nursing Change elective course to 2nd Degree Option Eff. Fall 2008
CHS 1

Occupational Therapy

Course Revision

OTS845 Revise title and course description Eff. Summer 2008
CHS 3-6

OTS846 Revise title and course description Eff. Summer 2008
CHS 7-10

OTS847 Revise title and course description Eff. Summer 2008
CHS11-14

Recreation and Park Administration

New Course

REC801 New Park, Recreation & Tourism Research Methods Eff. Fall 2008
CHS 15-18

REC830 Outdoor Recreation in America Eff. Fall 2008
CHS 19-22

Course Revision

REC809 Change prerequisite from PHE800 to REC801 Eff. Fall 2008
CHS23-24

Program Revision

MS Recreation and Park Administration Addition of new courses Eff. Fall 2008
CHS 25

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"/> 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 *Program Title *Provide only the information relevant to the proposal.	Baccalaureate & Graduate Nursing Health Sciences Nursing (B.S.N) Second Degree (Major ____, Option <u>x</u> ; Minor ____; or Certificate ____)
Proposal Approved by:		
Departmental Committee	Date 04/20/2007	Graduate Council* Date NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	Date 2/20/08	Graduate Council* Date NA
General Education Committee*	NA	Council on Academic Affairs Date 03/20/08
Teacher Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved Date NA
		Faculty Senate** Date NA
		Board of Regents** Date NA
		Council on Postsecondary Edu.*** Date NA

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

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

A. 1. Specific action requested: To change an elective course to a required course. A. 2. Effective date: Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: NSC 496 has been strongly recommended in the past as an elective to improve students' chances of graduation and of success on the licensure exam. Because of its importance, the faculty has recommended the course be a required course. The change was approved for the Pre-RN BSN and needs to be added to the 2 nd degree BSN option for consistency. As a new class has not yet been admitted for Fall 2008, making the change now will not affect currently progressing students.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. The course is already being offered. Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

New or Revised* Program Text (*Use strikethrough for deletions and <u>underlines</u> for additions.) NURSING (B.S.N.) SECOND DEGREE OPTION	
Major Requirements	62 64 hours NSC 232 ³ , 252 ³ , 330 ³ , 332 ² , 350 ³ , 380 ⁴ , 386 ¹⁰ , 390 ² , 392 ⁵ , 396 ⁷ , 480 ³ , 484 ⁵ , 486 ⁵ , 492 ⁵ , 495 ² , <u>496²</u> .
Supporting Course Requirements	6 hours NFA 201 ³ , STA 215 ³ or approved substitutions.
General Education Requirements	0 hours All general education and University requirements are met with prior Bachelor's degree from a regionally accredited institution.
Total Curriculum Requirements	68 70 hours

Curriculum Change Form

Part I

(Check one)	Department Name <u>Occupational Therapy</u>
<input type="checkbox"/> New Course (Parts II, IV)	College <u>Health Sciences</u>
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number <u>OTS 845</u>
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (<u>30 characters</u>) <u>Health Systems Fieldwork</u>
<input type="checkbox"/> New Program (Part III)	*Program Title _____
<input type="checkbox"/> Program Revision (Part III)	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input type="checkbox"/>)
<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>10/2/07</u>	Graduate Council*	<u>3/3/08</u>
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	<u>12/5/07</u>	Approved <input checked="" type="checkbox"/> Disapproved	<u>03/20/08</u>
General Education Committee*	<u>NA</u>	Faculty Senate**	<u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents**	<u>NA</u>
		Council on Postsecondary Edu.***	<u>NA</u>

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

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

A. 1. Specific action requested: Revise title and course description. A. 2. Effective date: Summer 2008 A. 3. Effective date of suspended programs for currently enrolled students: NA
B. The justification for this action: Upon programmatic review, a discrepancy was noted in the MS curriculum model and concepts used for Level II Fieldwork courses. To comply with the Accreditation Council for Occupational Therapy Education program requirements, changes must be implemented.
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.)

<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 845: Health Systems Fieldwork <u>Health Care Practice Fieldwork</u>. (6). Prerequisite: Successful completion of all didactic coursework or department approval- Equivalent of twelve weeks of supervised fieldwork in health care practice experience designed to promote clinical reasoning, professionalism and competence in providing occupation-based intervention in health systems. Includes online reflective seminar.</p>

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)*
OTS	845	Summer 2008	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 x _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

Eastern Kentucky University
Department of Occupational Therapy
OTS 845: Health Care Practice Fieldwork

Instructor: Elaine Fehringer, MA, OTR/L
106 Dizney Building
(859) 622-2281
elaine.fehringer@eku.edu

Office Hours: Telephone and onsite visits
as arranged on an individual basis

Credits: 6

Catalog Description: Prerequisite: Successful completion of all didactic coursework or instructor approval. Twelve weeks of fieldwork in health care practice to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.

Course Objectives: Upon completion of the course, the learner will:

1. Demonstrate the fundamentals of practice as evidenced by adherence to ethics, safety regulations and the use of judgment in safety.
2. Articulate the values and beliefs of the occupational therapy profession when collaborating and communicating with clients, families and other service providers in a health care setting.
3. Analyze the occupational performance of clients through the skilled use of a variety of assessment tools appropriate for the health care setting.
4. Interpret evaluation results and analyze evidence from published resources to develop intervention plans appropriate for clients in a health care setting.
5. Implement occupation-based and client-centered interventions appropriate for health care practice.
6. Develop skill in documenting occupational therapy services in a health care setting.
7. Apply management knowledge to meet facility goals for occupational therapy services in a health care setting.
8. Demonstrate through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
9. Synthesize on the themes of occupation, reasoning, diversity, communication and professional identity as experienced in health care practice.

Required Texts/ Resources: EKU Department of Occupational Therapy Graduate Student Handbook.

Recommended Texts/Resources:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author.

AOTA Student-Plus Membership: Enhanced membership for the American Occupational Therapy Society at <http://www.aota.org/JoinAOTA.aspx> . Cost is \$75 for one year of membership.

Selected texts from occupation-based practice courses relevant to health care practice.

Course Requirements:

Fieldwork Performance Evaluation (FWPE) score of 122 or higher	75%
Participation in online seminar	<u>25%</u>
Total	100%

Assignments:

As assigned by the affiliating facility.

Student Progress:

The student participates in informal meetings and receives feedback on performance on a regular basis. Student participates in one formal midterm evaluation and final review of performance toward entry-level competency as defined by the American Occupational Therapy Association's Fieldwork Performance Evaluation (FWPE), site specific objectives and ECU course objectives.

Attendance:

The student must complete 12 weeks of supervised Level II fieldwork, as defined by the Accreditation Council for Occupational Therapy Education Programs (ACOTE) Standards and Interpretive Guidelines (effective April 2007). The student's schedule is set by the affiliating facility. Reporting absences and sick leave procedures are determined by the setting in accordance with the student program requirements. Absence from fieldwork in excess of three days must be reported to the ECU Academic Fieldwork Coordinator. Major schedule changes should be coordinated with the ECU Academic Fieldwork Coordinator. The student may be required to work weekends.

Americans with Disabilities Statement (ADA)

Any student in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities should make an individual appointment with the instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. Any student not registered with the Office of Services for Individuals with Disabilities who has need of academic accommodations should contact the Office in the Student Services Building at 622-1500 or 622-2933.

Academic Integrity

The Department of Occupational Therapy honors and abides by Eastern Kentucky University's Academic Integrity policy. By honoring and enforcing this policy, the university affirms that it will not tolerate academic dishonesty. Students on Level II Fieldwork are held to these standards and policy. For complete details and policy statement, fieldwork educators and students should refer to <http://www.academicintegrity.eku.edu/>

Topical Outline/Weekly Schedule

Varies by affiliating agency.

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"/> 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)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Occupational Therapy</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>OTS 846</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Professional Fieldwork I</td> </tr> <tr> <td>*Program Title</td> <td>(Major <input checked="" type="checkbox"/>, Option <input type="checkbox"/>; Minor <input type="checkbox"/>; or Certificate <input type="checkbox"/>)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Occupational Therapy	College	Health Sciences	*Course Prefix & Number	OTS 846	*Course Title (30 characters)	Professional Fieldwork I	*Program Title	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input type="checkbox"/>)														
Department Name	Occupational Therapy																								
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*Program Title	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input type="checkbox"/>)																								
Proposal Approved by: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%; text-align: center;">Date 10/2/07</td> <td style="width: 33%;">Graduate Council*</td> <td style="width: 33%; text-align: center;">Date 3/3/08</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/5/07</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;">03/20/08</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>		Departmental Committee	Date 10/2/07	Graduate Council*	Date 3/3/08	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	12/5/07	Approved <input checked="" type="checkbox"/> Disapproved	03/20/08	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
Departmental Committee	Date 10/2/07	Graduate Council*	Date 3/3/08																						
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs																							
College Curriculum Committee	12/5/07	Approved <input checked="" type="checkbox"/> Disapproved	03/20/08																						
General Education Committee*	NA	Faculty Senate**	NA																						
Teacher Education Committee*	NA	Board of Regents**	NA																						
		Council on Postsecondary Edu.***	NA																						
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																									

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

A. 1. Specific action requested: Revise title and course description. A. 2. Effective date: Summer 2008 A. 3. Effective date of suspended programs for currently enrolled students: NA	B. The justification for this action: Upon programmatic review, a discrepancy was noted in the MS curriculum model and concepts used for Level II Fieldwork courses. To comply with the Accreditation Council for Occupational Therapy Education program requirements, changes must be implemented.
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.)

New or Revised* Catalog Text	
(*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) OTS 846 Professional Fieldwork I <u>Community Practice Fieldwork</u> . (3-5) Prerequisite: Successful completion of all didactic coursework or departmental approval . Equivalent of s <u>Six</u> to ten-week <u>fieldwork in a community/education experience in a traditional or emerging setting providing opportunity to refine practice skills, participate in professional service, and scholarly activities. to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.</u>	

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)*
OTS	846	Summer 2008	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 x _____		
		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.	Or departmental approval
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

Eastern Kentucky University
Department of Occupational Therapy
OTS 846: Community Practice Fieldwork

Instructor: Elaine Fehringer, MA, OTR/L
106 Dizney Building
(859) 622-2281
elaine.fehringer@eku.edu

Office Hours: Telephone and onsite visits
as arranged on an individual basis

Credits: 3-5

Catalog Description: Prerequisite: Successful completion of all didactic coursework or instructor approval. Six to ten week fieldwork in a community/education setting to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.

Course Objectives: Upon completion of the course, the learner will:

1. Demonstrate the fundamentals of practice as evidenced by adherence to ethics, safety regulations and the use of judgment in safety.
2. Articulate the values and beliefs of the occupational therapy profession when collaborating and communicating with clients, families and other service providers in a community/education setting.
3. Analyze the occupational performance of clients through the skilled use of a variety of assessment tools appropriate for the community/education setting.
4. Interpret evaluation results and analyze evidence from published resources to develop intervention plans appropriate for clients in community/education settings.
5. Implement occupation-based and client-centered interventions appropriate for community/education practice.
6. Develop skill in documenting occupational therapy services in community/education settings.
7. Apply management knowledge to meet facility goals for occupational therapy services in community/education settings.
8. Demonstrate through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
9. Synthesize the themes of occupation, reasoning, diversity, communication and professional identity as experienced in community/education practice.

Required Texts/ Resources: EKU Department of Occupational Therapy Graduate Student Handbook.

Recommended Texts/Resources:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author.

AOTA Student-Plus Membership: Enhanced membership for the American Occupational Therapy Society at <http://www.aota.org/JoinAOTA.aspx> . Cost is \$75 for one year of membership.

Selected texts from occupation-based practice courses relevant to community/education practice.

Course Requirements:

Fieldwork Performance Evaluation (FWPE) score of 122 or higher	75%
Participation in online seminar	<u>25%</u>
Total	100%

Assignments:

As assigned by the affiliating facility.

Student Progress:

The student participates in informal meetings and receives feedback on performance on a regular basis. Student participates in one formal midterm evaluation and final review of performance toward entry-level competency as defined by the American Occupational Therapy Association's Fieldwork Performance Evaluation (FWPE), site specific objectives and EKU course objectives.

Attendance:

The student completes six to 10 weeks of supervised Level II fieldwork, as defined by the Accreditation Council for Occupational Therapy Education Programs (ACOTE) Standards and Interpretive Guidelines (effective April 2007), in a community-based practice or education community. The student's schedule is set by the affiliating facility. Reporting absences and sick leave procedures are determined by the setting in accordance with the student program requirements. Absence from fieldwork in excess of three days must be reported to the EKU Academic Fieldwork Coordinator. Major schedule changes should be coordinated with the EKU Academic Fieldwork Coordinator. The student may be required to work weekends.

Americans with Disabilities Statement (ADA)

Any student in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities should make an individual appointment with the instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. Any student not registered with the Office of Services for Individuals with Disabilities who has need of academic accommodations should contact the Office in the Student Services Building at 622-1500 or 622-2933.

Academic Integrity

The Department of Occupational Therapy honors and abides by Eastern Kentucky University's Academic Integrity policy. By honoring and enforcing this policy, the university affirms that it will not tolerate academic dishonesty. Students on Level II Fieldwork are held to these standards and policy. For complete details and policy statement, fieldwork educators and students should refer to <http://www.academicintegrity.eku.edu/>

Topical Outline/Weekly Schedule

Varies by affiliating agency.

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"/> 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>Occupational Therapy</u> College <u>Health Sciences</u> *Course Prefix & Number <u>OTS 847</u> *Course Title (30 characters) <u>Professional Fieldwork II</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.		
Proposal Approved by:			
Departmental Committee	Date <u>10/2/07</u>	Graduate Council*	Date <u>3/3/08</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	Date <u>12/5/07</u>	Approved <input checked="" type="checkbox"/> Disapproved _____	Date <u>03/28/08</u>
General Education Committee*	Date <u>NA</u>	Faculty Senate**	Date <u>NA</u>
Teacher Education Committee*	Date <u>NA</u>	Board of Regents**	Date <u>NA</u>
		Council on Postsecondary Edu.***	Date <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: Revise title and course description A. 2. Effective date: Summer 2008 A. 3. Effective date of suspended programs for currently enrolled students: NA	B. The justification for this action: Upon programmatic review, a discrepancy was noted in the MS curriculum model and concepts used for Level II Fieldwork courses. To comply with the Accreditation Council for Occupational Therapy Education program requirements, changes must be implemented.
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.)

(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) OTS 847 Professional Fieldwork II <u>Emerging Practice Fieldwork</u> . (1-3) Prerequisite: Successful completion of all didactic coursework or departmental approval . Equivalent of a at <u>Two to six-week fieldwork experience in traditional or in an emerging or traditional practice settings(s) providing opportunity to develop/refine skills.</u> Includes online reflective seminar. participate in and disseminate professional service and scholarly contributions.	New or Revised* Catalog Text
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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)*
OTS	847	Summer 2008	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	
		Thesis _____		
		Internship x _____		
		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.	or departmental approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

Eastern Kentucky University
Department of Occupational Therapy
OTS 847: Emerging Practice Fieldwork

Instructor Elaine Fehringer, MA, OTR/L **Office Hours** Telephone and onsite visits
106 Dizney Building as arranged on an individual basis
(859) 622-2281
elaine.fehringer@eku.edu

Credits 1-3

Catalog Description

Prerequisite: Successful completion of all didactic coursework or instructor approval. Two to six week individualized fieldwork to develop/refine reasoning, professionalism and competency in providing occupation-based intervention in emerging or traditional settings. Includes online seminar.

Course Objectives Upon completion of the course, the learner will:

1. Demonstrate the fundamentals of practice as evidenced by adherence to ethics, safety regulations and the use of judgment in safety.
2. Synthesize the themes of occupation, reasoning, diversity, communication and professional identity as experienced by engaging in expanded professional roles in an emerging or traditional setting.

Required Texts/ Resources

EKU Department of Occupational Therapy Graduate Student Handbook.

Recommended Texts/Resources

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author.

AOTA Student-Plus Membership: Enhanced membership for the American Occupational Therapy Society at <http://www.aota.org/JoinAOTA.aspx> . Cost is \$75 for one year of membership.

Selected texts from didactic course work relevant to internship site.

Course Requirements

Fieldwork Performance Evaluation (FWPE) score of 122 or higher (FWPE will only be used when OTS 847 is six weeks in length; Individualized evaluation instrument will be used for OTS 847 that is two or four weeks in length. Student must receive a "Pass" on the individualized instrument.	75%
Participation in online seminar	<u>25%</u>
Total	100%

Assignments

As assigned by the affiliating facility.

Student Progress

The student participates in informal meetings and receives feedback on performance on a regular basis. Student participates in one formal midterm evaluation and final review of performance toward entry-level competency as defined by the American Occupational Therapy Association's Fieldwork Performance Evaluation (FWPE), site specific objectives and ECU course objectives.

Attendance

The student completes two to six weeks of supervised Level II fieldwork, as defined by the Accreditation Council for Occupational Therapy Education Programs (ACOTE) Standards and Interpretive Guidelines (effective April 2007), in an emerging or traditional practice arena. The student's schedule is set by the affiliating facility. Reporting absences and sick leave procedures are determined by the setting in accordance with the student program requirements. Absence from fieldwork in excess of one day for a two or four week internship, or three days for a six week internship must be reported to the ECU Academic Fieldwork Coordinator. Major schedule changes should be coordinated with the ECU Academic Fieldwork Coordinator. The student may be required to work weekends.

Americans with Disabilities Statement (ADA)

Any student in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities should make an individual appointment with the instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. Any student not registered with the Office of Services for Individuals with Disabilities who has need of academic accommodations should contact the Office in the Student Services Building at 622-1500 or 622-2933.

Academic Integrity

The Department of Occupational Therapy honors and abides by Eastern Kentucky University's Academic Integrity policy. By honoring and enforcing this policy, the university affirms that it will not tolerate academic dishonesty. Students on Level II Fieldwork are held to these standards and policy. For complete details and policy statement, fieldwork educators and students should refer to <http://www.academicintegrity.eku.edu/>

Topical Outline/Weekly Schedule

Varies by affiliating agency.

Curriculum Change Form

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 Department of Recreation and Park Administration College Health Sciences *Course Prefix & Number REC 801 *Course Title (<u>30</u> characters) Park, Rec & Tour Resrch Methds *Program Title (Major <u>X</u> , Option ___; Minor ___; or Certificate) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date 1/8/08	Date 3/3/08
Departmental Committee		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/9/08	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.)

A. 1. Specific action requested: Approval of new MS degree research methods course A. 2. Effective date: Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
	B. The justification for this action: MS degree program needs a research methods class focusing on parks, recreation, leisure and tourism services issues and problems
	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 resources needed

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

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 <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.	New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) <u>REC 801 Park, Recreation & Tourism Research Methods. (3) II. Emphasis will be on applied research methods in the field of parks, recreation, leisure and tourism. Prepares students to understand and identify appropriate data collection methods, sampling, questionnaire design, data analysis, and interpretation of research literature.</u>
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Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters) <u>REC</u>	Course Number (3 Digits) <u>801</u>	Effective Term (Example: Fall 2001) <u>Fall 2008</u>	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <u>X</u>	Dept. (4 letters)* REPA
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) <u>L</u>	Work Load (for each schedule type) <u>3</u>	Grading Mode* <u>N</u>	Cip Code (first two digits only) <u>31</u> Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
Department of Recreation and Park Administration

I. REC 801 Park, Recreation & Tourism Research Methods (3 hours)

II. COURSE DESCRIPTION Emphasis will be on applied research methods in the field of parks, recreation, leisure and tourism. Prepares students to understand and identify appropriate data collection methods, sampling, questionnaire design, data analysis, and interpretation of research literature.

III. PREREQUISITES

No prerequisite courses. A statistics course and proficiency with computer applications is recommended.

IV. TEXT Mitra, A & Landford, S. (1999). Research Methods in Park, Recreation, and Leisure Services. Champaign, IL: Sagamore Publishing. ISBN: 1-57167-030-0

V. STUDENT LEARNING OUTCOMES

Students completing this course should be able to:

1. distinguish between evaluative or applied research and basic research within the field of parks, recreation, leisure, and tourism
2. use applied research methods to determine recreation economic impacts and to measure recreation consumption
3. conduct a critical review of literature related to parks, recreation, leisure, tourism services
4. discern between quantitative and qualitative research as it's used in the field of parks, recreation, leisure, and tourism studies
5. develop a research idea focusing on some aspect of parks, recreation, leisure or tourism
6. develop a valid and reliable survey questionnaire used in park, recreation, leisure services, or tourism decision-making
7. select an appropriate target population and sampling method for park, recreation, leisure or tourism-related research
8. use methods of data collection associated with park, recreation, leisure, and tourism studies using quantitative and qualitative frameworks
9. select and interpret appropriate statistical tools for describing numerical data
10. analyze the strengths and weaknesses of data collection techniques
11. communicate the nature and limitations of data and their use in making and supporting professional judgments

VI. EVALUATION METHODS

Research Problem Statement	50pts	10%	Review of Literature	50pts	10%
Research Design, Methods	50pts	10%	Data Analysis	50pts	10%
Research Proposal/Presentation	200pts	40%	Tests (2)	<u>100pts</u>	<u>20%</u>
Total				<u>500pts</u>	<u>100%</u>

VII. STUDENT PROGRESS Based on accumulated points and associated percentages, students will be able to track their progress in the course.

VIII. ASSIGNMENTS

All assignments are due based on the course outline. Late assignments will not be accepted and all points will be lost. It is the responsibility of the student to be aware of assignment due dates or any changes made by the instructor to the course outline.

IX. ATTENDANCE POLICY

See attached Department of Recreation and Park Administration attendance policy. However, due to the number of assignments and critical information provided in class, it is imperative that students attend class on a regular basis. Even though the attendance policy allows for absences, it is recommended that REC 801 students attend all class sessions. Students are held individually responsible for all information communicated in class. Consistent tardiness and/or absences will result in a lowering of your grade.

XI. LAST DAY TO DROP THIS CLASS The last date to drop this class is

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

XIII. ACADEMIC INTEGRITY POLICY

Students are advised that Eastern Kentucky University'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.

XIV. INSTRUCTOR Dr. Michelle Gerken, Associate Professor Begley 409 622-2314
Office hours by appointment

COURSE OUTLINE	<u>Week</u>	<u>Date</u>	<u>Topic/Assignment Due/Exam</u>
Week 1	1/16		Introduction/Course Overview
Week 2	1/23		The Research Process
Week 3	1/30		Methods of Data Collection in Park, Recreation, Leisure and Tourism Research
Week 4	2/6		Measurement in Park, Recreation, Leisure and Tourism Research
Week 5	2/13		Research Design in Park, Recreation, Leisure and Tourism
Week 6	2/20		Survey Research in Parks, Recreation, Leisure and Tourism
Week 7	2/27		Sampling for Leisure and Recreation Surveys
Week 8	3/5		Exam
Week 9	3/19		Questionnaire Design for Leisure and Recreation Surveys
Week 10	3/26		Data Collection in Leisure and Survey Research
Week 11	4/2		Preparing For Data Analysis
Week 12	4/9		Data Analysis
Week 13	4/16		Data Reporting
Week 14	4/23		Research Presentations
Week 15	4/30		Research Presentations/Exam

XVI. ASSIGNMENTS and DUE DATES

- Research Problem Statement:** Each student will write a 1-2 page problem statement which focuses on your specific research interest. You must find at least 7 current articles (no earlier than 1999) from academic journals in the area of parks, recreation, leisure, tourism services related to your issue/problem area. **Due 1/30**
- Critical Review of Literature:** Each student will complete a critical review of literature. This review should be a minimum of 5 pages. **Due 2/20**
- Research Design and Methods:** Each student will identify a research design (qualitative or quantitative) and measurement method. If an existing measurement scale/method is not available, the student will develop a scale/survey/questionnaire appropriate for their problem and research design. **Due 3/5**
- Data Analysis:** Based on the student's research design (qualitative or quantitative), numerical data will be used to generate results for analysis, or qualitative data will be generated and examined to generate results for the chose research problem. **Due 4/9**
- Research Presentation:** Each student will make a 25-30 minute presentation on their research efforts in class. The presentation will include the research problem, discussion of literature review, research questions or hypotheses, methodology, findings, and a discussion of implications. Students will use a power point presentation format. **Due 4/23 and 4/30**

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (<u>30</u> characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Recreation and Park Administration College of Health Sciences REC 830 Outdoor Rec. in America _____ _____ _____ _____ _____	
Proposal Approved by:		Date 1/8/09	Date 3/3/08
Departmental Committee		Graduate Council*	Council on Academic Affairs
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Approved <input checked="" type="checkbox"/> Disapproved _____	03/20/08
College Curriculum Committee		Faculty Senate**	NA
General Education Committee*		Board of Regents**	NA
Teacher Education Committee*		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: Creation of a new MS degree course A. 2. Effective date: Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: To provide a more direct MS degree emphasis in the history, structure, management and delivery of outdoor recreation areas, programs, and facilities.
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: 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.)

New or Revised* Catalog Text	
(*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	
<u>REC 830. Outdoor Recreation in America (3) I A study and analysis of outdoor recreation policy development and agency management. Includes the development of natural and historical interpretive services.</u>	

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

Course prefix (3 letters) <u>REC</u>	Course Number (3 Digits) <u>830</u>	Effective Term (Example: Fall 2001) <u>Fall 2008</u>	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <u>X</u>	Dept. (4 letters)* REPA
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) <u>L</u>	Work Load (for each schedule type) <u>3</u>	Grading Mode* <u>N</u>	Cip Code (first two digits only) <u>31</u>	
			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)	VIA (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 Recreation and Park Administration

I. REC 830. Outdoor Recreation in America (3 credit hours).

II. COURSE DESCRIPTION

A study and analysis of outdoor recreation policy development and agency management. Includes the development of natural and historical interpretive services.

III. REQUIRED TEXTS Jensen, Clayne R. and Guthrie, Steven P. (2006). Outdoor Recreation in America. Sixth Edition. Human Kinetics, Champaign, IL.

IV. COURSE OBJECTIVES

Students will:

1. study and analyze the development of outdoor recreation agency policy in America.
2. scrutinize the public domain management concepts of local, state, and federal resource-base management agencies.
3. identify and describe outdoor recreation management concepts of historical and contemporary significance via the study of the USFS's 2005 documentary titled, *The Greatest Good*.
4. analyze and critique outdoor recreation agency management beliefs and practices utilized today.
5. create a justification for the importance of outdoor recreation services to all Americans.
6. study and critique contemporary lifestyle trends and influences on Americans as they pursue activities in the out-of-doors.
7. analyze the delivery of government-sponsored outdoor recreation services at the local, state, and federal levels of government.
8. discuss and debate the impact of human interaction with the natural resource base today.
9. create a social, environmental, and economic justification for the delivery of outdoor recreation and outdoor tourism services in America.
10. develop a conceptual base for interpretive services with an understanding of the provision of recreation/parks-sponsored interpretive services in public, private, and non-profit organizations.
11. analyzed the importance of providing interpretive services to PK-12 school-age youth and adult visitors seeking informative experiences.
12. analyze the delivery of interpretive services in outdoor visitor centers, outdoor exhibit areas, state parks, nature preserves, and outdoor historical sites.
13. assess skills needed in the provision of interpretive services: interpretive planning, budgeting for interpretive activities, training and supervising interpreters, and evaluating interpretive services.
14. analyze the delivery of interpretive activities provided by public, private and non-profit agencies and organizations.
15. study a minimum of three (3) natural sites to gain practical knowledge and experience in field interpretation.

V. COURSE INSTRUCTIONAL OUTLINE

- A. Outdoor Recreation – Philosophical Foundations Related to the Concepts of Work, Leisure, Recreation, and Play
- B. History and Analysis of Anglo-European Outdoor Recreation
- C. Individual and Societal Benefits of Outdoor Recreation Participation – Focus on Flow Theory
- D. Participation and Industry Trends in Outdoor Recreation Services and Products
- E. Lifestyle Trends and Societal Influences on Outdoor Place Attachment and the Outdoor Recreation Products Industry
- F. The Public Domain as a Natural Resource Base for Outdoor Recreation in America
- G. Wilderness and Wildlands Recreation Policy Development

- H. Resource Management Concepts – Past to Present
Preservation – Conservation – Stewardship – Single Use – Multiple Use – Sustained Yield – Forestation – Controlled Burns
- I. National Park Service - Single Use Management Thoughts
- J. USDA Forest Service - Multiple Use and Limits of Acceptable Change Management Thoughts
- K. Federal Land Management Systems Today – Recreation Services as Primary, Secondary, and Tertiary in Rank Importance
- L. Federal Water Resource Management – Provision of Outdoor Recreation Opportunities for Aquatic-Based Outdoor Enthusiasts
- M. Natural and Historical Interpretive Services for Youth and Adults – From PK-12 to the Adult Learner
- N. Local Government Participation in Outdoor Recreation – An Anatomy of a Park
- O. Smart Growth – The Social, Economic, and Environmental Dimensions of Tourism Development in America
- P. Commercial, Private, and Non-profit Organizations – Investigate the Profit vs. Non-profit Management Philosophy
- Q. Human Interaction with the Environment – Developing a Land Ethic
- R. Resource Management Challenges Today – What the Future will have in Store for Environmentalists and Outdoor Enthusiasts
- S. Planning and Designing Qualitative Outdoor Recreation Opportunities – Aesthetics vs. Function
- T. Preparation and Education for Outdoor Recreation Pursuits – An Analysis of PK-12 Environmental Education and Activity Based Leave-No-Trace Principles
- U. Environmental Quality – An Historical Analysis
- V. The 15 Guiding Principles for use in the Provision of Natural and Historical Interpretive Services
- W. Planning, Organizing, and Delivering Interpretive Services to Informed and Sophisticated Learners of today

VI. COURSE EVALUATION

Course Requirements

Exams	200 Points
Development of an Environmental Ethic	75 Points
Parks for Life - Book Critique	75 Points
Interpretive Program – Field Critique	50 Points
Trends in Outdoor Recreation - PowerPoint	<u>100 Points</u>
Total	500 Points

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

XIII. ACADEMIC INTEGRITY POLICY

Students are advised that Eastern Kentucky University'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.

ATTENDANCE POLICY

See attached Department of Recreation and Park Administration attendance policy. However, due to the number of assignments and critical information provided in class, it is imperative that students attend class on a regular basis. Even though the attendance policy allows for absences, it is recommended that REC 830 students attend all class sessions. Students are held individually responsible for all information communicated in class. Consistent tardiness and/or absences will result in a lowering of your grade.

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"/> 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 (<u>30</u> characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____)	Recreation and Park Administration Health Sciences REC 809 Adv Study in Recreation
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	Date 12/05/07	
		Date 3/3/08
	Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Departmental Committee		Graduate Council*
College Curriculum Committee		Council on Academic Affairs
General Education Committee*		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*		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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change prerequisite for REC 809 from PHE 800 to REC 801</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</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, REC 801, Park, Recreation & Tourism Research Methods will replace PHE 800 as the prerequisite for REC 809, Advanced Study in Recreation</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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
REC 809 Advanced Study in Recreation (1-3) A. Prerequisite: PHE 800 <u>REC 801</u> . Directed study of topics in recreation and leisure. An advanced study project and individual meetings with instructor are required. An advanced study proposal form must be approved prior to enrollment.

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

Course prefix (3 letters) REC	Course Number (3 Digits) 809	Effective Term (Example: Fall 2001) Fall 2008	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	Dept. (4 letters)* REPA
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. _____ PHE 800 REC 801.

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 type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Recreation and Park Administration College Health Sciences *Course Prefix & Number _____ *Course Title (<u>30</u> characters) _____ *Program Title MS Recreation and Park Administration (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: Departmental Committee	Date 1/8/08	Graduate Council* Date 3/3/08
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved ____	Date 03/20/08
College Curriculum Committee	Date 1/9/08	Faculty Senate** Date NA
General Education Committee*	Date NA	Board of Regents** Date NA
Teacher Education Committee*	Date NA	Council on Postsecondary Edu.*** Date NA

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

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

A. 1. Specific action requested: Revision to the MS Degree program with addition of new courses A. 2. Effective date: Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Program revision required due to addition of new courses: REC 801 and REC 830
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: Added as needed

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

New or Revised* Program Text
MASTER OF SCIENCE: Recreation and Park Administration CURRICULUM FOR THE GENERAL PROGRAM
Recreation Core Requirements.....15 18 hours
A. Foundation REC 825.....3 hours B. Administration REC 830, 840, 850.....6 9 hours C. Research PHE-800 REC 801.....3 hours D. Advanced Study REC 809.....3 hours
Supporting Courses.....9 hours
Select from the following courses: REC 711, 712, 716, 730, 790, 815, 870, 871, 890 and 897
Elective Courses.....6 3 hours
Total Requirements.....30 hours




EASTERN KENTUCKY UNIVERSITY
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College of Justice & Safety
'A Program of Distinction'

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: 
Dr. Allen Ault, Dean
College of Justice & Safety

DATE: March 7, 2008

RE: Agenda Items

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Council on Academic Affairs scheduled for March 21, 2008.

Department of Safety, Security & Emergency Management.

New Courses:

- SSE 870 Principles of School Safety
- SSE 872 School Crisis Response
- SSE 873 School Safety Evaluation

Course Revisions:

NOTE: Submitting Previous Forms dated 2-2-07. Approved again at College Curriculum Meeting February 1, 2008 and at the Graduate Council Meeting March 3, 2008. Update the changes to the course title and course description due to oversight on the wording of LPS to SSE, Changes were discussed at the Graduate Council Meeting (2-2-07) but changes were not on forms at the time and the changes did not go through the CAA meeting. Department name and program changes were approved at CAA (1-18-07), FS (2-5-07) and Board of Regents.

All prefix are in the catalog as SSE now.

- SSE 815 (Loss Prevention Administration)
- SSE 822, Workers Compensation/Labor Law
- SSE 865 Loss Prevention Auditing
- SSE 880 Loss Prevention Research/Planning
- SSE 890 Topical Seminar

Memorandum of Agreement (MOA)

The purpose of this MOA is to describe the conditions under which academic credit will be awarded for non-collegiate instruction and to assign, as appropriate the responsibilities of the agreement's designated parties.



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

Part I

(Check one)	Department Name	Safety, Security & Emergency Management
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 870
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Principles of School Safety
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	1/26/08	Graduate Council* 3/3/08
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	2/1/08	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 03/20/08
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Create a new course in principles of school safety to introduce students to crime prevention in educational settings.

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

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

B. The justification for this action:
Faculty of Colleges of Education and Justice & Safety realize there is a lack of courses for the dissemination of knowledge in the area of school safety. As such, we have developed this course to serve as an introduction to principles of school safety in an effort to fill that gap.

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

Personnel Impact: None- Preston Elrod has recently been reassigned to the SSEM department and will be offering this course as part of his normal course load.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: Existing Library Resources will need to be supplemented with resources in the area of school safety.

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

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

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

New or Revised* Catalog Text

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

SSE 870 School Prevention & Safety. (3) A. Examines a range of school and community crime prevention and safety strategies and assesses their effectiveness. In addition, students will be required to develop a school and community prevention and safety plan.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SSE	870	Fall 2008	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

Eastern Kentucky University
Department of Safety, Security and Emergency Management
Course Syllabus

Course: SSE 870 Principles of School Safety
Settings
Credit Hours: 3 hrs.
Professor: Dr. Preston Elrod
Office: Stratton Annex
Phone: 622-1160
Email: preston.elrod@eku.edu

Term: Fall 2008
Day/Time: W, 6:00-8:45p.m..
Bldg/Rm: Stratton 20
Office Hours:
M,W,F: 1:30-3:00
Other times by appointment

INTRODUCTION

Although schools are generally safe environments, there are a variety of hazards that can impact both youths and adults in school and community settings. These hazards consist of violent and property crimes; natural disasters such as earthquakes, floods, hurricanes, and tornados; and man-made disasters such as chemical spills, workplace accidents, and accidental fires. Such events are important because they pose a threat to personal safety and they threaten school property. Moreover, these events may expose school systems to litigation because schools have a legal and ethical obligation to protect the safety of youths, their employees, and other citizens who live around and are involved in school activities. Of course, not all of the hazards to which schools are exposed are preventable (e.g., tornadoes, earthquakes); efforts can be taken to minimize the threat posed to persons and property by these hazards. Consequently, it is imperative that schools have identified personnel who are capable of developing and implementing plans designed to prevent, prepare for, and mitigate the impact of a range of hazards that threaten school safety.

CATALOG DESCRIPTION

Analyzes a range of school and community crime prevention and safety strategies and critiques their effectiveness. In addition, students will be required to develop a school and community prevention and safety plan.

PRIMARY LEARNING OBJECTIVES

This course has three primary learning objectives. At the conclusion of this course, students will be able to:

1. draw reasonable conclusions regarding the extent to which schools are safe and reflect on the data used make that assessment
2. analyze, synthesize, critically evaluate, and draw logical conclusions about the effectiveness of various interventions designed to prevent, prepare for, and mitigate the impact of hazards that threaten school safety.
3. exhibit the skills necessary to critically evaluate hazards to school safety and develop evidence-based prevention, preparedness, and mitigation plans.

COURSE FORMAT

The primary format for this course is lecture and discussion. During the course, however, we will also view several videos and have several guest speakers.

REQUIRED TEXTS

(Note: A final decision on texts will be made during the late Spring 2008)

Duke, D. L. (2002). *Creating safe schools for all children*. Boston: Allyn and Bacon.

Fein, R. A., et al. (2002). *Threat assessment in schools: A guide to managing threatening situations and creating safe school climates*. Washington, DC: United States Secret Service and United States Department of Education.

Additional supplementary readings may be assigned during the semester. You will be responsible for mastering any of these materials that are assigned.

TENTATIVE COURSE SCHEDULE

Note: The following is a tentative course outline. Although exam dates are provided, it should be noted that exams, except for the final, may not fall on the exact date listed. Nevertheless, exams should fall close to the listed dates. Consequently, you should make sure that you do not have schedule conflicts that will prevent you from being present to take the exams.

<u>Week</u>	<u>Course Topics</u>
1	Course introduction Defining concepts Understanding public concern about school safety Perspectives on school safety
2	Understanding the types of threats to persons, property, and to the institution that are faced by schools
3	Legal and ethical obligations of school personnel: School safety laws, regulations, and prevention
	Exam 1
4	Natural disasters and human threats to schools (an all-hazards approach to school safety)

5	The physical plant and school safety Understanding safety in school settings such as (1) classrooms, science labs, art rooms, and shops, (2) parking lots, halls, stairways, restrooms, cafeterias, and playgrounds, (3) school sports and physical education, and on (3) school transportation and trips.
6	Physical space, social interaction, school climate, and school safety (school subcontexts and problem behaviors).
7	Crime and delinquency in schools: bullying, theft, drugs, assault and prevention Fatal violence in schools and prevention Threats posed by school staff, students, parents, other community members and prevention
8	General deterrence and the role of rules, expectations and guidelines Developmental and social crime prevention and safety Community influences on school safety
	Exam 2
9	Community support for prevention, developing relationships with school safety partners
10	Developing expectations, rules and guidelines Using humane, consistent, and fair enforcement
11	Situational crime prevention
12	Developing a positive school climate
	Exam 3
13	The elements of a safe school Developing a comprehensive school safety plan
14	Present and Future Directions in School Safety and Prevention
	School Prevention and Safety Plan due
15	Presentation of school safety plans by teams
	Final Exam

COURSE REQUIREMENTS

This is a graduate course and consequently it will require considerable effort on your part. The primary requirement of this course is to critically examine and **master** all course materials, make satisfactory grades on each exam, and prepare a well-written school safety plan (discussed below). These requirements can be accomplished if you attend class, take good class notes, ask questions, **study** all assigned materials, critically evaluate all course materials and carefully follow instructions for the completion of the safety plan.

Your course grade will be determined solely by your performance on each of the class exams and the quality of the school safety plan

DISABILITY STATEMENT

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

EXAMS

There will be four in-class exams in this course, including the final exam. Each exam will consist of multiple-choice and essay questions. Students are expected to be on time for exams. Additional time will not be given to students who are late. If students have left an exam before a student arrives for an exam, that student will be required to take a make-up exam to be scheduled at a time convenient to both the student and professor, or the course facilitator if it is at an extended campus site.

It is the student's responsibility to be present and prepared (have a no. 2 pencil) for each exam. Any student who misses an exam must have prior approval of the professor, present a doctor's excuse, or have an approved university excuse in order to take a make-up exam. Also, all make-up exams must be rescheduled within three days of the date of the original exam. It is the student's responsibility to contact the professor to arrange a time that is mutually convenient to complete make-up exams. An essay format is usually used for all make-up exams.

GRADING

Grades will be determined by your performance on each of the four in-class exams and by the quality of your school crime prevention plan. In addition, students who attend 90 percent of the classes where attendance is taken will be awarded 4 bonus points at the end of the course. The total possible points in this course is 500. The following scale will be used to determine your final grade:

Total Points

450-500 = A

400-449 = B

350-399 = C

300-349 = D

< 300 = F

For example, if you score 80, 90, 85, and 95 on each of your four exams and 80 on the paper you have earned a total of 430 points. Consequently, your final grade would be a "B." To determine your approximate grade at any point during the semester simply take the average of your grades to that point. In the example above, the student would be in the "B" range after the first exam (average 80 points) and after the second exam as well (average, $80+90=170/2=85$ points). The grading scale for determining your approximate grade during the term is:

90-100 average = A range
80-89 average = B range
70-79 average = C range
60-69 average = D range
Less than 60 average = F range

Because each exam and the paper carries equal weight in determining your final grade, it is imperative that you take each exam and the paper seriously and that you begin your preparation for the exams and the paper well in advance in order to maximize your performance.

ATTENDANCE

Unless you have a valid doctor's excuse, students are expected to attend punctually all scheduled class sessions. Although no penalties will result from missing classes, with the exception of exams (see above), poor attendance frequently results in poor or failing grades. Moreover, poor attendance will prevent you from earning bonus points at the end of the term.

ACADEMIC INTEGRITY

It is expected that all students adhere to the policies regarding academic honesty at ECU. Violations of these policies will **not** be tolerated. Consequently, all students in this course should familiarize themselves with the "ECU Academic Integrity Policy" at <http://www.academicintegrity.ecu.edu/>.

At a minimum, students who violate the university Academic Integrity Policy will receive an "F" (0 points) for the work in question which almost always results in grade of "F" in the course. In addition, other penalties may be imposed.

PAPER REQUIREMENT (School Safety Plan)

The development of the school safety plan focusing on the prevention, preparedness, and mitigation of hazards faced by schools is a team project. Students will be assigned to a team early in the term and assignments will be done to maximize group diversity. In addition, the team will be assigned to a particular school and will be responsible for developing a plan for that school. Early in the term students will be exposed to the rationale for sound planning and the necessary ingredients for a comprehensive school safety plan focusing on prevention, preparedness, and the mitigation of a range of hazards faced in school settings. Teams will be asked to identify one natural hazard, one human caused (non-crime) hazard, one criminal event, and school bullying, and for each of these they must develop evidence-based strategies for preventing, preparing for, and mitigating these hazards.

During the term, the instructor will meet with the teams and with individual team members to facilitate the development of the plan and to access team members' participation. A detailed set of instructions for completing the plan will be given to each student and will serve as a guide for completing the plan. In completing the plan, it is imperative that each member of the team play a significant role in the development of the plan. The grade awarded for the plan will be the grade assigned to each member of the team. Any student who does not play a significant role in the development of the plan will be dropped from the team and will receive a "0" for the assignment.

Twenty percent of the grade on the school safety plan will be based on a class presentation of the plan during the final week of the term. The teams who constitute the audience will be asked to critically

evaluate the plan presentation, provide feedback to the presenting team, and provide a grade ranging from 1 to 20 points. The instructor will be responsible for the remaining portion (80%) of the grade.

*******Welcome to Principles of School Safety *******

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

Part I

(Check one)	Department Name	Safety, Security, & Emergency Management	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 872	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	School Crisis Response	
<input type="checkbox"/> New Program (Part III)	*Program Title		
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/26/08	Graduate Council*	3/3/08
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	2/1/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	03/20/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To create a new course that examines crisis response from both the counseling and emergency response perspectives to school emergencies.

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

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

B. The justification for this action: Faculty in the Colleges of Education and Justice and Safety have realized there is no course currently offered that examines crisis response to school emergencies from both a counseling and an emergency response perspective. As such, we have developed this course to attempt to fill that gap.

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

Personnel Impact: Laura Schmuldt will deliver this course as part of her regular load and David May will assist her as service provided as part of his role as the Kentucky Center for School Safety Research Fellow.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

SSE 872 School Crisis Response. (3) A. This course examines a range of crisis management and response strategies appropriate for school settings and explores their effectiveness. Credit will not be awarded to students who have credit for COU 872.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SSE	872	Fall 2008	AS _____ JS XX BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
			Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
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.	COU 872
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 for Fall 2008
SSE 872
Monday 6-8:45 pm
Crisis Response, Management, and Student Assistance
in Educational Settings

Professor: Laura M. Schmuldt, Ph.D., NCC
 Cell: 434-221-9634
 Office: Combs 401
 E-mail: Laura.Schmuldt@eku.edu

Professor: David May, Ph.D.
 Phone: 622-6681
 Office: Stratton 205
 E-mail: david.may@eku.edu

A. COURSE DESCRIPTION. This course examines a range of crisis management and response strategies appropriate for school settings and explores their effectiveness. Credit will not be awarded to students who have credit for COU 872.

B. TEXTS:

Required:

Everstine, D. & Everstine, L. (2006). *Strategic interventions for people in crisis, trauma and disaster*. New York: Routledge.

Herman, J. (1997). *Trauma and recovery*. New York: Basic Books.

Lerner, M.D., Lindell, B., & Volpe, J.S. (2003). *A practical guide for crisis response in our schools (5th ed.)*. National Center for Crisis Management: Commack, NY.

Brock, S., Sandoval, J., & Lewis, K. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams (2nd ed)*. New York: Wiley.

Students will also be asked to read a variety of articles that will be made available in Blackboard. These articles will center on topics covered in this course and will be primarily from scholarly journals and government publications.

C. STUDENT LEARNING OUTCOMES.

At the conclusion of this course, the student will be able to:

1. Analyze cultural and diversity issues in crisis, trauma and abuse;

2. Critically evaluate appropriate responses to victims encountering crisis or experiencing trauma including: crisis intervention skills, counseling techniques, theoretical orientation and appropriate use of referrals;
3. Synthesize knowledge of professional roles with appropriate ethical and legal considerations of those roles;
4. Demonstrate mastery of types of human behavior as it applies to crisis, trauma and disaster reactions;
5. Critically evaluate and synthesize the roles of the various emergency services personnel in crisis situations in educational settings;
6. Synthesize the roles of the emergency services personnel and counseling personnel in educational settings;
7. Critically analyze crisis situations to determine the roles of emergency services and counseling professionals in working together to resolve and prevent crisis events in educational settings.

D. PROFESSIONAL EDUCATION MODEL COMPONENTS:

EKU Professional Education Model:

Effective Educators as Effective People



EKU Professional Education Slogan:

To teach, to learn, to help others teach and learn.

E. Drop Date

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

F. COURSE OUTLINE (subject to change):

Date/Topic	Reading/Assignments
Week 1 Introduction to crisis and trauma, communication principles	Everstine: pp. 3-23; Brock et al. Chapter 1
Week 2- Holiday- University Closed	
Week 3 Clinical interventions in Emergency Situations, Hospitalizing Persons in Crisis, Assessing the Risk of Dangerousness	Everstine: pp. 24-64
Week 4- Developing Crisis Preparedness Plans	Brock et al. - Chapters 2-5
Week 5- Assessing for Suicidality	Everstine, pp. 65-152
Week 6- Introduction to trauma, trauma assessments, treatment of trauma	Everstine, pp: 153-170
Week 7: Components of Crisis Preparedness Distribute Exam	Brock et al. Chapter 6 Lerner et al.
Week 8: Crisis Response	Brock et al. Chapter 7
Week 9: Crisis Intervention Exam Due	Brock et al. Chapter 8 Herman Chapters 1-3
Week 10: Dealing with the Media and School Safety and Security Procedures	Brock et al. Chapters 9&10
Week 11- Victims of violence, treatment for trauma, sexual assault on children and adolescents	Everstine, pp: 171-238 Brock et al. chapter 11 Herman Chapters 4-5
Week 12-: Traumatic events in the workplace, war, natural disaster	Everstine, pp. 239-298 Herman Chapters 6-7
Week 13- Crisis Debriefing and Evaluation	Brock et al. Chapter 12 & 13 Herman Chapters 8-11
Week 14 - Presentations	Due: Group Research Paper
Week 15 - Presentations	Due: Group Research Paper

G. COURSE REQUIREMENTS:

1. **Crisis Response Plan:** You will be expected to complete a crisis response plan demonstrating your knowledge of crisis response from both the emergency services and the counseling perspectives. Ideally, you will develop this plan for either an educational setting where you work or one with which you are intimately familiar. The goal of this assignment is for you to create a document that you can hand to the school administrator(s) at the affected school that will aid them in making their next crisis response more effective than their previous responses. 150 points.

2. **Group Paper/Presentation:** The class will be divided into small groups, based on common interest, to investigate an area of crisis or trauma in greater detail. The small group work will culminate in a group presentation on the final day of class and a paper (to be discussed in class) submitted to the instructor also on this date. Class presentations will include the following areas: **Powerpoint:** definition of your topic, etiology (causes), demographics (including any relevant multicultural information and typical client characteristics, if applicable) and best practice treatments and interventions. Discuss any special knowledge, training or certification as needed. What do counselors need to know in working with this population or this issue? **Handout:** Have a handout or brochure available to the instructor and fellow students summarizing the information from your Powerpoint, as well as local community resources (hotlines, support groups, etc) for future use. **Activity/Intervention/Role-Play:** This will be an opportunity for class members to participate in a creative intervention, observe a role-play or practice a technique useful in working with the issue selected. Ideas and information will be disseminated in class. 100 points.

3. **Exam:** You will be required to complete one take-home exam at approximately the mid-term of the semester. Exam questions will be distributed two weeks prior to the exam due date. Guidelines for the exam submission will be distributed at a later date. 100 points.

4. **Class Participation:** The remainder of your grade (50 points) will come from your class participation. To achieve a maximum participation grade, it is important that you complete the assigned readings before each class meeting. Your participation grade will be dependent upon your attendance and participation in class discussions (this includes asking relevant questions and so forth). The participation grade does not include credit for simply attending class- you must actively participate in order to receive credit. You must prepare daily as if you will lead the class discussion for that class period, because, in some situations, you may be asked to do just that. 50 points.

H. ADDITIONAL REQUIREMENTS: None

I. EVALUATION METHODS:

Maximum total points for the course: 400

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

J. STUDENT PROGRESS: You will be provided with written information on your progress with each exam. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

K. ATTENDANCE POLICY: As graduate students, you will be expected to attend each class meeting and arrive prepared to intelligently engage in a seminar around the scheduled topic. Less than perfect attendance or failure to meet requirements in a timely manner will adversely affect your class participation grade. In case of emergency absence, please email or phone as soon as possible. Students are responsible for all work during absences.

M. ADA Statement:

If there is any student in this class who is need of academic accommodations and who is registered with the Office of Services for Individuals 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 Individuals with Disabilities has need of academic accommodations, please contact the Office directly either in person on the third floor of the Student Services Building or by telephone at 622-2933.

N. 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.

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

Part I

(Check one)	Department Name	Safety, Security, & Emergency Management	
X New Course (Parts II, IV)	College	Justice & Safety	
Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 873	
Course Dropped (Part II)	*Course Title (30 characters)	School Safety Evaluation	
New Program (Part III)	*Program Title		
Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/26/08	Graduate Council*	3/3/08
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	2/1/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	03/20/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To create a new course in school safety program evaluation.

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: Faculty in the Colleges of Education and Justice and Safety have realized there is no course currently offered that teaches students to examine the effectiveness of school safety programming. As such, we have developed this course to attempt to fill that gap.

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.)

SSE 873 School Safety Evaluation. (3) A. This course will explore strategies for developing and evaluating effective school safety interventions.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SSE	873	Spring 2009	AS _____ JS XX BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 43	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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)			

Program Development and Evaluation of Safety Interventions in Educational Settings (SSE 873)

Instructor: David C. May
Office: Stratton 205B
Phone- 859-622-6681
Email- david.may@eku.edu
Office Hours: TBD

Required Texts

Royse, D., Thayer, B., Padgett, D., & Logan, T.K. (2005). *Program evaluation: An introduction (4rd ed.)*. Belmont, CA: Wadsworth.

Frumkin, H., Geller, R.J., Rubin, I.L., & Nodvin, J. (2006). *Safe and healthy school environments*. New York: Oxford University Press.

May, D.C., & Chen, Y. (2007). *Kentucky 2007: Safe schools data project*. Available electronically at <http://www.kycss.org/clear/analys070.html>

Singleton, R.A. Jr., & B.C. Straits. (2005). *Approaches to social research (4th ed.)*. New York: Oxford University Press.

Additional required readings and a number of Microsoft Excel Tutorials will be made available in Blackboard throughout the semester. Each student will be responsible for the material included in those readings and tutorials as well.

Course Description

This course will explore strategies for developing and evaluating effective school safety interventions.

Student Learning Outcomes:

The purpose of this course is to serve as an empirical assessment of foundations of contemporary and historical attempts to design and implement school safety programs. Major policies, programs, and strategies are critically reviewed and analyzed. By the completion of the course, the student will:

1. Critically analyze best practices in school safety and the methodological issues in the viability and portability of these strategies.
2. Synthesize extant knowledge regarding safe schools programming and best practices in program evaluation
3. Understand the safe schools data reporting requirements and collection strategies using Kentucky data
4. Develop a rigorous program evaluation in an educational setting

The major goal of this course is not only to develop your ability to conduct research and perform data analysis in educational settings, but also to give you the skills necessary to critically evaluate school safety research performed by others. We will approach these goals by learning about a variety of topics, including the following: how to ask research questions; how to develop and test hypotheses; how to code and analyze data; how to perform statistical analyses and make inferences based on those analyses; and how to summarize results.

While this course will give you the ability to conduct your own program evaluation, this course does not only serve that purpose. This course will further benefit those who will occasionally evaluate the relevance of research findings that they encounter in their personal or professional life. At the completion of this course, the student will be able to better understand and assess school safety research and the adequacy of research in other fields as well.

Classroom Behavior

This class will use an interactive lecture format, where you will be encouraged to contribute to the lectures and the overall learning process of the class. There will be frequent group discussions where you will help your classmates, as well as yourself, get a more concrete grasp on different objectives discussed in your textbook and presented in class. For this reason, it is essential that you complete the assigned readings before each class meeting.

As graduate students, you are expected to attend every class meeting. **Any student missing more than 3 class meetings in the semester will receive a F for the semester.**

If you must wear a pager or beeper for whatever reason, turn it off the audible mode before you enter class. Furthermore, as many of you have young children, it is your responsibility to make arrangements for someone to care for your children during class time. If you cannot make arrangements for someone to care for your child during class time, **do not bring your children to class.** I would much rather you inform me of the problem prior to class (on the isolated occasions when this problem occurs) and we can make other arrangements.

ADA Statement:

If there is any student in this class who is need of academic accommodations and who is registered with the Office of Services for Individuals 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 Individuals with Disabilities has need of academic accommodations, please contact the Office directly either in person on the third floor of the Student Services Building or by telephone at 622-2933.

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.

EXTRA CREDIT FOR THIS COURSE WILL NOT BE GRANTED.

Course Requirements and Grading

Exam

There will be one exam worth 100 points for the semester that will be due the last day the class meets. The final is comprehensive and will be a take-home exam. You will be given the exam two weeks before it is due; students must work alone on all portions of the exam. The exam will consist of a number of analysis problems where you will be required to demonstrate your knowledge of the program evaluation procedures you have developed in this course.

Class Participation

Ten percent of your grade (50 points) will come from your class participation. To achieve a maximum participation grade, it is important that you complete the assigned readings before each class meeting. This portion of your grade will be dependent upon your participation in class discussions (this includes asking relevant questions and so forth). The participation grade does not include credit for simply attending class- you must actively participate in order to receive credit. You must prepare daily as if you will lead the class discussion for that class period, because, in some situations, you may be asked to do just that.

Homework Assignments

Forty percent of your grade (200 points) will come from the homework assignments you will be required to complete for each chapter. There will be four homework assignments, each of which is worth 50 points. Each assignment will require you to use a chapter from the Frumkin et al. text to demonstrate your knowledge of the research technique we discussed in the class immediately prior to your receipt of the assignment—in other words, after we complete our discussion of Chapter 2, you will be required to complete a homework assignment for chapter 2. **Any homework assignment not submitted electronically or in person by the beginning of the class period for which it is due will have 10 points deducted from the total score. Assignments will not be accepted after 10 p.m. on the day they are due so, if you do not turn in your assignment by 10 p.m. on the day it is due, you will receive a 0 for that assignment.** Guidelines for these assignments will be distributed at a later date.

Term Project

Thirty percent of the student=s final grade (150 points) will be based on a term project. In this term project, you will be required to use the Kentucky Safe Schools data for a district of your choice to identify a safety problem and develop a program through which you can remediate that problem using your newfound knowledge of best practices in educational settings. Although you will not be required to implement the program, you will need to develop a research strategy through which you can determine if the program is effective. Each paper will be 10-20 pages in length. Guidelines for the term project will be distributed and placed online later in the semester.

To know where you stand (grade wise) at any point in the class, add your points up and divide by the total points possible at that time. Your result will be a percentage that can be applied to the standard

10-point scale (90-A; 80-B; etc.). To keep up with your point total, you should keep track of your points using the table below. There is a total of 500 points possible in this class.

Drop Date

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

Schedule of Classes

This schedule of classes is only a tentative outline, and will most likely be revised throughout the semester. In addition, the dates of the exams may change, but I will not hold an exam earlier than the date scheduled on the syllabus.

Tentative Course Outline

Reading

Week 1	Introduction to Course; Review Syllabus Introduction- Evaluating Safe and Healthy School Environments	
Week 2	The Nature of Science and Research Design	S&S- 1-3
Week 3	Measurement & Sampling	S&S- 4-5
Week 4	Experimentation and Experimental Design Homework 1 Due	S&S- 6-7
Week 5	Survey and Field Research Homework 2 Due	S&S- 8-10
Week 6	Introduction to Kentucky Safe Schools Reporting Homework 3 Due	KCSS Report
Week 7	Working with Data and Files in Microsoft Excel Homework 4 Due	Tutorials 1/2 Bb# 1
Week 8	Ethical Issues in Program Evaluation and Needs Assessments	Royse 1-3, 15
Week 9	Spring Break	
Week 10	Qualitative Evaluation Designs and Process Evaluations	Royse- 4-5
Week 11	Single system evaluations, scaling, and client satisfaction	Royse 6-8
Week 12	Group research designs, cost effectiveness, and measurement	Royse 9-12
Week 13	Pragmatic Issues in Program Evaluation	Royse 13-14
Week 14	Limitations, Caveats, and Solutions of School Safety Data Final Paper Due	
Week 15	Applying Program Evaluation Experience to Your School Settings Final Exam Due	



EASTERN KENTUCKY UNIVERSITY
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'A Program of Distinction'

Office of the Dean

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521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-3565 FAX (859) 622-6561
Allen.Ault@eku.edu ! www.justice.eku.edu

TO: Graduate Council on Academic Affairs

FROM:

Dr. Allen Ault, Dean
College of Justice & Safety

DATE: February 18, 2008

RE: Agenda Items

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Graduate Council on Academic Affairs scheduled for March 3, 2008.

Department of Safety, Security & Emergency Management.

New Courses:

- SSE 870 Principles of School Safety
- SSE 871 Risk Management in Schools
- SSE 872 School Crisis Response
- SSE 873 School Safety Evaluation

Course Revisions:

NOTE: Submitting Previous Forms dated 2-2-07. Approved again at College Curriculum Meeting February 1, 2008. Purpose is to Update the Graduate Catalog and to send proposals to the next CAA meeting for documentation.

Update the changes to the course title and course description due to oversight on the wording of LPS to SSE. Changes were discussed at the Graduate Council Meeting (2-2-07) but changes were not on forms at the time and the changes did not go through the CAA meeting. Department name and program changes were approved at CAA (1-18-07), FS (2-5-07) and Board of Regents.

All prefix are in the catalog as SSE now.

- SSE 815 (Loss Prevention Administration) title change to
- SSE 822, Workers Compensation/Labor Law
- SSE 865 Loss Prevention Auditing
- SSE 880 Loss Prevention Research/Planning
- SSE 890 Topical Seminar



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.)

~~LPS 815 SSE 815 Loss Prevention Administration.~~ Safety, Security & Emergency Administration (3) A. Formerly LPS 815. Prerequisite: departmental approval. Examine administrative concepts/principles regarding organizing/managing functional areas of fire, safety, security. Development of organizational/administrative structure to include policy formulation, goals, objectives, managerial tasks, impact evaluations within an encompassing ~~loss prevention~~ safety, security, emergency framework.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SSE	815	SUMMER 2008	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only)
		ONLINE _____		
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. _____ Formerly LPS 815

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

<input type="checkbox"/> (Check one)	Department Name	LOSS PREVENTION & SAFETY		
<input type="checkbox"/> New Course (Parts II, IV)	College	JUSTICE & SAFETY		
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	LPS- 822		
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Workers' Compensation/Labor Law		
<input type="checkbox"/> New Program (Part III)	*Program Title	.		
<input type="checkbox"/> Program Revision (Part III)	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input checkbox"="" type="checkbox/>)</td> </tr> <tr> <td><input type="/> Program Suspended (Part III)		*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	12/08/06	Graduate Council* 2-2-2007 3-3-08
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	12-8-2006---2-1-2008	Council on Academic Affairs 03/20/08
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
TO CHANGE THE WORDING IN THE COURSE DESCRIPTION FROM LPS TO SSE TO REFLECT THE PROGRAM NAME CHANGE.

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

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

B. The justification for this action: TO UPDATE THE CHANGES TO THE COURSE DESCRIPTION DUE TO OVERSIGHT ON THE WORDING OF LPS TO SSE, CHANGES WERE DISCUSSED AT THE GRADUATE COUNCIL MEETING, BUT CHANGES WERE NOT ON FORMS AT THAT TIME.

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.)

~~LPS 822~~ SSE 822 WORKERS' COMPENSATION / LABOR LAW (3) A. ~~Formerly LPS 822~~. Prerequisite: departmental approval. Comprehensive study of workers compensation and regulations; National Labor Relations Act; Title VII; A.D.E.A.; and, other relevant laws applicable to the functional areas of ~~loss prevention~~ safety, security, and emergency services.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SSE	822	SUMMER 2008	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
		ONLINE		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. _____

Formerly LPS 822

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	LOSS PREVENTION & SAFETY		
<input type="checkbox"/> New Course (Parts II, IV)	College	JUSTICE & SAFETY		
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	LPS- 865		
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	SSE Auditing		
<input type="checkbox"/> New Program (Part III)	*Program Title	.		
<input type="checkbox"/> Program Revision (Part III)	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input checkbox"="" type="checkbox/>)</td> </tr> <tr> <td><input type="/> Program Suspended (Part III)		*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	12/08/06	Graduate Council* <u>Date</u> 2-2-2007 3-3-08
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	12-8-2006---2-1-2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 03/20/08
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 TO CHANGE THE WORDING IN THE COURSE TITLE AND COURSE DESCRIPTION FROM LPS TO SSE TO REFLECT THE PROGRAM NAME CHANGE.

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

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

B. The justification for this action:
 TO UPDATE THE CHANGES TO THE COURSE TITLE AND COURSE DESCRIPTION DUE TO OVERSIGHT ON THE WORDING OF LPS TO SSE, CHANGES WERE DISCUSSED AT THE GRADUATE COUNCIL MEETING, BUT CHANGES WERE NOT ON FORMS AT THAT TIME.

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.)

~~LPS 865 SSE 865 LOSS PREVENTION AUDITING~~ AUDITING FOR SAFETY, SECURITY & EMERGENCY SERVICES (3) A. Formerly LPS 865. Prerequisite: departmental approval. Theory and application of ~~loss prevention~~ auditing in safety, fire, and security. Comprehensive study of risk/threat exposure and assessment.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SSE	865	SUMMER 2008	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only)
		ONLINE _____		
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. _____

Formerly LPS 865

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

<input type="checkbox"/> (Check one)	Department Name	LOSS PREVENTION & SAFETY				
<input type="checkbox"/> New Course (Parts II, IV)	College	JUSTICE & SAFETY				
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	LPS- 880				
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	SSE Research/Planning				
<input type="checkbox"/> New Program (Part III)	*Program Title	.				
<input type="checkbox"/> Program Revision (Part III)	(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input checkbox"="" type="checkbox/>)</td> </tr> <tr> <td><input type="/> Program Suspended (Part III)			*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	12/08/06	Graduate Council*	2-2-2007 3-3-08
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	12-8-2006----2-1-08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	03/20/08
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
TO CHANGE THE WORDING IN THE COURSE TITLE AND COURSE DESCRIPTION FROM LPS TO SSE TO REFLECT THE PROGRAM NAME CHANGE.

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

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

B. The justification for this action: : TO UPDATE THE CHANGES TO THE COURSE TITLE AND COURSE DESCRIPTION DUE TO OVERSIGHT ON THE WORDING OF LPS TO SSE, CHANGES WERE DISCUSSED AT THE GRADUATE COUNCIL MEETING, BUT CHANGES WERE NOT ON FORMS AT THAT TIME.

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.)

~~LPS 880 SSE 880 LOSS PREVENTION SAFETY, SECURITY & EMERGENCY RESEARCH/PLANNING~~ (3) A.
Formerly LPS 880. Prerequisite: APS 465 or equivalent statistics course and Departmental Approval. Models/
applications of research design/planning in ~~loss prevention~~ safety, security, emergency services and assets
protection. Identification/evaluation of problems, data interpretation, research/planning methodologies for
contemporary approaches to proactive ~~loss prevention~~ safety, security, emergency services.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SSE	880	SUMMER 2008	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only)
		ONLINE _____		
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. _____ Formerly LPS 880

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	LOSS PREVENTION & SAFETY
<input type="checkbox"/> New Course (Parts II, IV)	College	JUSTICE & SAFETY
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	LPS- 890
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Topical Seminar
<input type="checkbox"/> New Program (Part III)	*Program Title	.
<input type="checkbox"/> Program Revision (Part III)	(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	12/08/06	Graduate Council* 2-2-2007 3/3/08
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	12-8-2006	Council on Academic Affairs 03/20/08
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
TO CHANGE THE WORDING IN THE COURSE DESCRIPTION FROM LPS TO SSE TO REFLECT THE PROGRAM NAME CHANGE.

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

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

B. The justification for this action: TO UPDATE THE CHANGES TO THE COURSE DESCRIPTION DUE TO OVERSIGHT ON THE WORDING OF LPS TO SSE. CHANGES WERE DISCUSSED AT THE GRADUATE COUNCIL MEETING, BUT CHANGES WERE NOT ON FORMS AT THAT TIME.

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.)

~~LPS 890~~ SSE 890 TOPICAL SEMINAR. (1-3) A. ~~Formerly LPS 890.~~ Prerequisite: advisor/departmental approval. Designed to explore specific, contemporary aspects of ~~loss prevention~~ safety, security and emergency services. May be retaken to a maximum of six hours provided topic is different each time.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SSE	890	SUMMER 2008	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
		ONLINE _____		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.	<u>Formerly LPS 890</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)			



For Office Use Only	
Document #	_____
Date Filed	_____
Effective Date	_____
Expiration Date	_____
Policy Reference 4.2.1	

**Memorandum of Agreement for Awarding Academic Credit
for Non-Collegiate Instruction
Between
Eastern Kentucky University and**

Department of Criminal Justice Training

For

Criminal Justice Executive Development

I. Purpose

The purpose of this Memorandum of Agreement (MOA) is to describe the conditions under which academic credit will be awarded for non-collegiate instruction and to assign, as appropriate the responsibilities of the agreement's designated parties.

II. Background and General Information

[Include relevant background as well as any general information about the non-collegiate instruction here.]

Since the inception of the Criminal Justice Executive Development program (CJED) in 1998, EKU has provided the opportunity for students successfully completing the CJED course to request and earn college credit; nine (9) undergraduate hours OR three (3) graduate hours. The nine undergraduate hours consisted of three separate courses: CRJ 313 Criminal Justice Ethics (3 credit hours), PLS 315 Police Administration (3 credit hours), and PLS 330 Special Topics (3 credit hours). The graduate level course is CRJ 897 Independent Study (3 credit hours).

The CJED program is a 204 hour, five-week course of instruction structured for small to medium size, law enforcement agency administrators and managers. Purpose is to provide the students with contemporary theories, management techniques, and leadership skills enabling them to perform more effectively as community leaders.

The Kentucky Law Enforcement Council (KLEC) approves the curriculum that includes objectives of all topics taught as well as a schedule and bibliography. Additionally, all presenters in the CJED course are certified by the KLEC as well.

III. Recruitment, Admission, and Advisement of Students

[Indicate who is responsible for recruiting students to apply for credit at Eastern Kentucky University and describe how this recruitment will occur.]

Individuals who wish to receive academic credit at EKU must be admitted to the University based on the normal requirements outlined in the Undergraduate or Graduate Catalog. If they are matriculating as degree-seeking students, prospective students may also need to meet admission requirements for a specific program. Students will be advised by EKU faculty/advisors concerning the process for receiving credit for [name of the non-collegiate experience].

The academic advisor for the College of Justice & Safety (or person responsible for MOA at the College) will recruit students to apply for credit during the first meeting of the CJED class.

During this meeting the College representative will outline the agreement in place specifying that credit will be awarded only to an individual who applies to EKU and is admitted based on normal admission requirements as outlined by the Undergraduate or Graduate catalog. If the student will be matriculating as a degree-seeking student, they will also have to meet the admission requirements for a specific program.

The student will be advised by the College of Justice & Safety academic advisor (or person responsible for MOA) concerning the process for receiving credit for CJED.

IV. Awarding and Transcribing of Credit

Eastern Kentucky University agrees to accept the [name of the non-collegiate experience] for [insert number of hours] hours of [undergraduate/graduate] credit. [If there is a condition for awarding credit (i.e. earning XX of credits at EKU before transcribing the non-collegiate experience).]

[Describe the mechanism by which EKU has determined the amount and level of credit. The mechanism should include a periodic review of the non-collegiate experience to ensure that the amount and level continue to be appropriate.]

Credit for [non-collegiate experience] will be transcribed as CR with the name of the experience and the number of credit hours. Credit for non-collegiate instruction will not be recorded on student transcripts unless a valid Memorandum of Agreement is in effect.

Eastern Kentucky University agrees to accept Criminal Justice Executive Development program (CJED) for 9 undergraduate hours OR 3 graduate credit hours after the individuals passing completion of the CJED program.

EKU has determined the amount and level of credit by having College of Justice & Safety faculty from the department of Criminal Justice & Police Studies as well as the academic advisor for the College, evaluate the course and topics covered to ensure that material covered is at the appropriate level of credit received and consistent with academic content. The course comparisons have also been evaluated by the College curriculum committee and approved. A three year periodic review will be initiated by the College of Justice & Safety to ensure that content of the CJED program is consistent with the agreement. EKU or CJED may request a review of the credit received at any time to ensure consistency and will notify the other party if curriculum has changed.

Credit for CJED will be transcribed as CR with the name of the experience and number of credit hours. Credit for non-collegiate instruction will not be recorded on student transcripts unless a valid Memorandum of Agreement is in effect.

V. Curriculum and Faculty

[Indicate that the development and delivery of the curriculum as well as the qualifications and hiring of faculty is the responsibility of the partner in this agreement.]

CJED is solely responsible for the development and delivery of the curriculum delivered by the CJED program.

CJED is also responsible for ensuring the qualifications and hiring the faculty that will be delivering their program.

VI. Recordkeeping

An original signed copy of this MOA will be kept in the Academic Affairs Office at Eastern Kentucky University. Copies will be distributed to the Registrar, the appropriate dean and department, and to the Graduate Dean (if applicable).

To execute the awarding of credit for [name of non-collegiate experience], the Office of the Registrar must have a completed Credit for Non-Collegiate Instruction form. This form is initiated by the student.

An original signed copy of this MOA will be kept in the Academic Affairs office at Eastern Kentucky University. Copies of the agreement will be distributed to the Registrar, the Dean of the College of Justice & Safety, Chair of department of Criminal Justice & Police Studies, and to the Graduate Dean.

To execute the awarding of credit for CJED, the Office of the Registrar must have a completed Credit for Non-Collegiate Instruction form. This form is initiated by student.

VII. Terms, Review, Renegotiation, and Review of MOA

A. Terms of the MOA.

[Describe the terms of the MOA, including the period of the agreement and the mechanism for periodic review of the MOA.]

B. Renewal and Renegotiation of the MOA.

[Describe the conditions under which any possible renewal or renegotiation of the agreement would take place. The conditions should, at the very least, include changes in the ECU mission, changes in programs for which the credit could count, changes in federal or state regulations, or changes in policies of the accrediting bodies for the institution. The other party to this agreement may also have conditions for renewal or renegotiation.]

C. Termination of the MOA.

Either Eastern Kentucky University or [name of other party] may terminate this agreement with adequate notice. Adequate notice is defined as providing sufficient time to implement the "affected students" agreement below. Termination of the MOA may occur for any number of reasons but particularly if changes in any of the following make it impossible to continue accepting credit for [name on non-collegiate experience]: ECU's mission, state or federal regulations, accrediting policies/standards.

D. Affected Students Agreement.

In the event that a decision is made to terminate this MOA, every effort will be made to accommodate students so as to minimize the disruption to their academic careers. To the extent possible, students already admitted to ECU or students who have a reasonable expectation of receiving credit for [name of non-collegiate experience] at ECU will be accommodated. When this is not possible, students will be advised by ECU advisors as to their options.

Please see attachment A.

The undersigned agree to the terms and conditions set forth in this document.

President (or designee)
Eastern Kentucky University

Date

Date

This MOA has been reviewed by ECU Counsel

University Counsel
Eastern Kentucky University

Date

Other Signators (Optional)

Date

Date

Date

EASTERN KENTUCKY UNIVERSITY

Original to Office of Academic Affairs. Copies: 1. Dean 2. Department 3. Graduate Dean (if applicable) 4. Registrar

Document # _____ Page 3 of 3

Attachment A:

- A. This agreement will be considered active upon final approval by the President of Eastern Kentucky University and ??? of CJED. The agreement shall be in effect three calendar years upon approval until the review period for the MOA has been completed. If no changes have been made, the agreement will stand for another three years until a new agreement has been agreed upon by both parties. This agreement will also be retroactive to include CJED classes that were not covered under the old MOA and the current MOA.
- B. Renegotiation of this agreement will take place upon any change in curriculum that will affect how credit will be awarded at EKU or by any change in curriculum of CJED. Renegotiations will also take place upon any change in the EKU Mission, changes in programs for which the credit could count, changes in Federal or state regulations, or changes in policies of the accrediting body for EKU or CJED.
- C. Either Eastern Kentucky University or CJED may terminate this agreement with adequate notice. Adequate notice is defined as providing sufficient time to implement the "affected students" agreement below. Termination of the MOA may occur for any number of reasons but particularly if changes in any of the following make it impossible to continue accepting credit for the CJED program: EKU's mission, state or federal regulations, and accrediting policies/standards.
- D. In the event that a decision is made to terminate this MOA, every effort will be made to accommodate students as to minimize the disruption to their academic careers. To the extent possible, students already admitted to EKU or students who have a reasonable expectation for receiving credit for CJED at EKU will be accommodated. When this is not possible, students will be advised by EKU advisors as to their options.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Associate Dean
Graduate Program and Research

414 Jones Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1742 • fax: (859) 622-2975
jaleh.rezaie@eku.edu • www.eku.edu

TO: CAA Committee Members

FROM: *Jaleh Rezaie*
Jaleh Rezaie, Associate Dean
Graduate Program and Research

RE: Concurrent Undergraduate /Graduate admission

DATE: March 6, 2008

Attached please find a proposal from Graduate Council to change the Undergraduate /Graduate admission. Currently there are two possible ways for the undergraduate students to enroll in graduate courses and earn graduate credit. This change simplifies this process.



Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution.

Undergraduate Admission – Concurrent

~~—An undergraduate student who needs nine or fewer credit hours in one semester (three or fewer credit hours in one summer session) to complete all of the requirements of a baccalaureate degree at an accredited institution may be allowed to register for graduate credit work under the conditions described below.~~

~~—All work for undergraduate credit will be completed during that semester or summer session. The total registration for all work will not exceed 12 credit hours in a semester (six credit hours in a summer session). All work to be counted for graduate credit must be approved in advance of registration by the graduate program advisor, the student's undergraduate college dean, and the Dean of Graduate Education and Research.~~

~~—Approval forms for undergraduate/graduate concurrent enrollment may be obtained from the Office of Graduate Education and Research. The student must make application to the Graduate School and meet all pertinent conditions for admission. Graduate credits earned must not be used to meet undergraduate requirements.~~

Undergraduate Honors Concurrent Admission – Concurrent

An Eastern Kentucky University undergraduate student who needs 30 or fewer credit hours to complete all of the requirements of the baccalaureate degree may be considered for undergraduate honors concurrent admission to the Graduate School to enroll in graduate course work or be considered for special provisional admission to a graduate degree program. To be eligible for undergraduate honors concurrent admission, the student must have an overall undergraduate grade point average of at least ~~3.5~~ 3.0 at the time of admission. The student must maintain an overall undergraduate grade point average of at least ~~3.5~~ 3.0 and a graduate grade point average of at least 3.0 to continue in the honors undergraduate concurrent program. Students who wish to be considered for provisional admission to a graduate degree program are advised to take the GRE or other appropriate test during their junior year or during the first semester they hold undergraduate honors concurrent admission status. Each program may set additional admission standards. Students may earn a maximum of 12 graduate credit hours while holding undergraduate honors admission status. A maximum academic load of 15 hours during a regular fall or spring semester and of nine hours during the summer session is permissible when the student is concurrently enrolled in graduate and undergraduate level course work.

Application for undergraduate honors concurrent admission should be initiated by the student by completing an application to the Graduate School at least 30 days prior to requesting enrollment in any graduate classes. Undergraduate honors concurrent admission to Graduate School must be supported by all appropriate advisors and college deans, as well as the Dean of Graduate Education and Research.

Note: Federal regulations permit undergraduate students to receive financial assistance for **only undergraduate coursework.** Students who are enrolled in both undergraduate and graduate coursework in the same semester may receive less financial aid than if only enrolled for undergraduate coursework. Students are advised to contact EKU's Division of Student Financial Assistance to find how their financial aid amount would be adjusted for mixed enrollment.



EASTERN KENTUCKY UNIVERSITY

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Office of Academic Affairs and Research
Office of the Dean
University Programs

201 Keen Johnson
521 Lancaster Avenue
Richmond, Kentucky 40475-3163
(859) 622-2222 Fax (859) 622-5018

TO: Council on Academic Affairs

FROM: Onda Bennett
Interim Dean, University Programs

DATE: March 4, 2008

RE: Agenda Items for 03/20/08 Council on Academic Affairs meeting

The following items are being submitted to the Council on Academic Affairs for consideration at the March 20, 2008 meeting from University Programs:

African / African American Studies

<i>New Course</i>	AFA 367 African Caribbean Literature	Fall 2008
<i>New Course</i>	AFA 378 Black Women in History African/African American Studies proposal to cross list AFA 378 with WGS 378	Fall 2008
<i>New Course</i>	AFA 388 Islam in West Africa Proposal to cross list AFA 388 with HIS 388 (Islam in West Africa)	Fall 2008
<i>New Course</i>	AFA 435 U.S. Civil Rights Movement Proposal to cross list AFA 435 with HIS 435 (US Civil Right Movement)	Fall 2008

Cooperative Education

<i>New Course</i>	COP 349Z Co-Op/Applied Learning Proposal for new course to serve as an administrative tool to identify students in Coop as full time.(rationale attached)	Fall 2008
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Women & Gender Studies

<i>New Course</i>	WGS 378 Black Women in History Women and Gender Studies proposal to cross list WGS 378 with AFA 378 (Black Women in History)	Fall 2008
-------------------	---	-----------



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

Part I

(Check one)	Department Name	African/African-American Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	University Programs
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFA 367
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	African Caribbean Literatures
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/30/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/19/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Approval of new course for the African/African-American Studies program.

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

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

B. The justification for this action:
African/African-American Studies currently has no course that focuses on African Caribbean Literatures.

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

Personnel Impact:
Course to be taught by current faculty

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources:
No additional needs

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.)

AFA 367. African Caribbean Literatures (3) A.

A study of selected literatures written by Caribbean writers of African descent. Credit will not be awarded to students who have credit for WGS 367.

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: UP	Dept. (4 letters)*		
AFA	364	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS		
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	3	N	FR _____	JR _____		
B	3	P	SO _____	SR _____		
E	3	A				
K	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY			
T	3					
					Thesis _____	Date of data entry _____
					Independent Study _____	Data entry person _____
		Practicum _____				

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

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

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No. Credit not allowed with WGS 367

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)			

Sample Syllabus

Eastern Kentucky University
African/African-American Studies Program
AFA 367: African Caribbean Literature
Fall 2008

Meeting time: Online
Instructor: Dr. Lisa Day-Lindsey
Office: Case Annex 391
Office hours: 10:15-12:15 TR; 5:00-5:55 W;
Other times by appointment
Phone: 859.622.4991
Email: lisa.day@eku.edu

Catalog Course Description:

A study of selected literature written by Caribbean writers of African descent.

Further Course Description:

The exotic paradise of the Caribbean exists in the make-believe worlds of Columbus's misguided journals, Daniel Defoe's *Robinson Crusoe*, Disney's star-studded *Pirates of the Caribbean*, and Sandals' flashy vacation brochures. According to these sources, life is easy in the islands, and "no problem" is the most common response in conversation. The literature of the islands tells a different story.

This online course will examine literature by African Caribbean writers. The class will discuss literary and cultural issues of nation-language, negritude, creolization, and exile, and we will study the effects of the Diaspora on family relationships, class stratification, and gender roles. The course readings will span across different genres for a greater sense of the literary breadth offered in the Caribbean islands.

Taught in English, the course will look at texts written or translated in English.

Course Learning Objectives:

- 1) Students will identify and examine important concepts in Caribbean culture and thought as reflected in its literature, including slave narratives, poetry, fiction, drama, and non-fiction.
- 2) Students will reflect on some of the stereotypes of the Caribbean and will be encouraged to construct a more healthy view of the islands and their peoples.
- 3) Students will demonstrate an understanding of the historical and cultural issues that have helped shape Caribbean life as well as ways in which Caribbean values and traditions are critiqued and reinforced by their literatures.

Required texts:

Mary Prince, *A History of Mary Prince: A West Indian Slave* (slave narrative)
Kamau Brathwaite, *The Arrivants* (poetry)
Derek Walcott, *Dream on Monkey Mountain* (drama)
Aime Cesaire, *Notebook of a Return to a Native Land* (poetry)
Jamaica Kincaid, *Annie John* (novel)
Edwidge Danticat, *The Farming of Bones* (novel)
Selected articles from EKU Databases

Technology Requirements:

This course is completely online. To make sure that you have the appropriate hardware and software, please see the EKU [Web Course Requirements](#).

Contact with Instructor:

On most days I will check email for approximately one hour per day. Please email me through Blackboard's

Communication page, then the Messages option so that I will recognize your email address and automatically know that the subject matter pertains to AFA 347.

If you are on campus, I welcome an office visit to meet you face to face.

Course Requirements:

The students will read the texts and participate actively in guided weekly forums on Blackboard discussion boards. There will also be a report on a selected topic, a midterm exam, and a final exam.

- **Reading.** At the very minimum, you will keep up with the course readings. Your skills as a reader will be much stronger if you practice your skills of close reading. Pay attention to the basic content and plot elements of the text (e.g., characters, setting, point of view, chronology, conflict, climax, and denouement), but as you become a more practiced reader, give special emphasis to language and devices that are distinctive of the Caribbean canon.
- **Critical Responses.** Log on every day to check for updates and to participate in the online class discussion through the Discussion Board. You will be writing at least four postings per week:
 - **By noon each Monday**, you will respond to prompts posted on the discussion board on Blackboard. Your responses will show evidence of your reading as well as your critical thinking skills. This posting will be at least **300 words**.
 - **By noon each following Friday**, you will give feedback to at least two peers. These responses should show evidence of your comprehension of your peers' contributions, followed by questions for clarification, further elaboration of an intriguing point, support &/or challenge from additional relevant sections in the text, or comparisons to other texts. Each response to a peer will be a paragraph of at least **100 words**.
 - Before the discussion of the subsequent reading assignment, reply to peer feedback. While you aren't required to respond to every single comment on your work, it should be evident that you have read your peers' responses to your postings. Acknowledge their feedback and answer their questions in a paragraph of at least **100 words**. If your original responses have received no replies, you must still post a follow-up response to your own ideas.

Aimed toward further insight into the literature, all postings should be respectful toward the texts, the course, and peers. While praise of your peers and of the Caribbean authors' writing is certainly gracious, your responses should go beyond simplistic job evaluations (e.g., "good job") and thank-you notes.

- **Reports.** Each student will prepare a report highlighting the main ideas of a topic as explained in three to four scholarly articles. Taking information from sources listed on the syllabus and bibliography, the report will need relevant dates, authors, terminology, definitions, and affected people. The report should be between 1½ to 2 single-spaced pages, including in-text documentation and citations of all sources in MLA format. The document will be posted on Blackboard at the beginning of the corresponding text's discussion and submitted to Safe Assignments by **noon on Monday** of the assigned topic's week.
- **Quizzes.** Each week you will take a timed quiz consisting of at least five short-answer questions and one bonus question based on factual elements from the reading assignments. All quizzes must be completed by **noon on Monday** of the assigned topic's week.
- **Exams.** The midterm and final exams will be identical in form: an identification/short answer section and an essay section. During the week before the exam, you will be suggesting exam questions on a Blackboard discussion board forum. On the exam, you will be asked to recall information from your readings and the class discussions. You will submit your completed exams to Safe Assignments.

Course grade:

All written work will be graded for focus, analytical explanation, organization, use of textual evidence, and grammar. Late or missing responses cannot be made up, regardless of personal crises and computer problems.

All final grades will be based on a whole-letter grade system of A (90-100), B (80-89.9), C (70-79.9), D (60-69.9), and F (0-59.9). The grade will be distributed according to the following percentages:

Discussion board postings	30%
Report	20%
Midterm exam	20%
Final exam	20%

Student Progress:

At any point during the semester, you may check your grades on Blackboard through the Tools link. By midterm you will have completed two response papers, several quizzes, and your midterm exam. Since the midterm grade will account for nearly half of the overall course grade, you should have a good idea of how your work needs to progress for an acceptable grade in the course.

Online Course Agreement:

By enrolling in this course, I give my instructor permission to publish and distribute transcripts of real-time conversations, discussion forum postings, listserv contributions, email messages, Web pages (including images, photographs, graphs, and charts), and any other materials produced for this course.

Disability statement:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disabilities@eku.edu or by telephone at 859.622.2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Academic Integrity:

Students are advised that EKU's Academic Integrity Policy will 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 Schedule:

This schedule contains the due dates of all readings and assignments throughout the semester. Students must prepare thoroughly for each week's participation.

In addition to the readings, each person will choose a week to submit a report based on one of the listed topics. See the full citation for articles on the Course Bibliography (Bb: Course Documents).

All assignments are explained on the Course Guidelines.

Week One, 8/20/08

Course procedures and personal introductions

Week Two, 8/27/08

Reading: *The History of Mary Prince, a West Indian Slave* (Bermuda)

Report topics: Caribs and Arawaks (articles by Edwards, Rawson, Whitehead)
Diaspora, Hybridity, Creolité (articles by Edmondson, Lehmann, Wilentz)
Slave Narrative genre (articles by Austen, Kolchin, Paquet)

Week Three, 9/3/08

Reading: *The History of Mary Prince, a West Indian Slave*, continued

Report topics: Slave Revolts in the Caribbean (articles by Hamilton, Kadish, Matthewson)
Caribbean Femininity (articles by Baumgartner, Berrian, Burnard)
Caribbean Masculinity (articles by Davis, Sampath, Wright)

Week Four, 9/10/08

Reading: Brathwaite, *The Arrivants* (Barbados)

Report topics: Frantz Fanon's ideas (articles by Fairchild, Kebede, Verges)
Caribbean music, including calypso, reggae, ska, dancehall (articles by

Gilroy [both], Liverpool)
French Colonization/Presence (articles by Geggus, Munford, Peabody)

Week Five, 9/17/08

Reading: Brathwaite, continued

Report topics: Afro-Caribbean myth and tradition (articles by Daniel, Laroche, Walters)
Afro-Caribbean religion (articles by Hill, Rucker, Watt)
British Colonization/Presence (articles by Burnard/Morgan, Eltis, Josiah)

Week Six, 9/24/08

Reading: Walcott, *Dream on Monkey Mountain* (Trinidad)

Report topics: Dutch Colonization/Presence (articles by Badejo, Blakely, Drescher, Rutgers)
Spanish Colonization/Presence (articles by Denton, Rodriguez-Luis, Zahedieh)
Panafricanism and Rastafarianism (articles by Phillips, Rowell, Thomas, Warren)

Week Seven, 10/1/08

Reading: Walcott, continued

Review: Suggest two questions for the midterm exam. These may be essay prompts or short answer.

Week Eight, 10/12/08

Fall Break

Week Nine, 10/15/08

Midterm exam due by noon on Monday

Week Ten, 10/22/08

Reading: Césaire, *Notebook of a Return to a Native Land* (Martinique)

Report topics: Negritude and Édouard Glissant (articles by Glissant, Ormerod, Praeger)

Week Eleven, 10/29/08

Reading: Césaire, continued

Week Twelve, 11/5/08

Reading: Kincaid, *Annie John* (Antigua)

Report topics: Adolescence issues (articles by Murdoch, Weekes [both])
Caribbean Homosexuality (articles by Farley, Lokaisingh, Valens, Williams)

Week Thirteen, 11/12/08

Reading: Kincaid, continued

Week Fourteen, 11/19/08

Thanksgiving holiday

Week Fifteen, 11/26/08

Reading: Danticat, *The Farming of Bones* (Haiti)

Report topics: Trujillo (articles by Derby, Francis, Lyons)

Week Sixteen, 12/3/08

Reading: Danticat, continued

Review: Review for final

Final exam due by noon on Wednesday, 12/12/08

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

Part I

(Check one)	Department Name	African/African-American Studies
X New Course (Parts II, IV)	College	University Programs
Course Revision (Parts II, IV)	*Course Prefix & Number	AFA 378
Course Dropped (Part II)	*Course Title (30 characters)	Black Women in History
New Program (Part III)	*Program Title	
Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	1/30/08	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	2/19/08	Approved X Disapproved 03/20/08
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Approval of new course and its cross-listing as WGS 378.

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

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

B. The justification for this action:
 African/African-American Studies program does not have a course that focuses on black women in history.

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

Personnel Impact:
 Course to be taught by current faculty

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 No additional needs

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.)

AFA 378. Black Women in History (3) A. Cross listed as WGS 378.

This class will examine the lives of African American women from slavery to the present with emphasis on the impact of race, gender, and class issues on their multi-faceted lives as women in America. Credit will not be awarded to students who have credit for WGS 378.

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: UP	Dept. (4 letters)*
AFA	378	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS
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	3	N	FR _____ JR _____	
B	3	P	SO _____ SR _____	
E	3	A		
K	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 _____	
T	3			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	Credit not allowed with WGS 378
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)			

SAMPLE SYLLABUS

AFA 378

Black Women in History: Slavery—Present

SPRING 2008

Tuesday and Thursday 12:30 -1:45 pm

Combs 436

Prof. Karen C. McDaniel

Office: 331 Keith Hall

Office hours: **Tu/Th 2-4:00 (other hours by appointment)**

Phone: 622-3273

karen.mcdaniel@eku.edu

WMS 300/AFA 347: Course Description:

This course will examine the lives of African American women from slavery to the present with emphasis on the impact of race, gender, and class issues on their multi-faceted lives as women in America. Issues of oppression, discrimination, racism, and sexism will be addressed.

Catalog Description: Intensive Study of selected topics related to recognizing and validating the experience of women and their contributions to society. WMS 300 or AFA 347 may be retaken for a maximum of six hours provided the topics are different. This course serves as part of the requirement for a minor or certificate in **Women's Studies**. Please contact the Women's Studies Director Marta Miranda for information and advising at 622-2913 or marta.miranda@eku.edu. The Women's Studies Office is in Keith 120-121. This course serves as part of the requirement for a minor or certificate in **African/African American Studies**. Please contact the African/African American Studies Director Salome Nnoromele for information and advising at 622-3083 or Salome.nnoromele@eku.edu. The African/African American Studies Office is in Keith 126.

Required Textbooks:

A Shining Thread of Hope: The History of Black Women in America/Darlene Clark Hine and Kathleen Thompson.

Passing/ Nella Larsen

Celia, A Slave/ Melton A. McLaurin.

Sisters in the Struggle: African American Women in the Civil Rights—Black Power Movement/ Bettye Collier-Thomas and V. P. Franklin (eds).

Course Learning Objectives:

- To define and examine the contributions of black women to American culture
- To recognize and deconstruct the myths and stereotypes about black women
- To examine the influence of race, class, and gender on intra-group and inter-group interaction
- To analyze black women's activism in social movements and its impact on them
- To demonstrate an ability to evaluate controversial issues as they relate to black women's history.

Class Format:

This is a reading intensive course which will include class discussions, written responses to course assigned readings, a research paper, and class presentation. There are **no examinations** for this course. However, if necessary, I will use pop quizzes when it appears that you are not keeping up with the readings.

The course will be run in a seminar format, with extensive student discussions and few formal lectures. I expect each of you to have completed the readings prior to each class and to have thought about them in conjunction with prior readings and discussions.

Weekly Reading Responses

Each week you will write a response to the assigned materials. These responses are one to two pages in length consisting of at least two paragraphs. The first paragraph should include the author's thesis and supporting points. The remaining paragraphs should contain your critical response and reactions to the argument. These responses will help you think critically and concisely about the assignments. Please submit your assignments through Blackboard. All writing assignments are due before class as indicated on the syllabus. Be sure to keep a copy of your response to assist you in the daily class discussion. Please come prepared to discuss the assignment for each class session.

Annotated Bibliography and Research Paper:

You will write a 7-10 page research paper for this course. The first step is an annotated bibliography of at least ten sources (primary and secondary sources). You will be using the resources of the ECU Crabbe Library collection including online resources and will focus on an historical black female or some broader aspect of African American women's lives ie: motherhood or childrearing; education; religious beliefs or church membership; literary groups and/or authorship; entertainment; work and entrepreneurship (urban or rural); activism through membership in social organizations or political/ community groups; public health, medicine, health and disease, or access to health care; etc. **NO WIKIPEDIA** citations accepted.

First, your research topic needs my approval before you begin.

Second, your bibliography must be approved before you start your research.

Third, the research paper must be submitted on Blackboard's safe assignments.

Presentation:

You will make a 15-20 minute presentation on your research topic. Here, you will explain your topic and what you've done, any methods you've used, the context and importance within African American women's history, what problems you encountered, and what you've discovered in conjunction with the overall course.

Herstory Conference

You are **required** to attend the Women's Herstory Conference on March 25, 2008 in Keen Johnson.

Course Expectations:

- Attendance is required at all classes, there will be a maximum of two absences tolerated. Your third absence will constitute a 10% loss of grade, a fourth absence will constitute a 20% loss of grade and a fifth absence will constitute a 30% loss of grade. **Six or more absences will be an automatic failure of the class.**
- Class Participation is required and constitutes 20% of your grade
- Read all assignments before class as scheduled
- Cell Phones must be turned off
- Late assignments are discouraged and will result in a loss of grade. Assignments that are more than one week late will not be accepted.

Academic Honesty: As the university policy indicates, all cases of academic dishonesty in this class will be reported, regardless of the consequences. Please read descriptions of the types of academic dishonesty as well as procedures for reported infractions at www.academicaffairs.eku.edu/integrity. No form of plagiarism will be tolerated in this class.

All papers are submitted on Blackboard's safe assignments.

Grading:	
Attendance	5%
Class Participation:	20%
Reading Responses:	15%
Annotated Bibliography	10%
Research Paper:	25%
Presentation:	25%

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

Students with Disabilities:

If you are registered with the Office of Services for Individuals with Disabilities (OSID), please make an appointment with the instructor to discuss academic accommodations. Please bring a copy of the accommodations suggested by OSID. If you have a disability and are not registered with OSID please contact them at 859-622-2933. They are on the third floor of the Student Services Building or email: disabilities@eku.edu.

NOTIFICATION OF LAST DAY TO WITHDRAW: The last day to withdraw from this course and receive a “W” March 21, 2008 as listed in the ECU online academic calendar.

EXTRA CREDIT OPPORTUNITIES: Attendance at Women’s Studies or African American Studies sponsored events is expected and results in 5 points added to your grade for each activity attended. Schedules attached.



COURSE OUTLINE

Date	Topics	Assignments
1/15	Course Introduction, Why Black Women’s History?	
1/17	Black Women in Colonial America and in the Early Republic	<i>Shining Thread of Hope</i> , 1-64
1/22	African American Women’s Lives during Slavery Email abstract for the week’s reading by Tuesday noon	<i>Shining Thread</i> , 66-124
1/24	Women in slavery (cont) GUEST SPEAKER---Marta Miranda, Director Women's Studies Program	
1/29	Women as slaves (cont)	<i>Celia, A Slave</i> , 1-61
1/31	Women as slaves (cont) Celia by Thursday noon	<i>Celia, A Slave</i> , 62-143 Email abstract for
2/5	War and Freedom	<i>Shining Thread</i> , 126-191
2/7	Black Women and the Work Force Email abstract for the week’s reading by Thursday noon	Readings on reserve
2/12	Uplifting the Race, One Woman at a Time	<i>Shining Thread</i> , 193-222
2/14	Racial uplift (cont) Email abstract for week by Thursday noon	Stephanie Shaw Readings on reserve
2/19	African American Women Take up Their Pens	<i>Shining Thread</i> , 222-262
2/21	African American Resource Meeting	EKU Crabbe Library

Email abstract for week by Thursday noon

2/26 Black Women and Identity *Passing*, Part1, 3-84

2/28 Identity Issues (cont) *Passing* Part 2, 87-216

Email abstract for *Passing* by Thursday noon

3/4 & 3/6 Movie—*Imitation of Life*

3/11 **SPRING BREAK March 10-14**

3/18 African American Women and Civil Rights *Shining Thread*, 263-294

Turn in annotated bibliography for research paper by Tuesday (3/18) noon. I will hand these back with comments on Thursday.

3/20 Civil Rights (cont) *Sisters in the Struggle*, 1-57

Email abstract for *Civil Rights Movement*

3/25 **HERSTORY CONFERENCE** 12-4:30 Keen Johnson TLC & Walnut Hall

3/27 Civil Rights (cont) Movie *Rosa Parks*

4/1 Civil Rights (cont) *Rosa Parks* movie

4/3 Civil Rights (cont) *Sisters.. Struggle*, 95-138

Turn in Research Paper on Thursday April 3, 2008

4/8 Civil Rights (cont) *Sisters.. Struggle*, 139-170

4/10 Black Women and Black Power *chapter 11, chapter 13* *Sisters.. Struggle*, 197-211

4/15 Black Women and Black Power *Sisters.. Struggle*, 230-250

Email abstract for *Civil Rights Movement* by Thursday noon

4/17 NBFO and the NOW *Sisters.. Struggle*, 257-301

Email abstract for this and last week's readings by Thursday noon

4/22 Contemporary Issues ANITA HILL Readings Readings on Reserve
on Reserve at EKU Library

Email abstract for Anita Hill on Thursday (4/24) noon

4/24 Here We Go Again---HIP HOP and Black Women Readings on Reserve

4/29 Research Presentations

5/1 Research Presentations Last day of class

5/6 Finals week

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

Part I

(Check one)	Department Name	African/African-American Studies
X New Course (Parts II, IV)	College	University Programs
Course Revision (Parts II, IV)	*Course Prefix & Number	AFA 388
Course Dropped (Part II)	*Course Title (30 characters)	Islam in West Africa
New Program (Part III)	*Program Title	
Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/30/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/19/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Approval of new course and its cross-listing as HIS 388.

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

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

B. The justification for this action:
Current African/African-American Studies offerings do not focus upon Islam, nor does the department currently have a course devoted to West Africa.

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

Personnel Impact:
Course to be taught by current faculty

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources:
No additional needs

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.)

AFA 388. Islam in West Africa (3) A. Cross listed as HIS 388.

History of Islam and politics in West Africa from 1000 C.E. to the present. Emphasis on the role of Islam in major socio-economic, political, and cultural transformations of West African states and societies. Credit will not be awarded to students who have credit for HIS 388.

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: UP	Dept. (4 letters)*
AFA	388	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS
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	3	N	FR _____ JR _____	
B	3	P	SO _____ SR _____	
E	3	A		
K	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 _____	
T	3			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit not allowed with HIS 388
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
EASTERN KENTUCKY UNIVERSITY
AFA 388: Islam in West Africa, 3cr.

Instructor: Dr. Ogechi E. Anyanwu
Office: 310 Keith
Office Hours: TR: 12.30pm to 1.30pm
Office Phone: 2-1375
E-mail: ogechi.anyanwu@eku.edu

CATALOG DESCRIPTION:

History of Islam and politics in West Africa from 1000 C.E. to the present. Emphasis on the role of Islam in major socio-economic, political, and cultural transformations of West African states and societies.

COURSE DESCRIPTION:

This course explores the historical, religious, political, and cultural aspects of the expansion of Islam in West Africa from about 1000 C.E. to the present. The region referred to as West Africa comprises some sixteen independent states. With an area roughly the size of the United States west of the Mississippi river, West Africa has a great cultural and linguistic diversity and several ecological zones. Most importantly, the region is home to one of the oldest and largest Muslim populations of black Africa as well as fluid frontiers for the on-going expansion and revival of Islamic law of *Shari'ah*. Using a diverse range of rich historical sources, this course will focus on how Islam shaped major transformations in West Africa during the pre-colonial, colonial, and post-colonial periods. This discussion-driven course provides students with a comprehensive understanding of West African societies, revealing not only the religious pluralism within Islam, but also how it expresses itself in different spheres of the people's lives.

COURSE-SPECIFIC LEARNING OBJECTIVES:

This course will provide students with an appreciation for the richness and complexity of West African history and culture, and a better understanding of the historical reasons for many of West Africa's contemporary political and economic experiences. It will develop the student's critical thinking ability by emphasizing the necessity to understand developments on the African continent in their proper human, historical and international contexts. Focusing on how Islam shaped the history of West Africa affords students the opportunity to gain insight on Islamic heritage and thus help eradicate the stereotypes and views about Islam. At the end of this course, students should be able to demonstrate a deep appreciation of the social, economic, political, and cultural realities of West African Muslim societies during the pre-colonial, colonial, and post-colonial periods. In addition, students will develop analytical skills vital to the discipline of history, which include the ability to collect and analyze evidence and to construct arguments in both oral and written presentations. To this end, students will have the opportunity to practice both identifying and building arguments by writing focused essays that deal with the materials covered in class lectures and readings.

REQUIRED TEXTS:

- Robinson, David. *Muslim Societies in African History*. Cambridge: Cambridge University Press, 2004.
- Levtzion, Nehemiah and Randall Pouwels (eds). *The History of Islam in Africa*. Athens, Cape Town and Ohio: Ohio University Press, 2000.

REQUIRED ARTICLES: (To be provided by the instructor)

- Anyanwu, Ogechi. "Crime and Justice in Post-colonial Nigeria: The Justifications and Challenges of Islamic Law of Sharia." *Journal of Law and Religion*, Vol. XXI, No. 2(2006), pp. 101-135.
- Parrinder, E.G. "Islam and West African Indigenous Religion." *Numen*. Vol. 6, Fasc.2. (April 1959), pp.130-141.
- Nyang, Sulayman S. "Islam and Politics in West Africa". *Issue: A Journal of Opinion*, Vol. 13 (1984), pp. 20-25.

- Hodgkin, Thomas, "Islam and National Movements in West Africa." *The Journal of African History*. Vol. 3, No. 2, Third Conference on African History and Archaeology: School of Oriental and African Studies, University of London, 3-7 July 1961. (1962), pp. 323-327.
- Laremont, Ricardo and Hrach Gregorian. "Political Islam in West Africa and the Sahel." *Military Review*, January-February 2006, pp. 27-36.

STATEMENT CONCERNING 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.

STATEMENT CONCERNING ACADEMIC INTEGRITY POLICY:

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

INCLEMENT WEATHER (alternative schedule-"two-hour delay")

If the university president declares an "alternative schedule" day, our TR.11.00am class will meet from 12.20pm to 1.20pm.

CLASS APPROACH/POLICIES:

The course will consist of lectures, videos, and class discussions centered around themes pertaining to Islam in West Africa. Students must be prepared to participate fully and effectively in class discussions pertaining to the assigned readings, lectures, and audio-visual materials. The instructor will post students grades on the blackboard after the Mid-Term and Final Examinations.

CONFERENCES:

If you are unsure about the reading, want feedback on writing, or would like to talk about a text or idea, please come to my office for a conference. If you can't make during my office hours, feel free to make an appointment with me.

EVALUATION AND GRADING (Overall course grade will be cumulative)

Map Quiz	5%
Paper	15%
Document Analysis Essay	10%
Mid-Term Examination	25%
Final Examination	25%
Quizzes	10%
Participation in class discussions and regular attendance	10%

	100%

MAP QUIZ: 5%

The map quiz is designed to give you a reason to learn where countries, rivers, lakes, empires, deserts, etc., are located in West Africa. You will find this useful for following class discussion, and it will allow you to complete the assigned readings more quickly and with greater understanding. The instructor will provide further instructions in class.

DOCUMENT ANALYSIS ESSAY: 10%

Students will be required to write a document analysis essay of three pages. The essay is a historical analysis of a document titled "Press Release by the Muslim Student Society of Nigeria."

The essay should address the following questions:

- When was this document written? Who was the intended audience?
- What were the author's purposes? What basic assumptions does the author make?
- What does the document reveal about the historical change in the society in which it was produced? What does it reveal about the causes of those changes?
- What is the historical significance of the document?

To assess Document Analysis Essay grade, the following criteria apply: Introduction and Conclusion (2); Content and Organization

(2%); Interpretation of Source (3%); Historical Perspective (2%); Use of Standard English (1%). **Paper is due on September 11.** Three points will be deducted from each essay turned in within 24 hours after the deadline, and two points each additional day.

PAPER: 15%

Each Student will be required to adopt a contemporary West African country of his/her choice and write a 4-page report on the country in question. Each student will be expected to develop some familiarity with the country of his/her choice by learning basic facts about and following the developments in that country through relevant websites, newspapers, books, etc. As much as possible, student's preferences of the country to adopt will be accommodated. Your introductory paragraph should indicate briefly the location, landscape, ethno-linguistic composition, and the reason(s) for your interest in that specific country. The main themes of this assignment focus on how Islam shaped the political, economic, and socio-cultural developments of your country from the pre-colonial period to the present.

Instructions:

- Report must be typewritten, double-spaced and paginated. There should be a title page. Use standard margin of one-inch on all sides.
- You must use and make direct quotes from two of your class texts.
- You may use either endnote or footnote style for your references to sources cited. There should be at least six (6) footnotes. Beware that plagiarism is a punishable offence academia. Please note that the reproduction and presentation of internet write-ups as your own work is the worst form of plagiarism.

To assess Country Report, the following criteria apply: Introduction and Conclusion (2); Content and Organization (3%); Interpretation of Sources and Analysis (3%); Historical Perspective (3%); Use of Standard English (2%); Sources & Citations (2%). Paper is due on **November 15, 2007.** Three points will be deducted from each essay turned in within 24 hours after the deadline, and two points each additional day.

TWO EXAMS: 50%

The two exams will consist of identifications of terms, people, places, events, etc., short answer questions, and essay questions. You will receive study guides before each exam. The questions will be drawn from the material assigned as well as lectures, audio-visual materials, and class discussions. They will be designed to probe the student's knowledge of the different concepts and themes discussed. Essays will be assessed on their organization, the accuracy, and breadth of the information given, critical thinking ability, and the cogency of the argumentation.

QUIZZES: 10%

There will be two tests or quizzes, scheduled periodically to assess what students have learned in the class. If you have attended lectures and done the reading, these should be very simple assignments. If you are not in class the day of an informal writing and did not notify me ahead of time of the reason, you will receive a zero.

PARTICIPATION IN CLASS DISCUSSIONS AND REGULAR ATTENDANCE: 10%

Attendance at scheduled class meetings is anticipated. You are expected to attend each class session and to be fully prepared for discussion of assigned readings. To assess participation grade, the following criteria apply: The quality, relevance, frequency and incisiveness of contributions. The student's willingness to offer her/his views and answers to questions by follow classmates and the instructor and volunteer for group or individual assignments will be equally considered.

Lack of demonstrated preparation of assigned readings will have substantial negative impact on your course grade. More than three absences, including excused absences, will affect your grade. If you must miss class or an exam, or if you will not be able to turn in an assignment on time, you MUST have the prior approval of the instructor for make up or late turn in to get full credit.

CLASS SCHEDULE

(Schedule subject to modification)

ABBREVIATIONS:

DR: David Robinson, *Muslim Societies in African History*
EGP: E.G Parrinder, "Islam and West African Indigenous Religion"
NP: Nehemiah and Pouwels, *The History of Islam in Africa*.
SN: Sulayman Nyang, "Islam and Politics in West Africa"
LG: Laremont and Gregorian, "Political Islam in West Africa and the Sahel,"
TH: Thomas Hodgkin, "Islam and National Movements in West Africa".
OA: "Crime and Justice in Post-colonial Nigeria."

INTRODUCTION

Aug. 21 & 23: Course Design; Course overview
The Study of Africa in Historical Perspective
Environment, Climate & Vegetation

SECTION ONE: ISLAM IN PRE-COLONIAL WEST AFRICA

Aug. 28 & 30: Islam defined
Western views of Africa and Islam
Origins and the basic institutions of Islamic faith in Africa
(DR: Chap. 1, 2, 6. Read by Aug. 28)

Sept. 4 & 6: The Islamization of West Africa
Islamic Art, Literature, and Music
Islam and Indigenous Religions
(SN:pp 20-21; DR: Chap. 3 & 4; EGP: 130-141. Read by Sept. 4)

September 11: **First Quiz**

Sept. 11 & 13: Islam and Empire Building in West Africa
Ghana, Mali, & Songhai Empires
(DR: Chap.9. Read by Sept. 11)

Sept. 18 & 20: Karamborno Empires & the Hausa-Fulani States
(DR: Chap.10. Read by Sept. 18)

September 25: **Document Analysis Essay Due**

Sept. 25—Oct. 4 Islamic Reform and Renewal in West Africa
The Usman Dan Fodio Jihad of 1804 & the Sokoto Caliphate
(DR: Chap.10; NP: Chap. 6. Read by Sept. 18)

SECTION TWO: EUROPEAN COLONIALISM AND ISLAM

Oct. 9-18 Colonial Powers and Islam: Encounters and Conflict
Case Studies: British and French Colonies
(SN: page 22; DR: Chap.13. NP: Chap.8. Read by Oct. 9)

October 16: **Mid-Term Examination**

Oct. 23—30 Emergence of Popular Islam During the Colonial Period.
Islam, Nationalism, and Decolonization
(TH: 323-327. Read by Oct. 30)

October 30: **Second Quiz**

SECTION THREE: NATION BUILDING AND ISLAMIC REVIVAL

Nov. 6 & 8: Islam and Nation Building in Post-Colonial West Africa
(SN: pp.22-25; NP: Chap.9. Read by Nov. 6)

November 15: **Paper Due**

Nov. 13 & 16: Globalization and Islamic Resurgence since the 1990s
“Political Islam in West Africa and the Sahel”
(LG: pp. 27-36. Read by Nov. 13)

November 19—23 **Holiday**

Nov. 26 -Dec. 6: Islamic Law of Shariah in West Africa
Muslim Women in West African history
(OA: pp. 101-135)

December 10--14: **EXAM WEEK**
11.00 am, Tues., Dec. 11, 10:30 am - 12:30 pm

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

Part I

(Check one)	Department Name	African/African American Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	University Programs
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFA 435
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	US Civil Rights Movement
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	1/30/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/19/08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Approval of new course and its cross-listing as HIS 435.

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

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

B. The justification for this action:
Current African/African-American Studies offerings do not include a course or seminar focused upon the American civil rights movement. Although certain courses have units on the topic, the far-reaching movement warrants an upper-level seminar specifically on the topic.

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

Personnel Impact:
Course to be taught by current faculty

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources: No additional needs

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.)

AFA 435. U. S. Civil Rights Movement. (3) A. Cross listed as HIS 435. Prerequisite: three hours AFA or departmental approval. Examination through primary and secondary sources of the origins, course, ideologies, and legacy of the mid twentieth-century American movement for racial justice and equality. Discussion of the central scholarly issues in civil rights studies. Credit will not be awarded to students who have credit for HIS 435.

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: UP	Dept. (4 letters)*
AFA	435	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 45	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3	P	SO _____ SR _____	
E	3	A		
K	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 _____	
T	3			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ Credit not allowed with HIS 435

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
AFA 435, CRN xxxx
U. S. Civil Rights Movement
Fall 2008

Instructor information

Dr. Carolyn Dupont
email: carolyn.dupont@eku.edu
Office: Keith 307
office phone: 2-1374
office hours: MWF 8-9 and 11:15-12:00; W 1:30-6:00

Course Catalog Description

Examination through primary and secondary sources of the origins, course, ideologies, and legacy of the mid twentieth-century American movement for racial justice and equality. Discussion of the central scholarly issues in civil rights studies. Credit will not be awarded to students who have credit for HIS 435.

Course Description

Perhaps no historical moment's legacy has been more widely appropriated than that of the Civil Rights movement. Yet, in spite of Americans' almost universal willingness to embrace the idea of black equality and to retroactively applaud African-Americans' mid-twentieth century struggles to achieve it, popular uses of the movement often reflect a shallow, superficial, and even misinformed understanding. Who were the men and women that instigated and inspired the quest for black equality? What were the goals of movement activists and how did these goals change over time? What strategies, tactics, and philosophies informed the movement activities? Through readings in secondary and primary literature, discussions, and in-class presentations, this course will examine the origins, course, ideologies, and legacy of the movement for black equality and will acquaint students with the central scholarly issues at stake in civil rights studies.

Course Learning Objectives

This course material and assignments have been arranged to help students

- 1) Understand and identify the origins, course, ideologies, and legacy of the African American struggle for civil rights
- 2) Acquaint students with the central scholarly issues at stake in civil rights studies
- 3) Analyze the ways that historical memory functions in public discourse
- 3) Learn to appropriately analyze both primary and secondary historical documents
- 4) Improve both written and oral communication skill

Required Readings

Arsenault, Ray. *Freedom Riders: 1961 and the Struggle for Racial Justice*.
Crosby, Emilye. *A Little Taste of Freedom*
Lawson, Steven F. and Charles Payne, eds., *Debating the Civil Rights Movement*.
Romano, Renee C. and Leigh Raiford. *The Civil Rights Movement in American Memory*.

Grading

Your grade in this course will be apportioned as follows:

Participation 20%

Exams (one)	20%
Civil Rights in American Memory Project	20%
Outside Essay	20%
Inside Essay	20%

Assignment Descriptions

Participation (20%). You will learn more if you do the assigned reading and involve yourself in class discussions. Make observations. Ask questions. I want to know what you think, and I am not so enamored of my own knowledge and voice that I want to do all of the talking. We'll all have more fun this way. Since the default tendency for most of us is to wait passively for enlightenment to strike—a strategy that rarely works—I have provided the incentive of an undetermined number of pop quizzes on the reading to motivate you to come to class prepared. Your participation grade will be a combination of your grade on these quizzes and my subjective impression of your active participation in classroom discussions.

Inside Essay (20%). Though you **must read both** *Freedom Riders* and *A Little Taste of Freedom* in their entirety, you must write an essay of about five pages on **only one of them**. All essays will be due October 31; a separate handout will provide more detail about the expectations for this essay.

Outside essay/class presentation (20%). In addition to the required common readings, each student will read one book of his/her own choosing, write a roughly 5-page review essay on it, and make a brief (approximately ten minute) presentation to the class about the book. This book should be chosen from the list provided by the instructor with the following requirements: (1) The presentations (which must coincide with each week's topic) must be fairly evenly distributed throughout the semester (we cannot have ten presentations on October 4 and only 1 on September 20) and (2) no two students may read and present on the same book. I will assign books/topics to students who do not make their own selections by end of class September 3. More instructions to follow.

Civil Rights in American Memory Project 20%. Since we will pay a great deal of attention to how the movement has been remembered and memorialized in public discourse, spaces, and culture, you will be asked to do a brief project that explicitly considers a specific historic evocation of the civil rights movement. You may watch a film, visit a museum, observe a commemoration, read accounts of a commemoration, analyze a speech, follow the debate over an issue in contemporary American politics, consider an advertisement, or listen to a song. I will provide a list of possibilities, but you are encouraged to pursue your own ideas. You will then take the material we have learned in class and, in a paper of approximately five pages, analyze the way the movement is understood, used, and evoked in the case you are considering. During the final four class periods, students will present these projects to the class.

Course Policies

Completion of all assignments. Completion of each assignment is mandatory to pass the course; you may **not**, for example, opt to skip one the memory project and simply forego the points. Such a choice will result in your failing the course, even if you have otherwise acquired enough points for a passing grade.

Attendance. The penalties for missing class fall into two categories: a) students who miss 4 or more class periods *may*, at my discretion, have their final grades reduced and b) students who miss 20% of the class periods (9 or more class periods) **for any reason** will fail the course. Excused absences (those incurred for approved university activities, because of illness, or in the event of a death in the family) will *not* generally result in a grade reduction as described in category a, but such absences could count in category b toward the "9 and out" rule. Naturally, if you miss class it is your responsibility to ask another student to share notes

etc. with you.

Late arrival. A late arrival or two during the semester is human and forgivable. If you arrive after I take role, remind me that you came in late so that I can note your attendance. Consistent or repeated tardiness, however, communicates disrespect for others, and I will not count you present any day that you are tardy after the third such incident (i.e., lateness will equal an absence.) During the first few minutes of class, I often make announcements about revisions to the schedule, due dates or readings. You will want to be here for these. Naturally, if you have special circumstances that make prompt arrival difficult (such as a long distance to walk in the break between classes), it is good policy to let me know.

Late Work. Late work inconveniences everyone, and it is essential to your success that you manage your time well and stay on schedule with assignments. Nonetheless, each of us has a life to live even as we are trying to be students, teachers, parents, employees, etc. Since life may intervene unexpectedly and uncontrollably, I will grant each student automatic deadline extensions totaling 48 hours. You may use this as two extensions of 24 hours, or one of 48 hours, but you may not use it more than twice. You do not need a reason or permission to use these extensions, nor must you notify me in advance. Simply bring the work to my office, (if I am not in, leave it in the plastic holder to the left of my door), attaching a cover sheet that says "deadline extension coupon." **One exception: the deadline extension may NOT be used for in-class presentations. These MUST be ready to go on at the appointed class period.**

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.

Inclement weather meeting time. This class will meet from 1:20-2:00 when the University is on two-hour delay.

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

Course Schedule

In addition to the assignments below, I will also assign primary sources from *Debating the Civil Rights Movement* or other sources (online or as handouts) as the course proceeds. I reserve the right to otherwise modify the schedule.

August

25 Course Introduction

Movement precursors

August 27-September 5

Read: Lawson and Payne, pp. 3—49; 117-167

Movement origins

September 8-12

Read: Crosby, pp. 1-90

The International Context

September 15-19

Read: Crosby, pp. 91-188

White Resistance

September 22-26

Read: Crosby, pp. 189-281

Early Phase

September 29-October 3

Read: Arsenault, pp. 1-139

Direct Action Phase

October 6-15

Read: Arsenault, pp. 140-303

1964: National Armageddon

October 17-22

Read: Arsenault, pp. 304-423

Changing Focus

October 24-31

Read: Arsenault, pp. 424-526

New Arenas of Conflict

November 5-17

Read: Romano and Raiford, pp. xi-166

New forms of Resistance

November 19-24

Read: Romano and Raiford, pp. 167-365

26—28

Thanksgiving Break; no class

Exploring race relations in America today

December 1-3

Civil Rights in American Memory Project Presentations

December 5-12

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	Cooperative Education	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	University Programs	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COP 349Z	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Co-op/Applied Learning FT	
<input type="checkbox"/> New Program (Part III)	*Program Title		
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/18/2008	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/19/08	Approved	Disapproved
General Education Committee*	NA	Faculty Senate**	WITHDRAWN
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 establish a full-time student status course for students work in a designated full-time Co-op or Applied Learning position.

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

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

B. The justification for this action: This is an administrative tool to identify students participating in a full-time Co-op/Applied Learning position, providing them with full-time student status. Students participating in an alternating Co-op or full-time Applied Learning position, approximately 15--20 students per year that must acquire full-time status for the purpose of maintaining financial aid, scholarships and both auto and health insurance. The number of students requiring full-time student status will increase due to the mandatory co-op component of the new Professional Golf Management Program. In addition, there is an increase in companies hiring co-op or intern students that will work a minimum of 3 alternating (full-time traditional Co-op) semesters. By giving these students full-time status, their benefits will remain intact. The students registered in COP 349z must have prior approval from their Co-op Faculty Coordinator and the Co-op Director or Associate Director. In addition, the student(s) must also be registered in the Co-op 349a-n or Applied Learning (349) course. This course is a zero (0) credit hour course and will not carry any credit toward a degree nor will the student(s) receive an academic grade.

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

Personnel Impact: None

Operating Expenses Impact: The initial programming by ITDS required in establishing and manipulating the banner system to recognize these students as full-time students.

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.)

COP 349Z – Prerequisite: Must be registered in Co-op 349a-n or Applied Learning 349 course. Must be pre-approved by Faculty Coordinator and the Co-op Office. Enrollment in the course constitutes full-time students status.

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)*
COP	349Z	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ UP XX	COOP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 4 semesters	
0	Lecture _____ Laboratory _____ Other <u>X</u>		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
C			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.	COP 349
Course Prefix and No.	COP 349a-n
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	Women & Gender Studies
X New Course (Parts II, IV)	College	University Programs
Course Revision (Parts II, IV)	*Course Prefix & Number	WGS 378
Course Dropped (Part II)	*Course Title (30 characters)	Black Women in History
New Program (Part III)	*Program Title	
Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	2-11-08	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2-19-08	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		NA
		03/20/08
		NA
		NA
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Approval of new course and its cross-listing as AFA 378.

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

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

B. The justification for this action:
 Women & Gender Studies program does not have a course that focuses on black women in history. WGS has offered this course as a special topics for two semester with great student response. We want to make this a permanent part of the WGS curriculum.

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

Personnel Impact:
 Course to be taught by current faculty

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 No additional needs

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

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

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

New or Revised* Catalog Text

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

WGS 378. Black Women in History (3) A. Cross listed as AFA 378.

This class will examine the lives of African American women from slavery to the present with emphasis on the impact of race, gender, and class issues on their multi-faceted lives as women in America. Credit will not be awarded to students who have credit for AFA 378.

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: UP	Dept. (4 letters)*		
WGS	378	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS		
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	3	N	FR _____	JR _____		
B	3	P	SO _____	SR _____		
E	3	A				
K	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY			
T	3					
					Thesis _____	Date of data entry _____
					Independent Study _____	Data entry person _____
		Practicum _____				

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit not allowed with AFA 378
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)			

SAMPLE SYLLABUS

AFA 378

Black Women in History: Slavery—Present

SPRING 2008

Tuesday and Thursday 12:30 -1:45 pm

Combs 436

Prof. Karen C. McDaniel

Office: 331 Keith Hall
Office hours: **Tu/Th 2-4:00** (other hours by appointment)

Phone: 622-3273
karen.mcdaniel@eku.edu

WMS 300/AFA 347: Course Description:

This course will examine the lives of African American women from slavery to the present with emphasis on the impact of race, gender, and class issues on their multi-faceted lives as women in America. Issues of oppression, discrimination, racism, and sexism will be addressed.

Catalog Description: Intensive Study of selected topics related to recognizing and validating the experience of women and their contributions to society. WMS 300 or AFA 347 may be retaken for a maximum of six hours provided the topics are different. This course serves as part of the requirement for a minor or certificate in **Women's Studies**. Please contact the Women's Studies Director Marta Miranda for information and advising at 622-2913 or marta.miranda@eku.edu. The Women's Studies Office is in Keith 120-121. This course serves as part of the requirement for a minor or certificate in **African/African American Studies**. Please contact the African/African American Studies Director Salome Nnoromele for information and advising at 622-3083 or Salome.nnoromele@eku.edu. The African/African American Studies Office is in Keith 126.

Required Textbooks:

A Shining Thread of Hope: The History of Black Women in America/Darlene Clark Hine and Kathleen Thompson.

Passing/ Nella Larsen

Celia, A Slave/ Melton A. McLaurin.

Sisters in the Struggle: African American Women in the Civil Rights—Black Power Movement/ Bettye Collier-Thomas and V. P. Franklin (eds).

Course Learning Objectives:

- To define and examine the contributions of black women to American culture
- To recognize and deconstruct the myths and stereotypes about black women
- To examine the influence of race, class, and gender on intra-group and inter-group interaction
- To analyze black women's activism in social movements and its impact on them
- To demonstrate an ability to evaluate controversial issues as they relate to black women's history.

Class Format:

This is a reading intensive course which will include class discussions, written responses to course assigned readings, a research paper, and class presentation. There are **no examinations** for this course. However, if necessary, I will use pop quizzes when it appears that you are not keeping up with the readings.

The course will be run in a seminar format, with extensive student discussions and few formal lectures. I expect each of you to have completed the readings prior to each class and to have thought about them in conjunction with prior readings and discussions.

Weekly Reading Responses

Each week you will write a response to the assigned materials. These responses are one to two pages in length consisting of at least two paragraphs. The first paragraph should include the author's thesis and supporting points. The remaining paragraphs should contain your critical response and reactions to the argument. These responses will help you think critically and concisely about the assignments. Please submit your assignments through Blackboard. All writing assignments are due before class as indicated on the syllabus. Be sure to keep a copy of your response to assist you in the daily class discussion. Please come prepared to discuss the assignment for each class session.

Annotated Bibliography and Research Paper:

You will write a 7-10 page research paper for this course. The first step is an annotated bibliography of at least ten sources (primary and secondary sources). You will be using the resources of the ECU Crabbe Library collection including online resources and will focus on an historical black female or some broader aspect of African American women's lives ie: motherhood or childrearing; education; religious beliefs or church membership; literary groups and/or authorship; entertainment; work and entrepreneurship (urban or rural); activism through membership in social organizations or political/ community groups; public health, medicine, health and disease, or access to health care; etc. **NO WIKIPEDIA** citations accepted.

First, your research topic needs my approval before you begin.

Second, your bibliography must be approved before you start your research.

Third, the research paper must be submitted on Blackboard's safe assignments.

Presentation:

You will make a 15-20 minute presentation on your research topic. Here, you will explain your topic and what you've done, any methods you've used, the context and importance within African American women's history, what problems you encountered, and what you've discovered in conjunction with the overall course.

Herstory Conference

You are **required** to attend the Women's Herstory Conference on March 25, 2008 in Keen Johnson.

Course Expectations:

- Attendance is required at all classes, there will be a maximum of two absences tolerated. Your third absence will constitute a 10% loss of grade, a fourth absence will constitute a 20% loss of grade and a fifth absence will constitute a 30% loss of grade. **Six or more absences will be an automatic failure of the class.**
- Class Participation is required and constitutes 20% of your grade
- Read all assignments before class as scheduled
- Cell Phones must be turned off
- Late assignments are discouraged and will result in a loss of grade. Assignments that are more than one week late will not be accepted.

Academic Honesty: As the university policy indicates, all cases of academic dishonesty in this class will be reported, regardless of the consequences. Please read descriptions of the types of academic dishonesty as well as procedures for reported infractions at www.academicaffairs.eku.edu/integrity. No form of plagiarism will be tolerated in this class.

All papers are submitted on Blackboard's safe assignments.

Grading:	
Attendance	5%
Class Participation:	20%
Reading Responses:	15%
Annotated Bibliography	10%
Research Paper:	25%
Presentation:	25%

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

Students with Disabilities:

If you are registered with the Office of Services for Individuals with Disabilities (OSID), please make an appointment with the instructor to discuss academic accommodations. Please bring a copy of the accommodations suggested by OSID. If you have a disability and are not registered with OSID please contact them at 859-622-2933. They are on the third floor of the Student Services Building or email: disabilities@eku.edu.

NOTIFICATION OF LAST DAY TO WITHDRAW: The last day to withdraw from this course and receive a “W” March 21, 2008 as listed in the ECU online academic calendar.

EXTRA CREDIT OPPORTUNITIES: Attendance at Women’s Studies or African American Studies sponsored events is expected and results in 5 points added to your grade for each activity attended. Schedules attached.



COURSE OUTLINE

Date	Topics	Assignments
1/15	Course Introduction, Why Black Women’s History?	
1/17	Black Women in Colonial America and in the Early Republic	<i>Shining Thread of Hope</i> , 1-64
1/22	African American Women’s Lives during Slavery Email abstract for the week’s reading by Tuesday noon	<i>Shining Thread</i> , 66-124
1/24	Women in slavery (cont) GUEST SPEAKER---Marta Miranda, Director Women's Studies Program	
1/29	Women as slaves (cont)	<i>Celia, A Slave</i> , 1-61
1/31	Women as slaves (cont) Celia by Thursday noon	<i>Celia, A Slave</i> , 62-143 Email abstract for
2/5	War and Freedom	<i>Shining Thread</i> , 126-191
2/7	Black Women and the Work Force Email abstract for the week’s reading by Thursday noon	Readings on reserve
2/12	Uplifting the Race, One Woman at a Time	<i>Shining Thread</i> , 193-222
2/14	Racial uplift (cont) Email abstract for week by Thursday noon	Stephanie Shaw Readings on reserve
2/19	African American Women Take up Their Pens	<i>Shining Thread</i> , 222-262
2/21	African American Resource Meeting	EKU Crabbe Library

Email abstract for week by Thursday noon

2/26 Black Women and Identity *Passing*, Part1, 3-84

2/28 Identity Issues (cont) *Passing* Part 2, 87-216

Email abstract for *Passing* by Thursday noon

3/4 & 3/6 Movie—*Imitation of Life*

3/11 **SPRING BREAK March 10-14**

3/18 African American Women and Civil Rights *Shining Thread*, 263-294

Turn in annotated bibliography for research paper by Tuesday (3/18) noon. I will hand these back with comments on Thursday.

3/20 Civil Rights (cont) *Sisters in the Struggle*, 1-57

Email abstract for *Civil Rights Movement*

3/25 **HERSTORY CONFERENCE** 12-4:30 Keen Johnson TLC & Walnut Hall

3/27 Civil Rights (cont) Movie *Rosa Parks*

4/1 Civil Rights (cont) *Rosa Parks* movie

4/3 Civil Rights (cont) *Sisters.. Struggle*, 95-138

Turn in Research Paper on Thursday April 3, 2008

4/8 Civil Rights (cont) *Sisters.. Struggle*, 139-170

4/10 Black Women and Black Power *chapter 11, chapter 13* *Sisters.. Struggle*, 197-211

4/15 Black Women and Black Power *Sisters.. Struggle*, 230-250

Email abstract for *Civil Rights Movement* by Thursday noon

4/17 NBFO and the NOW *Sisters.. Struggle*, 257-301

Email abstract for this and last week's readings by Thursday noon

4/22 Contemporary Issues ANITA HILL Readings Readings on Reserve
on Reserve at EKU Library

Email abstract for Anita Hill on Thursday (4/24) noon

4/24 Here We Go Again---HIP HOP and Black Women Readings on Reserve

4/29 Research Presentations

5/1 Research Presentations Last day of class

5/6 Finals week



Eastern Kentucky University
Policy Library

Course Syllabi

Policy 4.1.2

Volume 4, Academic Affairs

Chapter 1, Academic Practices

Section 2, Course Syllabi

Approval Authority: Board of Regents

Responsible Executive: Provost/VP for Academic Affairs

Responsible Office(s): Academic Affairs Office

Originally Issued: October 30, 1993

Effective:

Revised: April 27, 2007

Next Review Date:

Policy Statement

Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus either in paper format or online to students and their department chair on the first day of class. Faculty choosing the online option must inform the class that a paper copy will be provided upon request.

Purpose

This policy ensures that course syllabi across the University consistently contain the required elements.

Entities Affected by the Policy

- Colleges
- Departments
- Faculty
- Students

Who Should Read the Policy

- College deans
- Department Chairs
- Faculty members
- Students

Policy Background

NA

Definitions

Provost and Vice President for Academic Affairs	Refers to either the Provost and Vice President for Academic Affairs or his/her designee.
Syllabus	<i>An outline for a course that describes the course content, provides a general framework for covering the course material, and identifies requirements for successful completion of the course.</i>
University	Eastern Kentucky University

Requirements for a Syllabus

A complete syllabus should contain the following elements:

- 1) Department, prefix, number, title, and credit hours
- 2) Catalog course description, including prerequisites
- 3) Text(s) with dates, supplemental text(s), other required readings and references
- 4) Student learning outcomes. Student learning outcomes express in the following manner what successful students learn in the course:
 - a) Outcomes should use action verbs that express what students will learn and demonstrate in the course.
 - b) Upper division and graduate courses should expect students to acquire more sophisticated skills in critical and creative thinking than lower division courses. For courses taught concurrently at the 500/700 levels, outcomes should clearly distinguish what is expected of students enrolled at the 500 level from what is expected of students enrolled at the 700 level. See note 1 below.
 - c) Outcomes should be measurable. Faculty members should be able to evaluate student mastery of the learning outcome.
 - d) Multi-section courses must have a common core of student learning outcomes that are addressed in all sections. Individual faculty members may add outcomes to the common core.
 - e) Approved general education courses must list the General Education Goals addressed in the course in addition to the common core of student learning outcomes. See www.gened.eku.edu/faculty/syllabus/.
- 5) Evaluation method(s) and relative weight of each course requirement
- 6) Student Progress. The syllabus will describe a mechanism by which the instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course.

- 7) Attendance policy. Faculty members will outline a specific course attendance policy consistent with their departmental attendance policy, if one exists. Do not refer students to the University attendance policy. The policy would normally describe how absences and tardiness will be recorded, how excused and unexcused absences will be handled, and how missed exams and late or missed assignments will be handled.
- 8) Notification of the last day to drop the course. For courses that start and stop on standard dates, the faculty member may either list the drop date or direct the student to the *Colonel's Compass* for the date. For courses that start or stop on nonstandard dates, the faculty member should list the drop date.
- 9) Disability Statement. All faculty should include the following standardized statement on the course syllabus to establish consistency between individual instructors, departments, colleges and other University offices.
 If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.
- 10) Academic Integrity Policy. All faculty should include the following standardized statement on the course syllabus.
 Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
- 11) Course requirements: required activities, papers, quizzes, exams, oral reports, special projects, field trips, labs, etc. For courses taught concurrently at the 500/700 levels, the course requirements should clearly distinguish requirements at the 500 level from those at the 700 level. For specific guidance go to http://www.gradschool.eku.edu/gradfaculty/docs/crs_guide_500_700.pdf. An approximate time schedule for these requirements must be included. (Faculty members may combine 11 and 12)
- 12) Course outline: a topical outline indicating subject matter, scope, contents, and an approximate time schedule.
- 13) Other. Faculty members may add other information.

Responsibilities

Course Instructor	<ul style="list-style-type: none"> • For each course taught, create a course syllabus that contains all of the required elements. • Distribute a complete syllabus to students no later than the first course meeting. • Give a copy of all syllabi to the department chair no later than the first course meeting. • Inform students and department of changes in syllabi.
Department	<ul style="list-style-type: none"> • Review syllabi to ensure compliance with this policy. • Keep a copy of complete syllabi for all sections of all courses (or one copy for multiple sections using the same syllabus) offered by the department.
Student	<ul style="list-style-type: none"> • Read the syllabus and adhere to the information contained therein. • Keep a copy of the course syllabus until course is complete and grades are final.

Procedures

NA

Violations of the Policy

NA

Interpreting Authority

- Provost/Vice President for Academic Affairs

Relevant Links

NA

Policy Adoption Review and Approval

Revised Policy

- Faculty Senate: Revised October 24, 2005
- Board of Regents: Revised April 27, 2007

- Faculty Senate: Approved December 3, 1984
- Faculty Senate: Revised March 1, 1993

Policy Adopted

- Board of Regents: Approved October 30, 1993
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Appendix: Notes to Faculty and Syllabus Template

1. **Student learning outcomes.** Course objectives commonly express what the faculty member will do or the topics addressed in the course. In contrast, student learning outcomes emphasize what knowledge and skills the student will be expected to demonstrate throughout the course. If accurately expressed, student learning outcomes are measurable and assist both the faculty member and students. They help the faculty member design the course (classroom experiences, assignments, examinations, papers, projects, etc.), develop effective teaching strategies, and design an effective assessment process. They also help the student understand what knowledge and skills are addressed in the course and the faculty member's expectations.

All courses should normally have student learning outcomes that expect students to acquire not only knowledge and comprehension, but also skills in critical and creative thinking. Bloom's Taxonomy categorizes educational objectives into knowledge, comprehension, application, analysis, synthesis, and evaluation. Critical thinking occurs when students are expected to apply their knowledge and comprehension to new and concrete problems (application), to analyze component parts in order to understand an organizational structure (analysis), to synthesize parts into a whole (synthesis), and to evaluate the value of information (evaluation). Creative thinking occurs in conjunction with critical thinking when the student develops something new.

Sample action verbs to each category in Bloom's Taxonomy are (list adapted from the General Education Program Guidelines 1998, San Jose State University (www2.sjsu.edu/ugs/ge/guideline.html) on November 4, 2004:

- a. Knowledge (recall of previously learned information): defines, enumerates, identifies, labels, lists, matches, names, reads, reproduces, restates, selects, states, views.
- b. Comprehension (understand the meaning of information): classifies, cites, converts, describes, discusses, estimates, explains, generalizes, gives examples, paraphrases, summarizes, understands.
- c. Application (apply information to new and concrete problems): acts, administers, articulates, charts, collects, computes, constructs, contributes, controls, determines, develops, discovers, establishes, extends, implements, includes, informs, instructs, participates, predicts, prepares, preserves, produces, projects, provides, records, relates, reports, shows, solves, takes, teaches, transfers, uses, utilizes.
- d. Analysis (separate a whole into component parts in order to understand organizational structure): breaks down, correlates, diagrams, differentiates, discriminates, distinguishes, focuses, illustrates, infers, limits, outlines, points out, prioritizes, recognizes, separates, subdivides.
- e. Synthesis (organizes parts into a whole): adapts, anticipates, categorizes, collaborates, combines, communicates, compares, compiles, composes, contracts, contrasts, creates, designs, devises, expresses, facilitates, formulates, generates, incorporates, initiates, integrates, intervenes, models, modifies, negotiates, plans, progresses, rearranges, reconstructs, reinforces, reorganizes, revises, structures, substitutes, validates.
- f. Evaluation (assess the value of information for a given purpose): appraises, concludes, confronts, criticizes, critiques, decides, defends, interprets, judges, justifies, reframes, translates.

Critical and creative thinking develop more fully as students acquire deeper knowledge and comprehension of a subject. Student learning outcomes should therefore increasingly emphasize skills in critical and creative thinking as student knowledge and comprehension increase. Learning outcomes in lower division courses may have more outcomes expressing knowledge and comprehension than outcomes expressing skills in critical and creative thinking. Upper division and graduate courses should emphasize skills in critical and creative thinking.

Examples of student learning outcomes for lower division, upper division, and graduate courses are provided below.

Lower Division Courses

Policy 4.1.2

Volume 4, Academic Affairs
Chapter 1, Academic Practices
Section 2, Course Syllabi

1. The student will demonstrate the ability to apply the model of demand and supply to determine equilibrium price and quantity in a competitive product market. (The action verb "apply" suggests that the student will learn how to apply knowledge and comprehension to new and concrete problems.)
2. The student will demonstrate the ability to test hypotheses about the sample mean of one population. (The action verb "test" suggests that the student will learn how to apply knowledge and comprehension to new and concrete problems.)
3. The student will be able to apply genetic theory to discover how genetic traits are inherited within populations. (The action verb "apply" suggests the student will learn application.)
4. The student will be able to analyze the social and cultural significance of the visual art of other societies relative to western society. (The action verb "analyze" suggests the student will learn analysis.)

Upper Division Courses

1. The student will demonstrate the ability to analyze macroeconomic performance. (The action verb "analyze" suggests that the student will learn how to identify and use the component parts of an organizational structure.)
2. The student will demonstrate the ability to contrast the short run and long run economic effects of fiscal and monetary policies. (The action verb "contrast" suggests that the student will learn how to synthesize information.)
3. The student will analyze the ethical issues within organizations and the importance of choices and consequences to the decision makers. (The action verb "analyze" again suggests that the student will learn analysis.)
4. You will be able to synthesize knowledge of social psychology with your own life experience. (The action verb "synthesize" suggests that the student will learn to integrate knowledge.)
5. Students will be able to evaluate the risk of natural disasters for an area given its tectonic, physical, and climatic environment. (The action verb "evaluate" suggests the student will learn to evaluate knowledge for a specific purpose.)

Graduate Courses

1. The student will demonstrate the ability to assess the economic effects of international trade policies. (The action verb "assess" suggests that the student will learn how to evaluate economic policies.)
2. The student will evaluate theory in nursing and related disciplines for use in advanced nursing practice in rural settings. (The action verb "evaluate" suggests the student will learn to evaluate knowledge.)
3. The student will apply principles of financial and resource management to the management of rural health delivery systems. (The action verb "apply" suggests the student will learn application.)
4. The student will be able to formulate a strategy for protecting the sector by various means: target hardening, regulatory policies, or restructuring the sector. (The action verb "formulate" suggests the student will learn to synthesize knowledge.)

2. **Disability statement.** At least one out of every ten students has some type of disability. Those students who request accommodations will need to self-identify with the Offices of Services for Students with Disabilities and provide appropriate documentation concerning the stated disability. Including the exact wording of the above statement in course syllabi is important because the process: 1) invites students with disabilities to self identify, 2) makes no promises for particular accommodations, but it allows a campus wide policy and process to take place concerning the determination of accommodations, 3) discourages students from presenting documentation directly to faculty, and 4) indicates that faculty are willing to work with students who are officially registered with the disabilities office. When students do make an appointment to discuss academic accommodations, faculty can and should ask for the "letter of accommodation" issued by the Office of Services for Students with Disabilities.

The following is a syllabus template. Required elements are in **bold** and recommended elements are in *italics*. For specifics on the required elements see pages 2 and 3 of this policy.

Eastern Kentucky University
Department of XXXXXXXXX
Syllabus for **MMM ###, Course Title**
credit hours
Semester and Year

Professor's name
Professor's Office #
Professor's Contact information
(Phone and email)
Professor's Office Hours

Catalogue Course Description:
(including pre-requisites)

Text(s):
(with dates, supplemental text(s), and other required readings or references)

Student Learning Outcomes:

Evaluation Methods:
(including relative weight of each course requirement)

Student Progress:
(mechanism for notifying students of progress in the course)

Attendance Policy:

Last Date to Drop the Course:

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

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

Course Requirements:

Course Outline:

Feb. 2008 Revision Draft

Discussion Points for Policy 4.1.2

- **Should multiple-section courses be required to have a common textbook(s)?**
- **Should multiple-section courses be required to have common core objectives?**

Feb. 2008 Revision Draft