

11-20-2008

Council on Academic Affairs Minutes, Nov 20, 2008

Eastern Kentucky University

Follow this and additional works at: http://encompass.eku.edu/council_academic

Recommended Citation

Eastern Kentucky University, "Council on Academic Affairs Minutes, Nov 20, 2008" (2008). *Council on Academic Affairs*. Paper 32. http://encompass.eku.edu/council_academic/32

This Article is brought to you for free and open access by the Minutes at Encompass. It has been accepted for inclusion in Council on Academic Affairs by an authorized administrator of Encompass. For more information, please contact Linda.Sizemore@eku.edu.



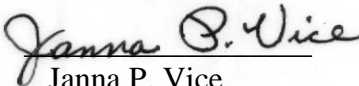
EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Provost's Office
Associate Provost
Academic and Faculty Affairs

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

TO: Members of the Council on Academic Affairs

FROM: 
Janna P. Vice
Associate Provost

DATE: November 17, 2008

RE: Meeting—Council on Academic Affairs

The Council on Academic Affairs will meet on Thursday, November 20, at 1:30 p.m. in the Martin Room of the Coates Building. The agenda and attachments are available through the Council on Academic Affairs Web site at:

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

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

COUNCIL ON ACADEMIC AFFAIRS MINUTES
November 20, 2008

Members Present: Allen Ault, Onda Bennett, Lindsey Cross, Ed Davis, Tina Davis, Claire Good, Gary Kuhnenn, Kim Naugle, Jaleh Rezaie, Liz Throop, Janna Vice, Mixon Ware, Deborah Whitehouse

Members Absent: Rich Boyle, Steve Byrn, *Michael Foster, *Verna Freer, Linda Frost, E.J. Keeley, Sandra Moore, Rodney Piercey, *Benton Shirey, Sherwood Thompson.
 *indicates prior notification

Non-Members Present: Corey Bray, Sue Cain, Larry Collins, Kathy Daugherty, Renee Everett, Fred Kolloff, Robert Milde, Lynette Noblitt, Bob Rogow, Karin Sehmman, Julie Spease, Linda Turner

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

Approval of the Minutes – October 16, 2008
 The minutes were approved as distributed.

ACTION ITEMS

College of Arts & Sciences-Originator

Department of Anthropology, Sociology & Social Work

Course Revision

| | | <u>Effective Date</u> |
|----------|--|-----------------------|
| Approved | SWK 310 (Introduction to Social Welfare) - Modify catalog description | Spring 2009 |
| Approved | SWK 335 (Human Behavior/Social Environment II - Modify catalog description | Spring 2009 |
| Approved | SWK 340 (Social Work Research Methods - Modify catalog description | Spring 2009 |
| Approved | SWK 360 (Social Work Protection III) - Modify catalog description | Spring 2009 |
| Approved | SWK 390 (Field experience in a social Agency) - Modify catalog description | Spring 2009 |

Editorial Change

| | | |
|--|--|-------------|
| | SWK 490 (Social Work Practicum) - Modify catalog description | Spring 2009 |
|--|--|-------------|

Department of Art & Design

New Course

| | | |
|----------|--|-------------|
| Approved | DES 349 (Applied learning in Art and Design) - Add a new course to curriculum | Spring 2009 |
| Approved | DES 349 a-n (Cooperative Study: Art and Design- Add a new course to curriculum | Spring 2009 |

| | <u>Department of Computer Science</u> | <u>Effective Date</u> |
|----------|--|--|
| Approved | New Course CSC 307 (Cyberspace Security and Ethics)- Add a new course to curriculum | Spring 2009 |
| | <u>Department of English and Theatre</u> | |
| Approved | Course Revision ENR 116 (Efficient Reading) - Modify title and course description <i>Approved with the following revision to proposal: Remove references to Developmental Education</i> | Fall 2009 |
| | <u>Department of Government</u> | |
| Approved | New Course POL 302 (Science and the Liberal Arts) – Add a new course to curriculum | Spring 2009 |
| | <u>Department of Mathematics & Statistics</u> | |
| Approved | Dropped Course MAT 280 (Actuarial Mathematics) - Drop course from curriculum | Spring 2010 |
| Approved | New Course STA 385 (Probability for Actuaries) - Add a new course to curriculum | Spring 2009 |
| Approved | New Program Minor in Actuarial Science- To create a minor | Spring 2009 (pending Board of Regents approval) |
| | <u>Department of Music</u> | |
| | Course Revision | |
| Approved | MUS 132c (Violin Cello I) - Modify course description | Summer 2009 |
| Approved | MUS 232c (Violin Cello II) - Modify course description | Summer 2009 |
| Approved | MUS 332c (Violin Cello III) - Modify course description | Summer 2009 |
| Approved | MUS 432c (Violin Cello IV) - Modify course description | Summer 2009 |
| Approved | MUS 145b (French Horn I) - Modify course description | Summer 2009 |
| Approved | MUS 245b (French Horn II) - Modify course description | Summer 2009 |
| Approved | MUS 345b (French Horn III) - Modify course description | Summer 2009 |
| Approved | MUS 445b (French Horn IV) - Modify course description | Summer 2009 |
| Approved | MUS 132f (Guitar I) - Modify course description | Summer 2009 |
| Approved | MUS 232f (Guitar II) - Modify course description | Summer 2009 |
| Approved | MUS 332f (Guitar III) - Modify course description | Summer 2009 |
| Approved | MUS 432f (Guitar IV) - Modify course description | Summer 2009 |
| Approved | MUS 132d (String Bass I) - Modify course description | Summer 2009 |
| Approved | MUS 232d (String Bass II) - Modify course description | Summer 2009 |
| Approved | MUS 332d (String Bass III) - Modify course description | Summer 2009 |
| Approved | MUS 432d (String Bass IV) - Modify course description | Summer 2009 |
| Approved | MUS 145d (Trombone I) - Modify course description | Summer 2009 |
| Approved | MUS 245d (Trombone II)- Modify course description | Summer 2009 |
| Approved | MUS 345d (Trombone III) - Modify course description | Summer 2009 |
| Approved | MUS 445d (Trombone IV) - Modify course description | Summer 2009 |
| Approved | MUS 145a (Cornet and Trumpet I) - Modify course description | Summer 2009 |
| Approved | MUS 245a (Cornet and Trumpet II) - Modify course description | Summer 2009 |
| Approved | MUS 345a (Cornet and Trumpet III) - Modify course description | Summer 2009 |
| Approved | MUS 445a (Cornet and Trumpet IV) - Modify course description | Summer 2009 |
| Approved | MUS 132b (Viola I) - Modify course description | Summer 2009 |

Effective Date

| | | |
|----------|---|-------------|
| Approved | MUS 232b (Viola II) - Modify course description | Summer 2009 |
| Approved | MUS 332b (Viola III) - Modify course description | Summer 2009 |
| Approved | MUS 432b (Viola IV) - Modify course description | Summer 2009 |
| Approved | MUS 132a (Violin I) - Modify course description | Summer 2009 |
| Approved | MUS 232a (Violin II) - Modify course description | Summer 2009 |
| Approved | MUS 332a (Violin III) - Modify course description | Summer 2009 |
| Approved | MUS 432a (Violin IV) - Modify course description | Summer 2009 |
| Approved | MUS 255a (Symphonic Band) - Add 0 credit option | Summer 2009 |
| Approved | MUS 255b (Concert Band) - Add 0 credit option | Summer 2009 |
| Approved | MUS 455a (Symphonic Band) - Add 0 credit option | Summer 2009 |
| Approved | MUS 455b (Concert Band) - Add 0 credit option | Summer 2009 |

Editorial Change

Bachelor of Music- Modify text Summer 2009

Program Revision

Approved Bachelor of Music- Add text, specify content and correct an error Summer 2009

Department of Psychology**Course Revision**

Approved PSY 311 (Physiological Psychology) -Modify prerequisite Spring 2009

New Course

Approved PSY 414 (Political Psychology) - Add a new course to curriculum Spring 2009
 Approved PSY 415 (Multicultural Psychology)- Add a new course to curriculum Summer 2009

New Program

Postponed Clinical Psychology- Add a new degree program, Psy.D in Clinical Psychology
 Proposal will return to CAA on December 18, 2008. The CAA requests a representative of the Psychology Dept. be present to assist in presentation of the proposal and discussion.

College of Business & Technology-OriginatorDepartment of Accounting, Finance and Information Systems Management, Marketing and Administrative Communication**Course Revisions**

Approved ACC 201 Intro. to Financial Accounting - Change prerequisites from “MAT 105 or take MAT 107 or higher concurrently” to “MAT 105 or higher” Fall 2009

Program Revisions:

Approved Bachelor of Business Administration Add PSY 200 or 200W or SOC 131 for BBA Supporting courses. Fall 2009

Other Requisition:

Approved Request Honor Cords for student organization: Society for Human Resource Management (SHRM) for Fall 2008 Graduation. Fall 2008

Department of Communications**Course Revisions:**

Approved CMS 205 Argumentation and Debate – Change course title and make minor changes in description Fall 2009

Effective Date

| | | |
|-------------------------|--|-----------|
| Approved | CMS 300 Business and Professional Speaking – Change description to better fit content | Fall 2009 |
| Approved | CMS 406 Communication Training and Development – Change course number from 406 to 485 and change prerequisites | Fall 2009 |
| Approved | JOU 425 Community Journalism - To change course credit from 3 to 4 and change course description | Fall 2009 |
| Dropped Courses: | | |
| Approved | BEM 260 Film Genre: _____ | Fall 2009 |
| Approved | CMS 480 Analyzing Human Communication | Fall 2009 |
| Approved | COM 200 Mass Media in Society – Drop COM 200C (correspondence only) offered online now | Fall 2009 |

New Courses:

| | | |
|----------|---|-----------|
| Approved | CMS 305 Research Design in Communication Studies – Create new class for CMS majors | Fall 2009 |
| Approved | CMS 495 Communication, Leadership & Change – Add new class to Communication Studies major | Fall 2009 |
| Approved | JOU 491 Senior Seminar in Journalism – Add new course for JOU majors | Fall 2009 |

Program Revisions:

| | | |
|----------|---|-----------|
| Approved | Minor in Communication Studies – Change minor to reflect change in CMS 406 to CMS 485 | Fall 2009 |
| Approved | Journalism BA – Replace COM 491(1) with JOU 491(1) | Fall 2009 |

College of Justice and Safety-OriginatorDepartment of Correctional & Juvenile Justice Studies**Memorandum regarding previously-withdrawn proposals****Dropped Courses:**

| | | |
|----------|--|-----------|
| Approved | COR 100 Orientation to Correctional and Juvenile Justice Studies Major | Fall 2009 |
| | <i>Course content is being integrated into other courses</i> | |
| Approved | COR 490 Senior Seminar | Fall 2009 |
| | <i>Course content is being integrated into other courses</i> | |

Course Revisions:

The course revisions (COR 301-350 listed below) were approved with the following amendment to the proposals: The phrase “Or departmental approval” will be used in place of major/non-major language for prerequisites/corequisites.

| | | |
|----------|--|-----------|
| Approved | COR 301 Institutional Corrections | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | |
| Approved | COR 310 Foundations of Correctional and Juvenile Justice Practice | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | |
| Approved | COR 315 Legal and Ethical Issues in Adult Corrections | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | |
| Approved | COR 316 Legal and Ethical Issues in Juvenile Justice | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | |
| Approved | COR 321 Juvenile Corrections | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | |
| Approved | COR 330 Community Corrections | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | |

| | | |
|----------|--|-----------|
| Approved | COR 340 Correctional and Juvenile Justice Administration | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | |
| Approved | COR 349 Applied Learning in Corrections and Juvenile Justice | Fall 2009 |
| | <i>Remove prerequisite courses</i> | |
| Approved | COR 349 A-N Cooperative Study: Corrections and Juvenile Justice | Fall 2009 |
| | <i>Remove prerequisite courses</i> | |
| Approved | COR 350 Rehabilitation Strategies for Adult and Juvenile Offenders | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300</i> | |
| Approved | COR 375 Applied Skills Practicum | Fall 2009 |
| | <i>Remove prerequisite courses</i> | |
| Approved | COR 423 Topical Seminar: _____ | Fall 2009 |
| | <i>Increase retake hours; change prerequisite</i> | |
| Approved | COR 450S Service Learning in Corrections | Fall 2009 |
| | <i>Remove prerequisite courses</i> | |
| Approved | COR 460 Independent Study | Fall 2009 |
| | <i>Remove prerequisite courses</i> | |
| Approved | COR 470 Delinquency and Crime Prevention | Fall 2009 |
| | <i>Change prerequisite from COR 100 to 300</i> | |

Program Revisions:

| | | |
|----------|--|-----------|
| Approved | B.S. Correctional and Juvenile Justice Studies | Fall 2009 |
| | <i>Drop and add courses, require 2.0 GPA, clarify General Education requirements</i> | |
| Approved | Minor in Correctional and Juvenile Justice Studies | Fall 2009 |
| | <i>Revise program to incorporate COR 340</i> | |
| Approved | Professional Certificate in Youth Services | Fall 2009 |
| | <i>Replace COR 100 with COR 340</i> | |
| Approved | Professional Certificate in Correctional Intervention Strategies | Fall 2009 |
| | <i>Replace COR 100 with COR 340</i> | |

Department of Criminal Justice & Police Studies**Dropped Courses:**

| | | |
|----------|------------------------|-------------|
| Approved | CRJ 490 Senior Seminar | Spring 2009 |
|----------|------------------------|-------------|

University Programs-OriginatorWomen and Gender Studies**New Course Proposals:**

| | | |
|-----------|---------|---|
| Withdrawn | WGS 302 | Gender, Sexuality, & Homophobia |
| Withdrawn | WGS 304 | Gender Perspectives on Contemporary Terrorism |

General Education-Originator**New Theme:**

War and Peace Theme

| | | |
|----------|--|-------------|
| Approved | ENG 374 (Shakespeare at War) - Add a new course to curriculum | Spring 2009 |
| Approved | POL 325 (International Security Affairs) - Become a Gen. Ed. Block | Spring 2009 |
| Approved | POL 415 (Terrorism and Political Violence) - Become a Gen. Ed. block | Spring 2009 |
| Approved | REL 360 (Religion and Global Ethics) - Become a Gen. Ed. block | Spring 2009 |

Policy Revision Proposals

Action Item

Office of the Registrar-Originator

1. Recording of Double Majors

Approved

Revise Catalog text to clarify policy regarding recording of double majors on the diploma.

This policy revision was approved with the following amendment to the proposal: *Catalog* text should be revised to read "Students who wish to earn two baccalaureate degrees should refer to the concurrent degree policy." (Page 48, *Undergraduate Catalog*)

Action Item

*University Athletics Committee,
Student-Athlete Advisory Committee
and the Office of Services for Individuals
with Disabilities-Originator*

1. Early Registration for Designated Populations

Note: Provost's Council has requested CAA's response by December 1, 2008.

Motion #1 – Approve policy as proposed. Motion failed for lack of support.

Motion #2 – Support Ad Hoc Committee's "Recommendation Regarding Early Registration Policy and Rationale." Motion Carried.

Action Item

University Programs and College of Business & Technology-Originator

Approved

1. Writing Intensive Courses

Allow courses in the degree program or major to be considered for the mandatory writing-intensive course designation.

Discussion Items

Enrollment Management-Originator

1. Comprehensive Baccalaureate Degree Requirements

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

This proposal will return as an action item at the CAA meeting on December 18, 2008.

2. Concurrent and Subsequent Degree Requirements

Revise Catalog text resulting from revision of degree requirements from 128 to 120 credit hours.

This item will return to the CAA, pending revision of the proposal form and addition of revised language.

Information Items

1. Memorandum of Agreement between Eastern Kentucky University and The Loss Prevention Foundation
Memorandum regarding Awarding Academic Credit for Non-Collegiate Instruction
2. Dead Week Policy
Faculty Senate is reviewing the Dead Week policy. Student Government Representative Lindsey Cross discussed the policy with CAA members.
3. Policy on Policies
Effective November 10, 2008, President Whitlock implemented an interim Policy on Policies providing a format for the development, approval, and dissemination of policies.
4. The following CAA items were approved by the Faculty Senate at the November 10, 2008 meeting:
 - Subsequent Degree Requirements
Revise policy and Catalog language to clarify requirements for subsequent degrees
 - Latin Honors
Revise policy to allow transfer of credits from other regionally-accredited institutions toward earning of Latin honors designations.
 - Baccalaureate Degree Requirements
Revise degree requirements from 128 to 120 credit hours.
 - Coursework Transfer After Dismissal
Revise regulation to allow for transfer
 - Declaring a Major
Change declaration of major to semester of 45th hour.
5. The following CAA item was not approved by the Faculty Senate at the November 10, 2008 meeting:
 - Undergraduate and Graduate Course Load Policy Revision

The Council on Academic Affairs was adjourned at 5:05 p.m.

COUNCIL ON ACADEMIC AFFAIRS AGENDA

November 20, 2008

1. Call to Order
 2. Approval of the Minutes – October 16, 2008
-

College of Arts & Sciences

Department of Anthropology, Sociology & Social Work

Action Items

Course Revision

| | Page |
|--|-------------|
| SWK 310 (Introduction to Social Welfare) - Modify catalog description | ANSW 1 |
| SWK 335 (Human Behavior/Social Environment II - Modify catalog description | ANSW 4 |
| SWK 340 (Social Work Research Methods - Modify catalog description | ANSW 6 |
| SWK 360 (Social Work Protection III) - Modify catalog description | ANSW 9 |
| SWK 390 (Field experience in a social Agency) - Modify catalog description | ANSW 12 |

Editorial Change

| | |
|--|---------|
| SWK 490 (Social Work Practicum) - Modify catalog description | ANSW 15 |
|--|---------|

Department of Art & Design

Action Items

New Course

| | |
|--|--------------|
| DES 349 (Applied learning in Art and Design) - Add a new course to curriculum | Art&Design 1 |
| DES 349 a-n (Cooperative Study: Art and Design- Add a new course to curriculum | Art&Design 4 |

Department of Computer Science

Action Items

New Course

| | |
|--|----------------------|
| CSC 307 (Cyberspace Security and Ethics)- Add a new course to curriculum | Computer Science 1-9 |
|--|----------------------|

Department of English and Theatre

Action Items

Course Revision

| | |
|---|-------------------------|
| ENR 116 (Efficient Reading) - Modify title and course description | English and Theatre 1-3 |
|---|-------------------------|

Department of Government

Action Items

New Course

| | |
|---|--|
| POL 302 (Science and the Liberal Arts) – Add a new course to curriculum | |
|---|--|

Department of Mathematics & Statistics

Action Items

Dropped Course

MAT 280 (Actuarial Mathematics) - Drop course from curriculum

Mathematics & Statistics 1

New Course

STA 385 (Probability for Actuaries) - Add a new course to curriculum

Page
Mathematics & Statistics 3

New Program

Minor in Actuarial Science- To create a minor

Mathematics & Statistics 8

Department of Music

Action Items

Course Revision

| | <u>Page</u> |
|---|-------------|
| MUS 132c (Violin Cello I) - Modify course description | Music 1 |
| MUS 232c (Violin Cello II) - Modify course description | Music 4 |
| MUS 332c (Violin Cello III) - Modify course description | Music 7 |
| MUS 432c (Violin Cello IV) - Modify course description | Music 10 |
| MUS 145b (French Horn I) - Modify course description | Music 13 |
| MUS 245b (French Horn II) - Modify course description | Music 16 |
| MUS 345b (French Horn III) - Modify course description | Music 19 |
| MUS 445b (French Horn IV) - Modify course description | Music 22 |
| MUS 132f (Guitar I) - Modify course description | Music 25 |
| MUS 232f (Guitar II) - Modify course description | Music 28 |
| MUS 332f (Guitar III) - Modify course description | Music 31 |
| MUS 432f (Guitar IV) - Modify course description | Music 34 |
| MUS 132d (String Bass I) - Modify course description | Music 37 |
| MUS 232d (String Bass II) - Modify course description | Music 40 |
| MUS 332d (String Bass III) - Modify course description | Music 43 |
| MUS 432d (String Bass IV) - Modify course description | Music 46 |
| MUS 145d (Trombone I) - Modify course description | Music 49 |
| MUS 245d (Trombone II) - Modify course description | Music 52 |
| MUS 345d (Trombone III) - Modify course description | Music 55 |
| MUS 445d (Trombone IV) - Modify course description | Music 58 |
| MUS 145a (Cornet and Trumpet I) - Modify course description | Music 61 |
| MUS 245a (Cornet and Trumpet II) - Modify course description | Music 64 |
| MUS 345a (Cornet and Trumpet III) - Modify course description | Music 67 |
| MUS 445a (Cornet and Trumpet IV) - Modify course description | Music 70 |
| MUS 132b (Viola I) - Modify course description | Music 73 |
| MUS 232b (Viola II) - Modify course description | Music 76 |
| MUS 332b (Viola III) - Modify course description | Music 79 |
| MUS 432b (Viola IV) - Modify course description | Music 82 |
| MUS 132a (Violin I) - Modify course description | Music 85 |
| MUS 232a (Violin II) - Modify course description | Music 88 |
| MUS 332a (Violin III) - Modify course description | Music 91 |
| MUS 432a (Violin IV) - Modify course description | Music 94 |
| MUS 255a (Symphonic Band) - Add 0 credit option | Music 97 |
| MUS 255b (Concert Band) - Add 0 credit option | Music 100 |
| MUS 455a (Symphonic Band) - Add 0 credit option | Music 103 |
| MUS 455b (Concert Band) - Add 0 credit option | Music 106 |

Editorial Change

Bachelor of Music- Modify text

Music 109

Program Revision

Bachelor of Music- Add text, specify content and correct an error

Music 111

Department of Psychology***Action Items*****Course Revision**

PSY 311 (Physiological Psychology) -Modify prerequisite

Page
Psychology 1**New Course**

PSY 414 (Political Psychology) - Add a new course to curriculum

Psychology 4

PSY 415 (Multicultural Psychology)- Add a new course to curriculum

Psychology 16

New Program

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

Psychology 27

College of Business & TechnologyDepartment of Accounting, Finance and Information SystemsManagement, Marketing and Administrative Communication***Action Items*****Course Revisions**Page

ACC 201 Intro. to Financial Accounting - Change prerequisites from “MAT 105 or take MAT 107 or higher concurrently” to “MAT 105 or higher”

AFIS/MMAC 1

Program Revisions:

Bachelor of Business Administration

Add PSY 200 or 200W or SOC 131 for BBA Supporting courses.

AFIS/MMAC 4

Other Requisition:

Request Honor Cords for student organization: Society for Human Resource Management (SHRM) for Fall 2008 Graduation.

AFIS/MMAC 6

Department of Communications***Action Items*****Course Revisions:**Page

CMS 205 Argumentation and Debate – Change course title and make minor changes in description

COMM 1

CMS 300 Business and Professional Speaking – Change description to better fit content

COMM 4

CMS 406 Communication Training and Development – Change course number from 406 to 485 and change prerequisites

COMM 7

JOU 425 Community Journalism - To change course credit from 3 to 4 and change course description

COMM 10

Dropped Courses:Page

| | |
|--|---------|
| BEM 260 Film Genre:_____ - Drop BEM 260 | COMM 19 |
| CMS 480 Analyzing Human Communication – Drop CMS 480 | COMM 21 |
| COM 200 Mass Media in Society – Drop COM 200C (correspondence only) offered online now | COMM 23 |

| | |
|---|-------------|
| New Courses: | Page |
| CMS 305 Research Design in Communication Studies – Create new class for CMS majors | COMM 26 |
| CMS 495 Communication, Leadership & Change – Add new class to Communication Studies major | COMM 35 |
| JOU 491 Senior Seminar in Journalism – Add new course for JOU majors | COMM 44 |

| | |
|---|---------|
| Program Revisions: | |
| Minor in Communication Studies – Change minor to reflect change in CMS 406 to CMS 485 | COMM 50 |
| Journalism BA – Replace COM 491(1) with JOU 491(1) | COMM 52 |

College of Justice & Safety

Department of Correctional & Juvenile Justice Studies

Memorandum regarding previously-withdrawn proposals

Action Items

| | |
|---|-------------|
| Dropped Courses: | Page |
| COR 100 Orientation to Correctional and Juvenile Justice Studies Major <i>Course content is being integrated into other courses</i> | 2 |
| COR 490 Senior Seminar <i>Course content is being integrated into other courses</i> | 4 |
| Course Revisions: | |
| COR 301 Institutional Corrections <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | 6 |
| COR 310 Foundations of Correctional and Juvenile Justice Practice <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | 9 |
| COR 315 Legal and Ethical Issues in Adult Corrections <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | 12 |
| COR 316 Legal and Ethical Issues in Juvenile Justice <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | 15 |
| COR 321 Juvenile Corrections <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | 18 |
| COR 330 Community Corrections <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | 21 |
| COR 340 Correctional and Juvenile Justice Administration <i>Change prerequisite from COR 100 to 300 due to dropped course</i> | 24 |
| COR 349 Applied Learning in Corrections and Juvenile Justice <i>Remove prerequisite courses</i> | 27 |
| COR 349 A-N Cooperative Study: Corrections and Juvenile Justice <i>Remove prerequisite courses</i> | 31 |
| COR 350 Rehabilitation Strategies for Adult and Juvenile Offenders <i>Change prerequisite from COR 100 to 300</i> | 33 |
| COR 375 Applied Skills Practicum <i>Remove prerequisite courses</i> | 36 |
| COR 423 Topical Seminar:_____ | 39 |

| | |
|--|--------------------|
| <i>Increase retake hours; change prerequisite</i> | |
| COR 450S Service Learning in Corrections | 42 |
| <i>Remove prerequisite courses</i> | |
| COR 460 Independent Study | 45 |
| <i>Remove prerequisite courses</i> | |
| | <u>Page</u> |
| COR 470 Delinquency and Crime Prevention | 48 |
| <i>Change prerequisite from COR 100 to 300</i> | |
| Program Revisions: | |
| B.S. Correctional and Juvenile Justice Studies | 51 |
| <i>Drop and add courses, require 2.0 GPA, clarify General Education requirements</i> | |
| Minor in Correctional and Juvenile Justice Studies | 54 |
| <i>Revise program to incorporate COR 340</i> | |
| Professional Certificate in Youth Services | 56 |
| <i>Replace COR 100 with COR 340</i> | |
| Professional Certificate in Correctional Intervention Strategies | 58 |
| <i>Replace COR 100 with COR 340</i> | |

Department of Criminal Justice & Police Studies

Action Items

| | |
|-------------------------|--------------------|
| Dropped Courses: | <u>Page</u> |
| CRJ 490 Senior Seminar | 1 |

University Programs

Women and Gender Studies

Action Item

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

General Education

Action Items

| | | |
|--|--|--------------------|
| New Theme: | | <u>Page</u> |
| War and Peace Theme | | |
| ENG 374 (Shakespeare at War) - Add a new course to curriculum | | New Theme 1 |
| POL 325 (International Security Affairs) - Become a Gen. Ed. Block | | New Theme 8 |
| POL 415 (Terrorism and Political Violence) - Become a Gen. Ed. block | | New Theme 16 |
| REL 360 (Religion and Global Ethics) - Become a Gen. Ed. block | | New Theme 24 |

Policy Revision Proposals

Originator(s)

Office of the Registrar

Action Item

1. Recording of Double Majors

Revise Catalog text to clarify policy regarding recording of double majors on the diploma.

Originator(s)

*University Athletics Committee,
Student-Athlete Advisory Committee and
the Office of Services for Individuals with
Disabilities*

Action Item

1. Early Registration for Designated Populations

Note: Provost's Council has requested CAA's response by December 1, 2008.

Originator(s)

University Programs and College of Business & Technology

Action Item

1. Writing Intensive Courses

Change the status of writing intensive courses in the major.

Originator(s)

Enrollment Management

Discussion Items

1. **Comprehensive Baccalaureate Degree Requirements**
Revise 300-level credit hour requirements from 43 to 36 as a result of revision of degree requirements from 128 to 120 credit hours.
 2. **Concurrent and Subsequent Degree Requirements**
Revise Catalog text resulting from revision of degree requirements from 128 to 120 credit hours.
-

Information Items

1. **Memorandum of Agreement between Eastern Kentucky University and The Loss Prevention Foundation**
Awarding Academic Credit for Non-Collegiate Instruction
2. **Dead Week Policy**
3. **Policy on Policies**
4. **The following CAA items were approved by the Faculty Senate at the November 10, 2008 meeting:**
 - **Subsequent Degree Requirements**
Revise policy and Catalog language to clarify requirements for subsequent degrees
 - **Latin Honors**
Revise policy to allow transfer of credits from other regionally-accredited institutions toward earning of Latin honors designations.
 - **Baccalaureate Degree Requirements**
Revise degree requirements from 128 to 120 credit hours.
 - **Coursework Transfer After Dismissal**
Revise regulation to allow for transfer
 - **Declaring a Major**
Change declaration of major to semester of 45th hour.



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

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

105 Roark Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-8140 § Fax (859) 622-1451
Michael.Foster@eku.edu

TO: Council on Academic Affairs

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

DATE: November 20, 2008

SUBJECT: Agenda items for 11-20-08 Council on Academic Affairs Meeting

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

AGENDA

Department of Anthropology, Sociology, and Social Work

Course Revision

SWK 310 (Introduction to Social Welfare) - Modify catalog description
SWK 335 (Human Behavior/Social Environment II - Modify catalog description
SWK 340 (Social Work Research Methods - Modify catalog description
SWK 360 (Social Work Protection III) - Modify catalog description
SWK 390 (Field experience in a social Agency) - Modify catalog description

Editorial Change

SWK 490 (Social Work Practicum) - Modify catalog description

Department of Art and Design

New Course

DES 349 (Applied learning in Art and Design) - Add a new course to curriculum
DES 349 a-n (Cooperative Study: Art and Design- Add a new course to curriculum

Department of Computer Science

New Course

CSC 307 (Cyberspace Security and Ethics)- Add a new course to curriculum

Department of English and Theatre

Course Revision

ENR 116 (Efficient Reading) - Modify title and course description

Department of Government

New Course

POL 302 (Science and the Liberal Arts) – Add a new course to curriculum

Department of Mathematics and Statistics

Dropped Course

MAT 280 (Actuarial Mathematics) - Drop course from curriculum

New Course

STA 385 (Probability for Actuaries) - Add a new course to curriculum

New Program

Minor in Actuarial Science- To create a minor

Department of Music

Course Revision

MUS 132c (Violin Cello I) - Modify course description

MUS 232c (Violin Cello II) - Modify course description

MUS 332c (Violin Cello III) - Modify course description

MUS 432c (Violin Cello IV) - Modify course description

MUS 145b (French Horn I) - Modify course description

MUS 245b (French Horn II) - Modify course description

MUS 345b (French Horn III) - Modify course description

MUS 445b (French Horn IV) - Modify course description

MUS 132f (Guitar I) - Modify course description

MUS 232f (Guitar II) - Modify course description

MUS 332f (Guitar III) - Modify course description

MUS 432f (Guitar IV) - Modify course description

MUS 132d (String Bass I) - Modify course description

MUS 232d (String Bass II) - Modify course description

MUS 332d (String Bass III) - Modify course description

MUS 432d (String Bass IV) - Modify course description

MUS 145d (Trombone I) - Modify course description

MUS 245d (Trombone II)- Modify course description

MUS 345d (Trombone III) - Modify course description

MUS 445d (Trombone IV) - Modify course description

MUS 145a (Cornet and Trumpet I) - Modify course description

MUS 245a (Cornet and Trumpet II) - Modify course description

MUS 345a (Cornet and Trumpet III) - Modify course description

MUS 445a (Cornet and Trumpet IV) - Modify course description

MUS 132b (Viola I) - Modify course description

MUS 232b (Viola II) - Modify course description
MUS 332b (Viola III) - Modify course description
MUS 432b (Viola IV) - Modify course description
MUS 132a (Violin I) - Modify course description
MUS 232a (Violin II) - Modify course description
MUS 332a (Violin III) - Modify course description
MUS 432a (Violin IV) - Modify course description
MUS 255a (Symphonic Band) - Add 0 credit option
MUS 255b (Concert Band) - Add 0 credit option
MUS 455a (Symphonic Band) - Add 0 credit option
MUS 455b (Concert Band) - Add 0 credit option

Editorial Change

Bachelor of Music- Modify text

Program Revision

Bachelor of Music- Add text, specify content and correct an error

Department of Psychology

Course Revision

PSY 311 (Physiological Psychology) -Modify prerequisite

New Course

PSY 414 (Political Psychology) - Add a new course to curriculum

PSY 415 (Multicultural Psychology)- Add a new course to curriculum

New Program

Clinical Psychology- Add a new degree program

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------|---------|-------------|-------------------------|---------|-------------------------------|-------|---|-------|-----------------------------|--|------------------------------|----------|--|----------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">ANSW</td> </tr> <tr> <td>College</td> <td>A & S</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>SWK 310</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>_____</td> </tr> <tr> <td>*Program Title</td> <td>_____</td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p> | Department Name | ANSW | College | A & S | *Course Prefix & Number | SWK 310 | *Course Title (30 characters) | _____ | *Program Title | _____ | | (Major ____, Option ____, Minor ____, or Certificate ____) | | | | | | | | | | | | | | | | |
| Department Name | ANSW | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College | A & S | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Course Prefix & Number | SWK 310 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Course Title (30 characters) | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Program Title | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | (Major ____, Option ____, Minor ____, or Certificate ____) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 20%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 20%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/25/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> 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;">10/27/08</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> <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> | | Proposal Approved by: | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/25/08 | 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 | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/25/08 | 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 | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 catalog description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: Remove SWK 210 as a prerequisite.</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.)

SWK 310 Introduction to Social Welfare. (3) I, II. Prerequisites: POL 101 ~~and SWK 210~~. History of social welfare; its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources; and its contribution to a violent environment.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| SWK | 310 | Spring 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | ANSW |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

| | |
|---|---------------------|
| Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | POL 101 and SWK 210 |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Equivalent Course(s): (credit not allowed with; or formerly:) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | |
|---|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number <u>SWK 335</u> *Course Title <u>(30 characters)</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) | |
| *Provide only the information relevant to the proposal. | | |
| Proposal Approved by: | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/25/08 | NA |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | |
| College Curriculum Committee | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| General Education Committee* | NA | 11/20/08 |
| Teacher Education Committee* | NA | 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.)

| | |
|--|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change prerequisite wording in catalog description. | |
| 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: SWK 335 is no longer offered as a partial semester class. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

SWK 335 Human Behavior/ Social Environment II. (3) I, II. Prerequisite: SWK 225 or departmental approval if offered in partial semesters. Systems theory applied to the functioning of various size collectives and their impact on behavior within a cultural context. The impact of social oppression, social and economic injustices, and the creation of cultural and institutional violence.

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

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

New or Revised* Program Text

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|-------------|---------|-------------|-------------------------|---------|-------------------------------|----|---|--|--|--|------------------------------|----------|---|----------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">ANSW</td> </tr> <tr> <td>College</td> <td>A & S</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>SWK 340</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p> | Department Name | ANSW | College | A & S | *Course Prefix & Number | SWK 340 | *Course Title (30 characters) | | *Program Title | | (Major ____, Option ____, Minor ____, or Certificate ____) | | | | | | | | | | | | | | | | | |
| Department Name | ANSW | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College | A & S | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Course Prefix & Number | SWK 340 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Course Title (30 characters) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Program Title | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Major ____, Option ____, Minor ____, or Certificate ____) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 20%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 20%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/25/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> 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;">10/27/08</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">11/20/08</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> <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> | | Proposal Approved by: | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/25/08 | 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 | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/25/08 | 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 | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 catalog description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: SWK 311 was dropped from the curriculum.</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.)

SWK 340 Social Work Research Methods. (3) I, II. Prerequisites: grade of "C" or better in SOC 232, SWK 210, 225, and 310, ~~and 344~~. The course teaches application of both qualitative and quantitative research methods within the context of social work practice.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| SWK | 340 | Spring 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | ANSW |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

| | |
|---|---|
| Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | SOC 232(C), SWK 210(C), 225(C), and 310(C), and 311 |
| 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>ANSW</u> College <u>A&S</u> *Course Prefix & Number <u>SWK 360</u> *Course Title (<u>30 characters</u>) <u>Social Work Practice III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> 9/25/08 | <u>Date</u> NA |
| | | Graduate Council* |
| | | Council on Academic Affairs |
| | | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| | | <u>11/20/08</u> |
| | <u>10/27/08</u> | |
| | NA | |
| | NA | |
| | NA | |
| | NA | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| |
|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Correct catalog description</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: The catalog description is incorrect.</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 ~~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.)

SWK 360 Social Work Practice III. (3) I, II. Prerequisite: SWK 355. Social Work process and skills applied to assessment and intervention with networks, organizations, and communities. Emphasis on community research; program development and evaluation; grantsmanship; strategies to advance social justice and address institutional and cultural violence. ~~2 Lec/2 Lab.~~

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| SWK | 360 | Spring 2009 | AS X ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___ | ANSW |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture <u>3</u> | Laboratory <u> </u> | Other <u> </u> | |
| | <u>2</u> | <u>2</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) | |
| | | | 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) | | | |

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

Part I

| | | |
|---|--|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number <u>SWK 390</u> *Course Title (30 characters) <u>Field Experience: Social Agency</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: _____ Date <u>9/25/08</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Date <u>10/27/08</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/20/08</u> 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.) Change prerequisite wording in catalog description. 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: UWR is no longer required. | |
| 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 ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

SWK 390 Field Experience in a Social Agency. (3) I, II. Prerequisite: SWK 350, and SWK 354. and successful completion of UWR. Eight hours per week in an agency, special community program, or project approved by Practicum Director plus 1 1/2 hour seminar. Applications of practice theory and process. Student must apply the previous semester. Majors only.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| SWK | 390 | Spring 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | ANSW |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|-----------------------|---|
| Course Prefix and No. | SWK 350; and SWK 354 and successful completion of UWR |
| 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 | ANSW |
| College | A&S |
| *Course Prefix & Number | SWK 490 |
| *Course Title <small>(30 characters)</small> | Social Work Practicum |
| *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>Change wording in catalog description.</p> | |
| <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 2009</p> | |

Part II. Recording Data for Revised Course

| | |
|--|---|
| <p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p> | |
| | <p>New or Revised* Catalog Text</p> <p><small>(*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small></p> <p>SWK 490 Social Work Practicum. (12) I, II. Prerequisites: GPA of 2.0 and completion of all other major requirements with a minimum grade of "C." Supervised practice in a social agency approved by Practicum Director. <u>Field Placement Coordinator</u>. Four days a week for 12 weeks plus weekly on-campus seminar. Application must be made through Practicum <u>Field Placement</u> Coordinator the semester preceding placement. Social work majors only.</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</p> <p><small>(*Use strikeout for deletions and <u>underlines</u> for additions.)</small></p> |

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

Part I

| | | |
|--|---|--|
| (Check one) | Department Name | Art and Design |
| XX New Course (Parts II, IV) | College | Art and Sciences |
| <input type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | DES 349 |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title <i>(30 characters)</i> | Applied Learning Art & Design |
| <input type="checkbox"/> New Program (Part III) | *Program Title | |
| <input type="checkbox"/> Program Revision (Part III) | | (Major ____, Option ____, Minor __xx__, or Certificate __xx__) |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| | | |
|---|--|--|
| Proposal Approved by: | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 10/3/2008 | 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 | 10/27/2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| 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 add a new course, **DES 349** to Art and Design Curriculum

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

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

B. The justification for this action:

The Department of Art and Design had a co-op elective but the co-op office was placing students in jobs for art & design credit that was not quality experience to justify the credits awarded to students. Therefore, the department removed the courses from the curriculum. The department will now be approving assignments. DES 349 will provide undergraduate students in the Art and Design field the opportunity to work in the professional environment and gain firsthand experience.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: Library has adequate holdings and resources to meet the needs of the course.

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

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

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

New or Revised* Catalog Text

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

DES 349 Applied Learning in Art & Design (1-8) A. Work in a professional environment related to academic studies. One to eight hours credit per semester or summer. A minimum of 80 hours employment required for each semester hour credit. Students must have successfully completed 30 semester hours of course work and transfer students must have completed at least one semester of full-time course work at ECU with a GPA of 3.0

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|-----------------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: UP | Dept. (4 letters)* AFAS |
| DES | 349 | Spring 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | ARTD |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. <u>8</u> | |
| 1-8 hrs | Lecture <input type="checkbox"/> | Laboratory <input type="checkbox"/> | Other <u>C</u> | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| C | 100% | N | FR <input type="checkbox"/> | JR <input type="checkbox"/> |
| | | | 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 _____ Data entry person _____ | |
| | | Thesis <input type="checkbox"/> | | |
| | | Internship <input type="checkbox"/> | | |
| | | Independent Study <input type="checkbox"/> | | |
| | | Practicum <input type="checkbox"/> Co-op/Applied X Learning <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. | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | Students must have successfully completed 30 semester hours of course work and transfer students must have completed at least one semester of full-time course work at EKU with a GPA of 3.0 |

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 | Art and Design |
| <input checked="" type="checkbox"/> New Course (Parts II, IV) | College | Art and Sciences |
| <input type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | DES 349 a-n |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title (<u>30 characters</u>) | Cooperative Study: Art & Design |
| <input type="checkbox"/> New Program (Part III) | *Program Title | |
| <input type="checkbox"/> Program Revision (Part III) | | (Major ____, Option ____, Minor __xx__, or Certificate __xx__) |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| | | |
|---|---|---|
| Proposal Approved by: | <u>Date</u> | |
| Departmental Committee | 10/3/2008 | 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 | 10/27/2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| 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 add a new course, **DES 349 a-n** to Art and Design Curriculum

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

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

B. The justification for this action:
 The Department of Art and Design had a co-op elective but the co-op office was placing students in jobs for art & design credit that was not quality experience to justify the credits awarded to students. Therefore, the department removed the courses from the curriculum. The department will now be approving assignments. DES 349a-n will provide undergraduate students in the Art and Design field the opportunity to work in the professional environment and gain firsthand experience.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: Library has adequate holdings and resources to meet the needs of the course.

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

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

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

New or Revised* Catalog Text

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

DES 349 a-n Cooperative Study: Art & Design (1-8) A. Work in a professional environment related to academic studies. One to eight hours credit per semester or summer. A minimum of 80 hours employment required for each semester hour credit. Students must have successfully completed 30 semester hours of course work and transfer students must have completed at least one semester of full-time course work at ECU with a GPA of 3.0

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|-----------------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: UP | Dept. (4 letters)* AFAS |
| DES | 349 a-n | Spring 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | ARTD |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. <u>8</u> | |
| 1-8 hrs | Lecture <input type="checkbox"/> | Laboratory <input type="checkbox"/> | Other <u>C</u> | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| C | 100% | N | FR <input type="checkbox"/> | JR <input type="checkbox"/> |
| | | | 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 _____ Data entry person _____ | |
| | | Thesis <input type="checkbox"/> | | |
| | | Internship <input type="checkbox"/> | | |
| | | Independent Study <input type="checkbox"/> | | |
| | | Practicum <input type="checkbox"/> Co-op/Applied X Learning <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. | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | Students must have successfully completed 30 semester hours of course work and transfer students must have completed at least one semester of full-time course work at EKU with a GPA of 3.0 |

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) | | | |

DES 349: (Co-op/Applied Learning) SYLLABUS & CHECKLIST

FIRST CO-OP: Spring 2009

Co-op Coordinator for Art & Design

Ida Kumoji
Campbell 405 (622-1640)
Ida.kumoji@eku.edu

Co-op Office

Student Services Bldg 455
622-1296
www.coop.eku.edu

COURSE REQUIREMENTS. Grades: Letter Grade

- (A) **EVERYTHING ON THIS SYLLABUS MUST BE COMPLETED BY THE DESIGNATED DATES TO PASS DES 349.**
Failure to complete any one of these steps, by the end of the semester, will result in a "U" for the course.
- (B) Finish your job. The date your job ends is set by agreement between your employer and you. Do not quit your job **for any reason** prior to this agreed-upon date. The agreed-upon date must be approved by the Director of Co-op. If problems develop, contact Ida Kumoji immediately.

- _____ 1. Get from Ida Kumoji:
(1) Approval (2) Syllabus
- _____ 2. Access the co-op webpage. (www.coop.eku.edu)
- _____ (a) Enter **information into Co-op Database.** See attached "PlacePro Web Instructions"
- _____ (b) Complete **your resume.** (See PlacePro Instructions)
- _____ (c) Complete **Co-op Orientation** (See attached "Orientation Instructions")
You must pass the orientation before you can be registered for co-op
- _____ 3. If you need help finding a co-op or applied learning position, make an appointment with Connie Dirks or Traci Patrick (x1296) in co-op office. **She needs your Kentucky work-study information (see #4) and your RESUME.**
- _____ 4. Go to Student Employment Office in SSB 219. Ask if you qualify for Kentucky Work-study.
- _____ 5. If you find your own job: Complete a Job Information Form (attached) (a) job description must be approved by Ida Kumoji (b) Take copy of form to Co-op Office.
- _____ 6. Information you must give to the Co-op Office before registration (Go in person)
- _____ (a) Supervisor's **name, address & phone.** (This is on the Job Information Form)
- _____ (b) **Co-op Office will register you** for DES 349 once they have this information
- _____ 7. Assignments you must complete & submit to the Co-op Office:
- (a) Resume
- (b) Online Orientation - Accessible through "**Blackboard**". **Due prior to your first day on your job.**
- © Performance Skills Assessment - In PlacePro under **My Placements & Evaluations.**
- (d) Timesheet (PRINT THIS OUT) Keep track of hours you work; **-Must be signed by supervisor.**

Revised 11/11/08

See due dates posted by the Co-op Office

You must work a minimum of 80 hours for each course credit for which you are registered.

8. Things you must do for Art and Design Department

- _____ (a) **Schedule your IN-PERSON Exit Interview with Ida Kumoji.** During the middle of the semester, Ida Kumoji will email you the dates/times for the In-Person Exit Interview. You must respond to that email and indicate which interview time you will be attending. This meeting is mandatory.
- _____ (b) **Exit Survey.** When you receive an email about the Exit Interviews, you will be emailed an Exit Survey. Please complete the survey and bring it with you to the Exit Interview.
- _____ (c) Check **your e-mail often & stay in contact with Ida Kumoji.** Also, you will receive e-mails from the Co-op Office. *If you get a new e-mail address or phone # contact Ida Kumoji and the Co-op Office immediately.*

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."

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.

Revised 11/11/08

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

Part I

| | | |
|---|--|---|
| (Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>Computer Science</u> College <u>A&S</u> *Course Prefix & Number <u>CSC 307</u> *Course Title (<u>30 characters</u>) <u>Cyberspace Security and Ethics</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/15/08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9/29/08 | Council on Academic Affairs _____ |
| General Education Committee* | 10/6/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| 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.)

| | |
|--|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course CSC 307</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> | |
| <p>B. The justification for this action:</p> <p>Computers now have an enormous impact on society. Computer-related issues such as identity theft and the proper use of copyrighted material such as music and videos are significant topics in today's culture. This new course will examine those themes, and also help students know how to protect themselves from Internet threats.</p> | |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> | |

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

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

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

New or Revised* Catalog Text

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

CSC 307 Cyberspace Security and Ethics. (3) A. A non-technical survey of computing, including computers' effect on society, computer crime, viruses and other threats, and self protection in an online environment. Gen.Ed. 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)* |
| CSC | 307 | Spring 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | COSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <u>3</u> Laboratory _____ Other _____ | | Cip Code (first two digits only) 11 | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| 1 | 3 | N | FR _____ JR _____ | |
| B | 3 | | SO _____ SR _____ | |
| K | 3 | | | |
| T | 3 | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

CSC 307 Syllabus Cyberspace Security and Ethics

Catalog Description:

CSC 307 Cyberspace Security and Ethics (3) A. A non-technical survey of computing, including computers' effect on society, computer crime, viruses and other threats, and self protection in an online environment. Gen.Ed. VIII

Textbook:

Stacey L. Edgar, *Morality and Machine, 2nd Edition*, Jones and Bartlett, 2003

General Education Goals:

Students will be able to:

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GenEd Goal 2)
- Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments. (GenEd Goal 3)
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GenEd Goal 7)
- Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GenEd Goal 8)

Theme Specific Objectives:

Students will be able to:

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues relating to the development and application of science and technology in society. (GenEd Goal 2)
- 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. (GenEd Goal 3)
- Examine the methods that underlie the search for scientific and technical knowledge in society. (GenEd Goal 7)
- Integrate knowledge that will deepen students' understanding of, and will inform their own choices about, scientific and technical issues of personal and public importance. (GenEd Goal 8)

Course Objectives:

Students will be able to:

- Describe common computer threats.
- Contrast various concepts of computer ethics
- Analyze the impact of computers and the Internet on modern society.
- Apply understanding of computer ethics to Internet activity.
- Integrate knowledge by creating a plan for keeping their computer secure.

Course Outline

| Week | Topics |
|------|---|
| 1 | The Basis of Ethics <i>How do we decide what is proper and improper? What is the basis for ethics and reasoning?</i> |
| 2 | Software Piracy, Property and Protection <i>What is software piracy? What are the arguments for and against software as private property? How can we protect software using copyright or other legal approaches?</i> |
| 3 | File Sharing and Copyright Law <i>What is copyright, and what is it's purpose? When is it proper to share files including music and video, and what limitations can be put on that sharing?</i> |
| 4 | The Internet and how it works |

| | |
|----|---|
| | <i>What is the Internet, how does it work, and what effect does this have on security and ethical issues.</i> |
| 5 | Computer Crime <i>How are computers involved in criminal acts, both computer-based crime, and criminal acts aided by computer?</i> |
| 6 | E-Commerce and Security <i>What influence has the Internet had on business? What steps can we take to keep ourselves secure when shopping online?</i> |
| 7 | Computer Intruders, Viruses, etc. <i>What is a 'hacker?'</i> <i>What are viruses, worms, and spyware?</i> |
| 8 | Wireless and Portable Devices <i>What security and ethical issues arise from the presence of cell phones, laptops, and other wireless devices.</i> |
| 9 | Computer Privacy <i>How is personal information handled on the Internet? What protections do we have for personal information on computer systems?</i> |
| 10 | Securing Your Home Computer and Information <i>What can we do to protect our home computers, and the information that we keep on it. How can the Internet in general be a threat? How can I protect myself in the area of email and web sites?</i> |
| 11 | Computer Errors and Reliability <i>What is the consequence of errors in a computer system? How can computer errors affect our lives?</i> |
| 12 | Computers and Work <i>How have computers changed the workplace? What rights and responsibilities do employers and employees have regarding computer use at work?</i> |
| 13 | Responsibility, Liability, Law, and Professional Ethics <i>What are our responsibilities in using computer systems? What codes of ethics exist in the computer world?</i> |
| 14 | Computers, The Government, and the Military <i>How can computers be used by the government for good or bad? How have computers influenced the government and military?</i> |
| 15 | Virtual Worlds <i>How do ethical issues apply to virtual worlds such as Second Life? How can events in a virtual world influence the real world?</i> |

Grading and Evaluation Policies:

There will be approximately 10 written assignments. Many of these will involve researching topics on the internet, and writing a report based on that research.

Grade Components:

| | |
|---------------------------|-----|
| Assignments | 30% |
| First written test..... | 20% |
| Second written test | 20% |
| Comprehensive Final..... | 30% |

Grading Scale:

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

Attendance Policy:

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

Students with Disabilities:

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

Academic Integrity Statement

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

General Education Course Approval Form
Revised: Spring 2008

Department: Computer Science

Course Prefix and Number: CSC 307

Course Title: Cyberspace Security and Ethics

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

University General Education

Identify the general education blocks addressed in this course:

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

Course Abstract

1. Describe the course content.

CSC 307 is designed as a non-technical survey of computer security topics and computer ethics. This will include the threats to a computer system, the defenses a home user can use against those threats, the influence of the computer on society. It will also look at file sharing and how copyright law has had to adjust to the digital age.

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

CSC 307 will be mostly lecture based, but will also involve some class sessions that will involve the use of discussion and small group projects.

Faculty must have at least a Master's degree to teach CSC 307. The coordinator of the computer science curriculum committee will be responsible for coordinating CSC 307.

The assessment will be based on a set of written assignments that will involve research on various topics. There will also be two to three exams which will involve a combination of multiple choice and short answer questions.

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

No new resources will be necessary.

4. Describe the assessment process.

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

For *comprehension*, the assessment items will be six short-answer questions on the final exam. For *application and analysis*, there will be two short-answer questions on the final along with one written assignment. For the other criteria, there will be two written assignments, based on recent events. These questions and assignments will be agreed upon by all faculty teaching the course.

(b) When will data be collected?

The short-answer questions will be on the final exam. The written assignments will be given during the latter weeks of the semester.

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

All students' exams and assignments will be assessed. Those will be part of the course grade.

(d) Who will score the assessment instruments?

The faculty teaching each section will grade the exam and written assignments. Another faculty member will review the grading to ensure accuracy and fairness.

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

Dr. Eugene Styer

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

Scoring Rubric: Social & Behavioral Sciences

Sample final exam questions:

- What is a phishing attack?
- What does "https:" mean when we are accessing a web page, and how does it affect our privacy and security?
- When discussing copyright law, what do we mean by "fair use"?
- Why do we need to be careful about the content of personal web pages in terms of getting and keeping a job, even if the web page does not contain any job-related material?

- Give one reason I would not want to keep my child's computer in his/her room?

Sample written assignments:

- Most software or other computer-based systems can be used for either good or bad ends. For example, a spreadsheet can be used to run a business more efficiently, or by a bookie to manage illegal bets. In some cases (1999 version of Napster) the system was ruled illegal. How can we decide when the system should be allowed to continue unhindered, and when it should be shut down. How do these apply to modern peer-to-peer file sharing networks?
- Take a survey of at least ten friends, acquainted and relatives who have set up personal wireless networks. Find out what steps each one as taken to secure their network.
- Write a two-page paper (single-spaced) on the Morris Worm and its effect on the Internet.
- Companies vary in how much they allow employees to use email for personal purposes, and how closely they monitor employee email communications. Give a reason that companies should monitor email, and a reason they should not.
- The internet allows a much greater amount of anonymity than we normally get in face-to-face transactions. How can this be used for both good and bad?
- Describe two advantages of the old-fashioned approach of gathering around the water cooler or coffeepot that we lose when we rely on electronic communications.
- Pick an instance of a computer "error" that had serious effects and discuss the difficulties of assigning responsibility in the case. Explain why it is more difficult to accurately and fairly assign blame in cases where computers are involved.
- Consider the case where Megan Meier was electronically harassed to the point where she committed suicide. Should the company that ran the website be held responsible – Give reasons why or why not.
- How can we apply the lessons of the Walker spy case to modern computer security?
- Find two web sites that express opposite sides on a controversial issue. To what extent would the background of the web page creator influence the content and presentation of the information?
- Kentucky has a state-wide system for monitoring who is taking certain prescription drugs. What are the advantages and risks of this system?

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 | English and Theatre |
| <input type="checkbox"/> Course Revision (Parts II, IV) | College | Arts and Sciences |
| <input checked="" type="checkbox"/> Hybrid Course ("S," "W") | *Course Prefix & Number | ENR 116 |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title (<u>30 characters</u>) | Efficient Reading |
| <input type="checkbox"/> New Program (Part III) | *Program Title | Developmental Education (Major ____, Option ____, Minor ____, or Certificate ____) |
| <input type="checkbox"/> Program Revision (Part III) | *Provide only the information relevant to the proposal. | |
| <input type="checkbox"/> Program Suspended (Part III) | | |

| | | |
|---|--|---|
| Proposal Approved by: | <u>Date</u> | |
| Departmental Committee | 10/6/08 | 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 | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> |
| General Education Committee* | | Faculty Senate** |
| Teacher Education Committee* | | Board of Regents** |
| | | Council on Postsecondary Edu.*** |

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To change the title and course description for ENR 116; add prerequisite

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

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

B. The justification for this action:

Post-secondary institutions are required to provide a developmental intervention for students scoring in the ACT reading sub-score range of 18-20 as mandated by the Council on Postsecondary Education and the new ECU admissions policy, beginning in fall 2009. By requiring that these students take ENR 116, which will include a supplemental lab component, students in this "admission with condition" category will earn one credit hour and also meet the developmental requirement.

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

Personnel Impact: The Office of Transition and University Services estimates that an additional 450 students will be required to enroll in a developmental reading course under the new CPE mandated ACT placement guidelines. The Department of English and Theatre estimates that we will need to offer 25 sections of ENR 116 to those students who score in the 18-20 range in reading on the ACT and do not place out on the alternative exam offered by ECU. For this reason, we anticipate the need to hire two full-time reading instructors to assist current faculty members in teaching these courses. There may be a need to hire additional part-time instructors to help staff classes at extended campuses but this will depend on enrollments.

Operating Expenses Impact: None.

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

New or Revised* Catalog Text

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

ENR 116 ~~Efficient Reading Strategies for College Reading.~~ (1) A. Prerequisites: ACT reading sub-score 18 or higher; less than 45 credit hours. Five-week course concentrates on ~~increasing reading efficiency by improving rate and comprehension. Emphasis on acquisition of skills and application of techniques.~~ developing reading comprehension, analysis, rate, and vocabulary in various disciplines.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| ENR | 116 | Fall 2009 | AS X ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___ | ENTH |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 1 | Lecture 1 ___ Laboratory .5 ___ Other ___ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) <u>Developmental Requirement</u> And less than 45 hours FR ___ JR ___ SO ___ SR ___ | |
| 1 | | N | | |
| | | | | |
| | | | | |
| | | 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 | <u>ACT reading sub-score of 18 or higher</u> |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Equivalent Course(s): (credit not allowed with; or formerly:) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

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

Part I

| | | |
|--|--|---|
| (Check one) | Department Name | <u>Department of Government</u> |
| <input checked="" type="checkbox"/> New Course (Parts II, IV) | College | <u>Arts & Sciences</u> |
| <input type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | <u>POL 302</u> |
| <input type="checkbox"/> Hybrid Course ("S," "W") | *Course Title (30 characters) | <u>Science and the Liberal Arts</u> |
| <input type="checkbox"/> Course Dropped (Part II) | *Program Title | <u></u> |
| <input type="checkbox"/> New Program (Part III) | | <u>(Major __, Option __; Minor __; or Certificate __)</u> |
| <input type="checkbox"/> Program Revision (Part III) | | |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| Proposal Approved by: | <u>Date</u> | | <u>Date</u> |
|---|-------------|---|-------------|
| Departmental Committee | 09/10/08 | Graduate Council* | NA |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Council on Academic Affairs | 11/20/08 |
| College Curriculum Committee | 9/29/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | |
| General Education Committee* | 10/6/08 | 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.)
 To offer POL 302, Science and the Liberal Arts for 3 credits under Block VII (SBS) of General Education.

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

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

B. The justification for this action:
 Course is offered as part of QEP Project: Science and the Liberal Arts.

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

Personnel Impact:
 Course coordinator will teach course within teaching load. Other faculty involved in the course will guest lecture for 2-4 week periods, but will not receive teaching credit for the course.

Operating Expenses Impact:
 The QEP Office will provide stipends for other faculty involved in the course.

Equipment/Physical Facility Needs:
 None

Library Resources:
 A librarian will guest lecture on researching scientific and technological issues with focus upon possible bias, accuracy, and research quality.

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 302 Science and the Liberal Arts (3) A. Pre-requisite: Gen.Ed. Block I. Contemporary scientific and technological issues will be examined through the application of political science and other social science disciplines. Gen. Ed. VII (SBS).

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| POL | 302 | Spring 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | GOVN |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <u>3</u> | Laboratory _____ | Other _____ | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Cip Code (first two digits only) | |
| 1 | | N | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ | |
| | | | SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|-------------------------|
| Course Prefix and No. | <u>Gen. Ed. Block I</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)x | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Science and the Liberal Arts POL 302 Course Syllabus (Sample)

- I. Course Number:** POL 302 (3 hours)
- II. Course Title:** Science and the Liberal Arts
- III. Course Description:** POL 302 Science and the Liberal Arts (3) A. Pre-requisite: Gen. Ed. Block I. Contemporary scientific and technological issues will be examined through the application of political science and other social science disciplines. Gen. Ed. VII (SBS).
- IV. Instructor:**
Course Coordinator: Lynnette Noblitt
Other Faculty: Varies by year.
- V. Required Texts**
Varies by year. Example texts include:
- IPCC, 2007, Report from the Working Group I of the Intergovernmental Panel on Global Climate Change. Cambridge Press.
- Jon Barnett – *The Meaning of Environmental Security* – Chapter 5
“Environmental Degradation and Security” and Chapter 8 “Ecological Security: An Alternative Security Strategy”
- Parts of the Kyoto Protocol
- United Nations – *The Millennium Development Goals* – Chapter 7
“Environmental Sustainability”
- David Puchala et al – *United Nations Politics* -- Introduction
- Blinder, Alan, “Cleaning Up the Environment: Sometimes Cheaper is Better”.
- Kiessling and Anderson, Human Embryonic Stem Cells, *Jones and Bartlett Topics in Biology*, 2nd ed. pp. 1-33, 119-163, 167-188.
- National Research Council, Guidelines For Human Embryonic Stem Cell Research, National Academy Press.
- Pope John Paul II, “The Unspeakable Crime of Abortion,” in Mappes and Degrazia’s *Biomedical Ethics*, 6th ed. pp. 457-459.
- Marquis, Don, “Why Abortion is Immoral,” in Mappes and Degrazia’s *Biomedical Ethics*, 6th ed. pp. 466-471.
- Singer, Peter, “The Moral Status of the Embryo,” in Gregory E. Pence’s *Classic Works in Medical Ethics*. pp. 83-92.
- Warren, Mary Anne, “On the Moral and Legal Status of Abortion,” in Mappes and Degrazia’s *Biomedical Ethics*, 6th ed. pp. 459-466.
- Steinbock, Bonnie. “What Does ‘Respect for Embryos’ Mean in the Context of Stem Cell Research?” in Mappes and Degrazia’s *Biomedical Ethics*, 6th ed. pp. 498-501.

VI. General Education Goals and the Course.

POL 302 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 their understanding of, and will inform their own choices about, issues of personal and public importance.

Students will learn how social scientists use qualitative and quantitative methods to study scientific and technological issues. Throughout the course students are required to use critical thinking to understand and evaluate scientific and technological issues to develop solutions to resulting problems. Finally, students will communicate these solutions and resulting implications in both written and oral form throughout the course.

VIII. Specific Course Objectives

The General Education Goals identified in Section VI are achieved through the study of scientific and technological issues and the application of various social sciences. In this course, students will demonstrate the ability to:

1. Students will comprehend important concepts in political science and a variety of social science disciplines, including but not limited to philosophy, sociology, and law.
2. Students will learn the methods used by the political science and other social science disciplines to analyze both the qualitative and quantitative effects of scientific and technological advancements on various aspects of society.
3. Students will apply relevant social science theories and concepts to scientific and technological issues to identify resulting problems and develop solutions.
4. Students will be able to identify the implications and consequences of and think critically about the solutions developed.
5. Students will integrate multiple perspectives derived from scientific and social science disciplines to develop a logical line of reasoning and to make connections for conclusions and solutions to scientific and technological problems.
6. Students will be able to express their own opinions and become aware of and debate opposing viewpoints in both oral and written form.

IX. Course Assignments and Grading

Varies by year, but will consistently include assignments and final exam that is consistent with assessment requirements. An example is as follows:

| <u>Assignment</u> | <u>Point Value</u> |
|---------------------------------------|--------------------|
| Module 1 Simulation Written Report | 300 |
| Module 2 Simulation Oral Debate | 300 |
| Class Participation/ Blackboard Posts | 300 |
| Final Exam (Comprehensive) | 100 |
| <hr/> | |
| Total: | 1000 |

Grading Scale

| <u>Letter Grade</u> | <u>Points Earned</u> |
|---------------------|----------------------|
| A | 1000-900 |
| B | 899-800 |
| C | 799-700 |
| D | 699-600 |
| F | 599 and below |

X. Attendance Course Policies

Varies by year. An example is as follows:

Class Attendance and Participation

Class attendance and participation are required. Attendance will be taken every class period and it is the obligation of the student to make sure his/her presence is recorded. Students should come to class everyday prepared to participate in class discussions and other activities. Should a student miss a class, it will be the student's obligation to make up any missed work, be aware of any announcements, and get any information presented or discussed in class. The instructor will deduct class participation points for any student with more than **two unexcused absences**. The instructor reserves the right to fail any student with more than **four unexcused absences** regardless of the other grades earned in the class.

Assignment Due Dates and Late Assignments

All assignments must be turned in on the assigned due date. This policy is both necessary so that students and the instructor may appropriately focus on grading and reviewing assignments. **Assignments turned in after the due date will not be graded or receive credit unless the student provides documentation for a university-recognized excuse.**

XI. Academic Honesty

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.

XII. Students with Disabilities

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

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.

XIII. Course Outline

Varies by year. An example outline is as follows:

Week 1: Introduction to Course

Weeks 2-3: Critical and Creative Thinking

Introduction to goals of course

Defining terms and discussing step-by-step process

Week 4: Researching Scientific and Technological Issues

Literary and media bias

Evaluating the quality and accuracy of sources

Week 5: Public speaking & Debating techniques

General communication techniques

Extemporaneous argument

Weeks 6-10:

Module I (Global Warming)

Political Science and International Relations

Macro Economics & Environmental Economics

Written Report on Proposed Legislation

Weeks 11-15:

Module II (Stem Cells)
Ethics and Philosophy
Legal and Feminist Studies
Oral Debate on Proposed Legislation

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

Part I

| | | |
|---|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MAT 280</u> *Course Title <u>(30 characters)</u> <u>Actuarial Mathematics</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: _____ Date <u>08/19/08</u> Graduate Council* _____ Date _____ Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>10/27/08</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/20/08</u> 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 MAT 280 A. 2. Effective date: (Example: Fall 2001) Spring 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact. Operating Expenses Impact: No impact. Equipment/Physical Facility Needs: No change. Library Resources: Existing library resources are adequate. | |

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

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

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

New or Revised* Catalog Text

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

~~MAT-280 Actuarial Mathematics_(1) A. Prerequisite: MAT-214 and MAT-225 or MAT-225H. Applications-oriented examination of several topics from analytic geometry, calculus, and linear algebra~~

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

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

New or Revised* Program Text

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

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

Part I

| | | |
|--|---|--|
| (Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>STA 385</u> *Course Title (<u>30 characters</u>) <u>Probability for Actuaries</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: _____ Date <u>08/19/08</u> Graduate Council* _____ Date _____ Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>10/27/08</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/20/08</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: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add STA 385, a course needed for our students interested in actuarial science. A. 2. Effective date: (Example: Fall 2001) Spring 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: The course description needs to be updated to reflect the changes in the structure of the actuarial exams. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact. Operating Expenses Impact: No impact. Equipment/Physical Facility Needs: No change. Library Resources: Existing library resources are adequate. | |

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

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

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

New or Revised* Catalog Text

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

STA 385 Probability for Actuaries. (1) A. Prerequisite: STA 370 or 520. Review of elementary probability theory, univariate and multivariate probability distributions, moment generating functions, transformations, order statistics, and applications of probability concepts in a risk management context. Preparation for Exam 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 ~~strickthrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

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

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

| | | | | |
|---|---|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| STA | 385 | Spring 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MTST |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 1 | Lecture <u>1</u> Laboratory _____ Other _____ | | Cip Code (first two digits only) 52 | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| 1 | 1 | N | FR _____ JR _____ | |
| B | 1 | A | SO _____ SR _____ | |
| W | 1 | | | |
| | | 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>STA 370 or STA 520</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Mathematics & Statistics Syllabus
STA 385 Probability for Actuaries
1 Credit Hour, Spring 2009

| | |
|------------------------------|--|
| Instructor: | Dr. Margaret Yoder margaret.yoder@eku.edu |
| Office: | Wallace 306 |
| Office Hours: (Dr. Yoder) | MWF 9:00 – 10:00, 1:30 – 3:00 TR 2:30 – 4:00 Other hours are available by appointment. |
| Phone: | 622–1618 office 622–5942 MSCS Department Office (leave a message) |

Course Objectives

Students who complete this course will

1. Review text-taking strategies for actuarial tests and other tests such as the Praxis exam.
2. Review concepts in probability
3. Review calculus techniques that are used to solve probability problems
4. Apply probability and calculus techniques to solve problems in risk management
5. Know the requirements for becoming an ASA

Course Requirements

- Each student must maintain a notebook containing worked practice problems and questions to ask in class. This notebook will also contain material about becoming an ASA. (The notebook will serve as the assessment for objectives 1, 2, 3, and 5)
- Each student is required to attend class. (Attending class is essential to have a complete notebook)
- Each student will present problems to the class. (These presented problems will serve as the assessment for objective 4)

References

Students will need access to the internet to access websites such as beanactuary.org for information about the actuarial career and for sample problems to work. Additional problems will be supplied by the instructor, usually via blackboard.

Evaluation

| Activity | Frequency | Points Possible | Total Points Possible |
|------------------------------------|-----------|-----------------|-----------------------|
| Class (not counting drop/add week) | 14 | 1 | 14 |
| Presentation of Problem on board | 11 | 4 | 44 |
| Notebook | 1 | 42 | 42 |
| | | | 100 |

Course Grade: The letter grade cutoffs will be

90.00%–100% A, 80.00%–89.99% B, 70.00%–79.99% C, 60.00%–69.99% D, 0%–59.99% F.

POLICIES

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.

Disability Accommodation

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

Department Policies

- During class, cell phones and pagers must be turned off or set to a silent mode.
- No student may enroll more than twice for the same course taught by the Department of Mathematics and Statistics unless subsequent enrollments are during Summer School. Exceptions to this rule are by petition to the Chair.
- Any student enrolling in a multiple section course for which s/he has already received a grade of "D," "F," or "W" from the instructor who is teaching the section may change to a section taught by a different instructor by seeing the Chair of the Department of Mathematics and Statistics. This change must be completed by the end of the drop/add period.

Behavior

- Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of "F." Cheating includes buying, selling, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations it includes receiving information from other students or other students' exams and referring to unauthorized notes or other written information in any form including electronic (e.g., information stored in graphing calculators).
- Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may receive a course grade of "F" and may be barred from attending class.

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

Part I

| | | |
|---|--|---|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Minor in Actuarial Science</u> (Major ____, Option ____, Minor <u>X</u> __, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | <u>Date</u> 08/19/08 | <u>Date</u> NA Graduate Council* _____ Council on Academic Affairs _____ Approved <input checked="" type="checkbox"/> Disapproved _____ |
| College Curriculum Committee General Education Committee* Teacher Education Committee* | <u>Date</u> 10/27/08 NA NA | Approved <input checked="" type="checkbox"/> Disapproved _____ Faculty Senate** <u>11/20/08</u> <u>12/1/08</u> Board of Regents** <u>1/26/09</u> 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 minor in actuarial science 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: Actuarial Science is a growing field. We have recently had students who desired to become actuaries. EKU has the courses for a student to prepare for this field. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact. Operating Expenses Impact: No impact. Equipment/Physical Facility Needs: No change. Library Resources: Existing library resources are adequate. | |

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

**DEPARTMENT OF MATHEMATICS
AND STATISTICS**

Chair

Dr. Dirk Schlingmann
(859) 622-5942

Baccalaureate Degrees

MATHEMATICS (B.S.)

CIP Code: 27.0101

Minors

Minor in Actuarial Science

A student may minor in actuarial science by completing a total of 21 semester hours as follows: MAT 124 or 124H; MAT 224 or 224H; STA 270; STA 320; STA 370; STA 385; and STA 520.

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 132c</u> *Course Title (<u>30 characters</u>) <u>Violin 'cello I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description, correct a spelling error and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 132c ~~Violin~~-Cello I. (1-2) I, II. Co-requisite: MUS 235 or 236; course open to music majors or minors only. One or two lessons per week. Instruction available in ~~violin~~-cello. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 132c | Summer 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |
| Co-Requisites and Prerequisites **See definitions on following page** | | | | |
| Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.) | | | | |
| Course Prefix and No. | MUS 235 or 236 | | | |
| 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) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 232c</u> *Course Title <u>(30 characters)</u> <u>Violin 'cello II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/12/08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | | Council on Academic Affairs 11/20/08 |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| Teacher Education Committee* | NA | Faculty Senate** NA |
| | | Board of Regents** NA |
| | | Council on Postsecondary Edu.*** NA |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description, correct a spelling error and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 232c ~~Violin-Cello~~ I. (1-2) I, II. Prerequisite: MUS 132c. Co-requisite: MUS 235 or 236; course open to music majors or minors only. One or two lessons per week. Instruction available in ~~violin-cello~~. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 232c | Summer 2009 | AS <input type="checkbox"/> X <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |
| | | | Date of data entry _____ | |
| | | | Data entry person _____ | |

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

| | |
|---|-----------------------|
| Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.) | |
| Course Prefix and No. | <u>MUS 235 or 236</u> |
| Course Prefix and No. | |
| Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | <u>MUS 132c</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Equivalent Course(s): (credit not allowed with; or formerly:) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|----------|------------------------------|-------|--|-------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <input 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 332c</u> *Course Title <u>(30 characters)</u> <u>Violin 'cello III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | _____ | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description, correct a spelling error and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 332c ~~Violin~~-Cello I. (1-4) I, II. Prerequisite: MUS 232c and completion of the sophomore comprehensive in music. Co-requisite: MUS 435 or 436; course open to music majors only. One or two lessons per week. Instruction available in ~~violin~~-cello. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 332c | Summer 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | <u>MUS 435 or 436</u> |
| Course Prefix and No. | |

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

| | |
|--|---|
| Course Prefix and No. | <u>MUS 232c</u> |
| Course Prefix and No. | |
| Test Scores | <u>Passing Score Sophomore Comprehensive in Music</u> |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|----------|------------------------------|----|---|----|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 432c</u> *Course Title <u>(30 characters)</u> <u>Violin 'cello IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | NA | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description, correct a spelling error and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 432c ~~Violin~~-Cello I. (1-4) I, II. Prerequisite: MUS 332c. Co-requisite: MUS 435 or 436; course open to music majors only. One or two lessons per week. Instruction available in ~~violin~~-cello. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 432c | Summer 2009 | AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | <u>MUS 435 or 436</u> |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 332c</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | |
|--|---|---|
| (Check one) <input 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 145b</u> *Course Title <u>(30 characters)</u> <u>French Horn I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/12/08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | | Council on Academic Affairs 11/20/08 |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| Teacher Education Committee* | NA | Faculty Senate** NA |
| | | Board of Regents** NA |
| | | Council on Postsecondary Edu.*** NA |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisites were not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 145b French Horn I. (1-2) I, II. Co-requisite: MUS 250 and 255A or 255B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in French horn. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 145b | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| 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. | MUS 250 and 255A or 256 |
| 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 245b</u> *Course Title <u>(30 characters)</u> <u>French Horn II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisites were not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 245b French Horn II. (1-2) I, II. Prerequisite: MUS 145b. Co-requisite: MUS 250 and 235 or 255A or 255B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in French horn. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 245b | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 145b</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. | <u>MUS 250 and 235 or 255A or 255B or 256</u> |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 345b</u> *Course Title <u>(30 characters)</u> <u>French Horn III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ | | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 345b French Horn III. (1-4) I, II. Prerequisite: MUS 245b and completion of the sophomore comprehensive in music. Co-requisite: MUS 250 and 256 or 455A or 455B or 435; course open to music majors only. One or two lessons per week. Instruction available in French horn. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|----------------------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 345b | Summer 2009 | AS X ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture ___ | Laboratory ___ | Other ___ | Cip Code (first two digits only) |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ | JR _____ |
| | | | SO _____ | SR _____ |
| | | | Restricted to Music majors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|--|
| Course Prefix and No. | <u>MUS 245b</u> |
| Course Prefix and No. | |
| Test Scores | <u>Passing score on the sophomore comprehensive in music</u> |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|--|---|
| Course Prefix and No. | <u>MUS 250 and 256 or 455A or 455B or 435</u> |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 445b</u> *Course Title <u>(30 characters)</u> <u>French Horn IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | NA | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 445b French horn IV. (1-4) I, II. Prerequisite: MUS 345b. Co-requisite: MUS 250 and 256 or 455A or 455B or 435; course open to music majors only. One or two lessons per week. Instruction available in French horn. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 445b | Summer 2009 | AS X JS BT EM ED PC HS | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music majors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 345b</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. | <u>MUS 250 and 256 or 455A or 455B or 435</u> |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 132f</u> *Course Title (<u>30 characters</u>) <u>Guitar I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | NA | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 132f Guitar I. (1-2) I, II. Co-requisite: MUS 257; course open to music majors or minors only. One or two lessons per week. Instruction available in guitar. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 132f | Summer 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|----------------|
| Course Prefix and No. | <u>MUS 257</u> |
| Course Prefix and No. | |

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

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

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|----------|------------------------------|-------|--|-------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 232f</u> *Course Title <u>(30 characters)</u> <u>Guitar II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | _____ | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 232f Guitar II. (1-2) I, II. Prerequisite: MUS 132f. Co-requisite: MUS 257; course open to music majors or minors only. One or two lessons per week. Instruction available in guitar. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 232f | Summer 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |
| Co-Requisites and Prerequisites **See definitions on following page** | | | | |
| Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.) | | | | |
| Course Prefix and No. | <u>MUS 257</u> | | | |
| Course Prefix and No. | | | | |
| Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | | | | |
| Course Prefix and No. | <u>MUS 132f</u> | | | |
| Course Prefix and No. | | | | |
| Test Scores | | | | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | | | | |
| Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | | | | |
| Course Prefix and No. | | | | |
| Test Scores | | | | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | | | | |
| Equivalent Course(s): (credit not allowed with; or formerly:) | | | | |
| Course Prefix and No. | | | | |
| Course Prefix and No. | | | | |
| Course Prefix and No. | | | | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|-------|------------------------------|-------|--|----------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <input 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 332f</u> *Course Title <u>(30 characters)</u> <u>Guitar III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 332f Guitar III. (1-4) I, II. Prerequisite: MUS 232f and completion of the sophomore comprehensive in music. Co-requisite: MUS 457; course open to music majors only. One or two lessons per week. Instruction in guitar. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 332f | Summer 2009 | AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|----------------|
| Course Prefix and No. | <u>MUS 457</u> |
| Course Prefix and No. | |

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

| | |
|--|---|
| Course Prefix and No. | <u>MUS 232f</u> |
| Course Prefix and No. | |
| Test Scores | <u>Passing Score Sophomore Comprehensive in Music</u> |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|-------------|--|--|-------------|------------------------|---------|-------------------|--|----|---|--|-----------------------------|--|--|------------------------------|--|--|--|----------|------------------------------|----|------------------|--|----|------------------------------|----|--------------------|--|----|--|--|----------------------------------|--|----|
| (Check one) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 432f</u> *Course Title <u>(30 characters)</u> <u>Guitar IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | | | College Curriculum Committee | | Approved <input checked="" type="checkbox"/> Disapproved _____ | | 11/20/08 | General Education Committee* | NA | Faculty Senate** | | NA | Teacher Education Committee* | NA | Board of Regents** | | NA | | | Council on Postsecondary Edu.*** | | NA |
| | <u>Date</u> | | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | | Approved <input checked="" type="checkbox"/> Disapproved _____ | | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 432f Guitar IV. (1-4) I, II. Prerequisite: MUS 332f. Co-requisite: MUS 457; course open to music majors only.
One or two lessons per week. Instruction available in guitar. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 432f | Summer 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ | Laboratory _____ | Other _____ | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Cip Code (first two digits only) | |
| | | | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

Course Prefix and No. MUS 457

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. MUS 332f

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 132d</u> *Course Title <u>(30 characters)</u> <u>String Bass I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">_____</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;">_____</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | _____ | General Education Committee* | NA | Faculty Senate** | _____ | Teacher Education Committee* | NA | Board of Regents** | _____ | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 132d String Bass I. (1-2) I, II. Co-requisite: MUS 235 or 236 or 255A; course open to music majors or minors only. One or two lessons per week. Instruction available in string bass. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 132d | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

Course Prefix and No. MUS 235 or 236 or 255A

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) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 232d</u> *Course Title <u>(30 characters)</u> <u>String Bass II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 232d String Bass II. (1-2) I, II. Prerequisite: MUS 132d. Co-requisite: MUS 235 or 236 or 255A; course open to music majors or minors only. One or two lessons per week. Instruction available in string bass. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 232d | Summer 2009 | AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

| | |
|---|-------------------------------|
| Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.) | |
| Course Prefix and No. | <u>MUS 235 or 236 or 255A</u> |
| Course Prefix and No. | |
| Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | <u>MUS 132d</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Equivalent Course(s): (credit not allowed with; or formerly:) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | |
|--|---|---|
| (Check one) <input 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 332d</u> *Course Title <u>(30 characters)</u> <u>String Bass III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/12/08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | | Council on Academic Affairs 11/20/08 |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| Teacher Education Committee* | NA | Faculty Senate** _____ |
| | | Board of Regents** _____ |
| | | Council on Postsecondary Edu.*** NA |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| | |
|--|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and corequisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a corequisite ensemble course with all applied lessons. The corequisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 332d String Bass III. (1-4) I, II. Prerequisite MUS 232d and completion of the sophomore comprehensive in music. Corequisite: MUS 435 or 436 or 455A; course open to music majors only. One or two lessons per week. Instruction in string bass. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 332d | Summer 2009 | AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

Course Prefix and No. MUS 435 or 436 or 455A

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. MUS 232d

Course Prefix and No. _____

Test Scores Passing score on the sophomore comprehensive in music

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 432d</u> *Course Title <u>(30 characters)</u> <u>String Bass IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;"><u>11/20/08</u></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | <u>11/20/08</u> | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | <u>11/20/08</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 432d String Bass IV. (1-4) I, II. Prerequisite: MUS 332d. Co-requisite: MUS 435 or 436 or 455A; course open to music majors only. One or two lessons per week. Instruction in string bass. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 432d | Summer 2009 | AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

Course Prefix and No. MUS 435 or 436 or 455A

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. MUS 332d

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 145d</u> *Course Title <u>(30 characters)</u> <u>Trombone I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisites were not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 145d Trombone I. (1-2) I, II. Co-requisite: MUS 250 and 255A or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in trombone. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 145d | Summer 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| | | 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. | <u>MUS 250 and 255A or 256</u> | | | |
| Test Scores | | | | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | | | | |
| Equivalent Course(s): (credit not allowed with; or formerly:) | | | | |
| Course Prefix and No. | | | | |
| Course Prefix and No. | | | | |
| Course Prefix and No. | | | | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 245d</u> *Course Title <u>(30 characters)</u> <u>Trombone II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;"><u>11/20/08</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | <u>11/20/08</u> | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | <u>11/20/08</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisites were not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 245d Trombone II. (1-2) I, II. Prerequisite: MUS 145d. Co-requisite: MUS 250 and 235 or 255A or 255B or 256;
course open to music majors or minors only. One or two lessons per week. Instruction available in trombone. May be
retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 245d | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |
| | | | Date of data entry _____ | |
| | | | Data entry person _____ | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 145d</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. | <u>MUS 250 and 255A or 255B or 256</u> |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 345d</u> *Course Title <u>(30 characters)</u> <u>Trombone III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 345d Trombone III. (1-4) I, II. Prerequisite: MUS 245d and completion of the sophomore comprehensive in music. Co-requisite: MUS 250 and 256 or 455A or 455B or 435; course open to music majors only. One or two lessons per week. Instruction available in trombone. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 345d | Summer 2009 | AS X JS BT EM ED PC HS | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music majors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|--|
| Course Prefix and No. | <u>MUS 245d</u> |
| Course Prefix and No. | |
| Test Scores | <u>Passing score on the sophomore comprehensive in music</u> |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|--|---|
| Course Prefix and No. | <u>MUS 250 and 256 or 455A or 455B or 435</u> |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 445d</u> *Course Title <u>(30 characters)</u> <u>Trombone IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/12/08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | | Council on Academic Affairs 11/20/08 |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| Teacher Education Committee* | NA | Faculty Senate** NA |
| | | Board of Regents** NA |
| | | Council on Postsecondary Edu.*** NA |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 445d Trombone IV. (1-4) I, II. Prerequisite: MUS 345d. Co-requisite: MUS 250 and 256 or 455A or 455B or 435;
course open to music majors only. One or two lessons per week. Instruction available in trombone. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 445d | Summer 2009 | AS X JS BT EM ED PC HS | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture Laboratory Other | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR JR SO SR | |
| | | | Restricted to Music majors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 345d</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. | <u>MUS 250 and 256 or 455A or 455B or 435</u> |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 145a</u> *Course Title <u>(30 characters)</u> <u>Cornet and Trumpet I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/12/08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | | Council on Academic Affairs 11/20/08 |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| Teacher Education Committee* | NA | Faculty Senate** _____ |
| | | Board of Regents** _____ |
| | | Council on Postsecondary Edu.*** NA |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisites were not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 145a Cornet and Trumpet I. (1-2) I, II. Co-requisite: MUS 250 and 255A or 255B or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in cornet and trumpet. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 145a | Summer 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |
| | | | Date of data entry _____ | |
| | | | Data entry person _____ | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

| | |
|--|-------------------------|
| Course Prefix and No. | MUS 250 and 255A or 256 |
| 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 245a</u> *Course Title (30 characters) <u>Cornet and Trumpet II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/12/08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | | Council on Academic Affairs 11/20/08 |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> |
| Teacher Education Committee* | NA | Faculty Senate** _____ |
| | | Board of Regents** _____ |
| | | Council on Postsecondary Edu.*** NA |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisites were not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 245a Trumpet II. (1-2) I, II. Prerequisite: MUS 145a. Co-requisite: MUS 250 and 235 or 255A or 256; course open to music majors or minors only. One or two lessons per week. Instruction available in cornet and trumpet. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 245a | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 145a</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. | <u>MUS 250 and 235 or 255A or 256</u> |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 345a</u> *Course Title <u>(30 characters)</u> <u>Cornet and Trumpet III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ | NA | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 345a Trumpet III. (1-4) I, II. Prerequisite: MUS 245a and completion of the sophomore comprehensive in music.
Co-requisite: MUS 250 and 256 or 455A or 455B or 435; course open to music majors only. One or two lessons per week. Instruction available in cornet and trumpet. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 345a | Summer 2009 | AS X ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture ___ Laboratory ___ Other ___ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR ___ JR ___ SO ___ SR ___ | |
| | | | Restricted to Music majors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| | |
|--|--|
| Course Prefix and No. | <u>MUS 245a</u> |
| Course Prefix and No. | |
| Test Scores | <u>Passing score on the sophomore comprehensive in music</u> |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|--|---|
| Course Prefix and No. | <u>MUS 250 and 256 or 455A or 455B or 435</u> |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 445a</u> *Course Title <u>(30 characters)</u> <u>Cornet and Trumpet IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 445a Trumpet IV. (1-4) I, II. Prerequisite: MUS 345a. Co-requisite: MUS 250 and 256 or 455A or 455B or 435;
course open to music majors only. One or two lessons per week. Instruction available in cornet and trumpet. May be
retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 445a | Summer 2009 | AS X JS BT EM ED PC HS | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ | Laboratory _____ | Other _____ | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Cip Code (first two digits only) | |
| | | | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ | |
| | | | SO _____ SR _____ | |
| | | | Restricted to Music majors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

MUS 345a

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. _____

MUS 250 and 256 or 455A or 455B or 435

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 132b</u> *Course Title <u>(30 characters)</u> <u>Viola I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | | NA | <i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> | | Council on Academic Affairs | | | College Curriculum Committee | | Approved <input checked="" type="checkbox"/> Disapproved _____ | | 11/20/08 | General Education Committee* | NA | Faculty Senate** | | | Teacher Education Committee* | NA | Board of Regents** | | | | | Council on Postsecondary Edu.*** | | NA |
| | <u>Date</u> | | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> | | Council on Academic Affairs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | | Approved <input checked="" type="checkbox"/> Disapproved _____ | | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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.)

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 132b Viola I. (1-2) I, II. Co-requisite: MUS 235 or 236; course open to music majors or minors only. One or two lessons per week. Instruction available in viola. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 132b | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|----------------|
| Course Prefix and No. | MUS 235 or 236 |
| 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) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 232b</u> *Course Title <u>(30 characters)</u> <u>Viola II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 232b Viola II. (1-2) I, II. Prerequisite: MUS 132b. Co-requisite: MUS 235 or 236; course open to music majors or minors only. One or two lessons per week. Instruction available in viola. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 232b | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | <u>MUS 235 or 236</u> |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 132b</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|-------|------------------------------|-------|--|----------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <input 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 332b</u> *Course Title <u>(30 characters)</u> <u>Viola III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 332b Viola III. (1-4) I, II. Prerequisite: MUS 232b and completion of the sophomore comprehensive in music Co-requisite: MUS 435 or 436; course open to music majors only. One or two lessons per week. Instruction in viola. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 332b | Summer 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | <u>MUS 435 or 436</u> |
| Course Prefix and No. | |

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

| | |
|--|--|
| Course Prefix and No. | <u>MUS 232b</u> |
| Course Prefix and No. | |
| Test Scores | <u>Passing score on the sophomore comprehensive in music</u> |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|-------|------------------------------|-------|--|----------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 432b</u> *Course Title <u>(30 characters)</u> <u>Viola IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add text to the course description and clarify prerequisites and co-requisites. | |
| A. 2. Effective date: (Example: Fall 2001) Summer 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 432b Viola IV. (1-4) I, II. Prerequisite: MUS 332b. Co-requisite: MUS 435 or 436; course open to music majors only. One or two lessons per week. Instruction in viola. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 432b | Summer 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | <u>MUS 435 or 436</u> |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 332b</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------------------------|--|-------------|--|--|-------------|------------------------|---------|-------------------|--|----|---|--|--|--|--|------------------------------|--|-----------------------------|--|----------|------------------------------|----|------------------|--|--|------------------------------|----|--------------------|--|--|--|--|----------------------------------|--|----|
| (Check one) <input 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 132A</u> *Course Title <u>(30 characters)</u> <u>Violin I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="5"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Council on Academic Affairs</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | | | | College Curriculum Committee | | Council on Academic Affairs | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | | | Teacher Education Committee* | NA | Board of Regents** | | | | | Council on Postsecondary Edu.*** | | NA |
| | <u>Date</u> | | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | | Council on Academic Affairs | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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.)

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 132a Violin I. (1-2) I, II. Co-requisite: MUS 235 or 236; course open to music majors or minors only. One or two lessons per week. Instruction available in violin. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 132A | Summer 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |
| | | | Date of data entry _____ | |
| | | | Data entry person _____ | |

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

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

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | <u>MUS 235 or 236</u> |
| Course Prefix and No. | |

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

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

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | |
|--|---|---|
| (Check one) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 232a</u> *Course Title <u>(30 characters)</u> <u>Violin II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9/12/08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | | Council on Academic Affairs 11/20/08 |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| Teacher Education Committee* | NA | Faculty Senate** NA |
| | | Board of Regents** NA |
| | | Council on Postsecondary Edu.*** NA |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 232a Violin II. (1-2) I, II. Prerequisite: MUS 132a. Co-requisite: MUS 235 or 236; course open to music majors or minors only. One or two lessons per week. Instruction available in violin. May be retaken to a maximum of four hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 232a | Summer 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music major and minors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |
| Co-Requisites and Prerequisites **See definitions on following page** | | | | |
| Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.) | | | | |
| Course Prefix and No. | <u>MUS 235 or 236</u> | | | |
| Course Prefix and No. | | | | |
| Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | | | | |
| Course Prefix and No. | <u>MUS 132a</u> | | | |
| Course Prefix and No. | | | | |
| Test Scores | | | | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | | | | |
| Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | | | | |
| Course Prefix and No. | | | | |
| Test Scores | | | | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | | | | |
| Equivalent Course(s): (credit not allowed with; or formerly:) | | | | |
| Course Prefix and No. | | | | |
| Course Prefix and No. | | | | |
| Course Prefix and No. | | | | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|----------|------------------------------|-------|--|-------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <input 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 332a</u> *Course Title <u>(30 characters)</u> <u>Violin III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | _____ | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 332a Violin III. (1-4) I, II. Prerequisite: MUS 232a and completion of the sophomore comprehensive in music.
Co-requisite: MUS 435 or 436; course open to music majors only. One or two lessons per week. Instruction in violin.
May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 332a | Summer 2009 | AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music majors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | <u>MUS 435 or 436</u> |
| Course Prefix and No. | |

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

| | |
|--|--|
| Course Prefix and No. | <u>MUS 232a</u> |
| Course Prefix and No. | |
| Test Scores | <u>Passing score on the sophomore comprehensive in music</u> |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|----------|------------------------------|----|---|----|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 432a</u> *Course Title <u>(30 characters)</u> <u>Violin IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | NA | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add text to the course description and clarify prerequisites and co-requisites A. 2. Effective date: (Example: Fall 2001) Summer 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The catalog text requires a co-requisite ensemble course with all applied lessons. The co-requisite was not listed in the course description so it had to be manually checked. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 432a Violin IV. (1-4) I, II. Prerequisite: MUS 332a. Co-requisite: MUS 435 or 436; course open to music majors only. One or two lessons per week. Instruction in violin. May be retaken to a maximum of eight hours.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 432a | Summer 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ | Laboratory _____ | Other _____ | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Cip Code (first two digits only) | |
| | | | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | | Restricted to Music majors only | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

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

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

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | <u>MUS 435 or 436</u> |
| Course Prefix and No. | |

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

| | |
|--|-----------------|
| Course Prefix and No. | <u>MUS 332a</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-------------|-------------|--|-------------|------------------------|---------|-------------------|----|---|--|-----------------------------|----------|------------------------------|----|--|----|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <input 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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 255A</u> *Course Title <u>(30 characters)</u> <u>Symphonic Band</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ | NA | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | NA | Approved <input checked="" type="checkbox"/> Disapproved _____ | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|--|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a 0 credit option for this course. | |
| A. 2. Effective date: (Example: Fall 2001) Summer 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: Students are required to participate in large ensembles as part of our accreditation with NASM and part of the music scholarship requirements. The additional 1 credit will sometimes cause students to go over their allowed credits. The 0 credit option allows students to take the course and have it appear on their transcript without adding hours. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 255A Symphonic Band. (0-1) I, II. Course open by audition only. Rehearsal and performance of standard band literature. May be retaken to a maximum of four hours. Departmental approval required for 0 credit section.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 255A | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 0-1 | 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) | |
| | | N (1 credit) | FR _____ | JR _____ |
| | | P (0 credit) | 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) | | | |

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 255B</u> *Course Title <u>(30 characters)</u> <u>Concert Band</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add a 0 credit option for this course. | |
| A. 2. Effective date: (Example: Fall 2001) Summer 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: Students are required to participate in large ensembles as part of our accreditation with NASM and part of the music scholarship requirements. The additional 1 credit will sometimes cause students to go over their allowed credits. The 0 credit option allows students to take the course and have it appear on their transcript without adding hours. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 255B Concert Band. (0-1) II. Course open to all students with prior experience in wind and percussion instruments. Rehearsal and performance of standard band literature. May be retaken to a maximum of four hours. Departmental approval required for 0 credit section.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 255B | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 0-1 | 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) | |
| | | N (1 credit) | FR _____ | JR _____ |
| | | P (0 credit) | 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) | | | |

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 455A</u> *Course Title <u>(30 characters)</u> <u>Symphonic Band</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add a 0 credit option for this course. | |
| A. 2. Effective date: (Example: Fall 2001) Summer 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: Students are required to participate in large ensembles as part of our accreditation with NASM and part of the music scholarship requirements. The additional 1 credit will sometimes cause students to go over their allowed credits. The 0 credit option allows students to take the course and have it appear on their transcript without adding hours. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 455A Symphonic Band. (0-1) I, II. Prerequisite: MUS 255A. By audition only. Rehearsal and performance of standard band literature. May be retaken. Departmental approval required for 0 credit section.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 455A | Summer 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 0-1 | Lecture _____ | Laboratory _____ | Other _____ | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | N (1 credit) | FR _____ | JR _____ |
| | | P (0 credit) | 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) | | | |

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 455B</u> *Course Title <u>(30 characters)</u> <u>Concert Band</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/12/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/12/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add a 0 credit option for this course. | |
| A. 2. Effective date: (Example: Fall 2001) Summer 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: Students are required to participate in large ensembles as part of our accreditation with NASM and part of the music scholarship requirements. The additional 1 credit will sometimes cause students to go over their allowed credits. The 0 credit option allows students to take the course and have it appear on their transcript without adding hours. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA | |

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

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

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

New or Revised* Catalog Text

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

MUS 455B Concert Band. (0-1) II. Prerequisite: MUS 255B. Course open to all students with prior experience in wind and percussion instruments. Rehearsal and performance of standard band literature. May be retaken. Departmental approval required for 0 credit section.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| MUS | 455B | Summer 2009 | AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | MUSC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 0-1 | 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) | |
| | | N (1 credit) | FR _____ | JR _____ |
| | | P (0 credit) | 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) | | | |

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

Part I

| | | | |
|--|---|--|-------|
| Department Name | Music | | |
| College | Arts and Sciences | | |
| *Course Prefix & Number | _____ | | |
| *Course Title (30 characters) | _____ | | |
| *Program Title | Bachelor of Music | | |
| | (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) | | |
| *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 change text describing the Bachelor of Music major, this is necessary due to omission of text from last year's update and the addition of specific course names to clarify ensemble requirements.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Summer 2009</p> |
|---|

Part II. Recording Data for Revised Course

| | |
|--|--|
| <p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p> | <p>New or Revised* Catalog Text</p> <p>(*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> |
|--|--|

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</p> <p>(*Use strikeout for deletions and <u>underlines</u> for additions.)</p> |
| <p>Text p. 88 left column</p> | <p>MUSIC (B.M.) <i>CIP Code: 50.0901</i></p> <p>Bachelor of Music Core Requirements</p> <p><u>Applied Music</u></p> <p>All music majors must complete a minimum of seven semesters of applied lessons with at least three of the semesters at upper division levels (numbered 300 or 400). Applied students must complete a jury examination at the end of each semester. Each major is required to enroll in applied music every semester of <u>full-time</u> enrollment.</p> <p>Skip paragraph-no changes</p> |

Ensemble Requirements

Each major is expected to enroll in a major ensemble reflecting the major applied area of study every semester of full-time enrollment in residence. Wind and percussion majors will enroll in MUS 256 Marching Band, MUS 255A or B/MUS 455A or B Symphonic or Concert Band, or MUS 235/435 Orchestra. With permission of the Department Chair, MUS 254/454 may be substituted for the major ensemble requirement for wind and percussion majors. Orchestral string majors will enroll in MUS 235/435 Orchestra or MUS 236/436 String Orchestra. Some string bass majors may be assigned to MUS 255A/455A Symphonic Band pending auditions. Guitar majors will enroll in MUS 257/457 Guitar Ensemble. Vocal majors will enroll in MUS 225/425 Concert Choir or MUS 226/426 University Singers. Keyboard majors may substitute accompaniment (MUS 313 or 513) for ensemble credits. Even if the student plans to study in two or more applied areas, one of them must be declared the major.

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Bachelor of Music</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 4/08 & 9/12/08 | Graduate Council* <u>NA</u> |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | Council on Academic Affairs <u>11/20/08</u> |
| College Curriculum Committee | 10/13/2008 | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| General Education Committee* | NA | Faculty Senate** _____ |
| Teacher Education Committee* | NA | Board of Regents** _____ |
| | | Council on Postsecondary Edu.*** <u>NA</u> |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

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

| | |
|---|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To specify the content of electives in the BM Emphasis in Music Industry degree and to drop one supporting course</p> <p>To add text to clarify degree requirements</p> <p>To correct an error in adding degree credits and name of emphasis</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Summer 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>NA</p> | |
| <p>B. The justification for this action:</p> <p>As part of our Plan Approval with our accrediting agency National Association of Schools of Music (NASM), this is necessary to meet current standards. It also reflects changes in the field. Since the BM is a professional degree we need to increase our music content credits by delegating the electives to music electives.</p> <p>The CCT course was part of the old BA in music and was listed as a supporting course. It has become increasingly difficult to schedule due to few sections being offered. With the communications and writing courses now required in General Education, the communications skills will be covered in those areas.</p> <p>A couple of errors are being corrected, as well as text added to clarify degree requirements.</p> | |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p> | |

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Music (B.M.)

CIP Code: 50.0901

Bachelor of Music

Major Requirements.....55-75 hours

Core.....44 hours

MUS 110, 111, 210, 211, or MUS 114 (2) and 115 (2), 181, 182, 281, 282, 366, 399, 480, 383 or 481 or 285, 384, minimum of 7 hours of ensemble over 7 semesters and minimum of seven hours of applied instrument or voice over 7 semesters (2 credits at 100 level, 2 credits at 200 level, 2 credits at 300 level and 1 credit at 400 level). Music Ensemble: wind and percussion teaching majors must elect three hours of MUS 256.

Degree Options

Performance/Instrumental.....31 hours

MUS 367 or 368 (2), 499 (1), 550 (2), 551 (2), seventeen additional hours of lower and upper division applied (2 hours of 100 level applied in major instrument, 2 hours of 200 level applied in major instrument, 6 hours of 300 level applied in major instrument, and 7 hours of 400 level applied in major instrument). One additional hour of ensemble, three hours of upper division music theory electives, and three hours of upper division music history electives. Six semesters of MUS 101 (0 credit course)..

Performance/Vocal.....31 hours

MUS 220 (1), MUS 367 or 368, 499 (1), 520 (1), 550 (1), 551 (1), seventeen additional hours of lower and upper division applied (2 hours of MUS 122, 2 hours of MUS 222, 6 hours of MUS 322 and 7 hours of MUS 422). One additional hour of ensemble, three hours of upper division music theory electives, and three hours of upper division music history electives. Six semesters of MUS 101 (0 credit course)..

Emphasis in Music Industry 38 hours

MUS 190 (2), 191 (2), 290 (2), 349 (6), 390, 391, ACC 201, MGT 301, PUB 375, LAS 210. Eight elective credits in MUS/MUH courses. Six semesters of MUS 101 (0 credit course)..

Music Theory and Composition26 hours

MUS 283 (2), 482, 483 (8), 499 (2), 555 or 556. Three hours of upper division theory electives . Three hours of music electives. Three hours of foreign language. Six semesters of MUS 101 (0 credit course)..

Music Education/Instrumental.....11 hours

MUS 230, 251, 252, 320, 330, 351, 352, 354, 364, 365, 367 (2), (instrumental students will be excused from taking the methods course that includes their major applied instrument). Six semesters of MUS 101 (0 credit course).

Music Education/ Vocal.....11 hours

MUS 220 (1), 230, 251, 351, 354, 364, 365, 368 (2), 513 (2). Six semesters of MUS 101 (0 credit course).

Supporting Course Requirements.....9-15 12 hours

Performance9 hours

MUH 272, 371, 372

Music Industry12-15 hours

~~CET 201~~, three hours of computer electives chosen from the following CSC 104, 160, 174, 177, 190 or CIS 212, 240; MUH 272, 371, 372

Theory and Composition9 hours

MUH 272, 371, 372

Music Education 9 hours

MUH 272, 371, 372

http://www.forms.eku.edu/docs/Curriculum_Change_Form.doc-9-05

Professional Education Requirements for Music Education34 hours

General Education Requirements..... 36-39 hours

Standard General Education program, excluding blocks IIIA and VIII (9 hours) for Performance, Theory and Composition, and Music Education. Blocks IIIA, VII (QS), and VIII (12 hours) are excluded for Music Merchandising Industry. Refer to Section Four of the *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour

Free Electives.....0-9 hours

Total Curriculum Requirements.....128-137 138 hours

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

Part I

| | | |
|--|--|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 and Sciences</u> *Course Prefix & Number <u>PSY 311</u> *Course Title <u>(30 characters)</u> <u>Physiological Psychology</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> 4/2/08 | <u>Date</u> NA |
| | | Graduate Council* |
| | | Council on Academic Affairs |
| | | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| | <u>Date</u> 10/13/08 | <u>Date</u> 11/20/08 |
| | <u>Date</u> NA | <u>Date</u> NA |
| | <u>Date</u> NA | <u>Date</u> NA |
| | | 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: Drop PSY 291 as a prerequisite and add PSY 250 as a prerequisite</p> <p>A. 2. Effective date: Spring 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p> |
| <p>B. The justification for this action:</p> <p>Recently we created a new course, PSY 250, which covers some material that used to be covered in PSY 291, including basic research terminology, research design, finding peer-reviewed information, summarizing research articles, and writing in APA format. These topics are the necessary prerequisites to be prepared for PSY 311.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: None.</p> <p>Library Resources:</p> |

Part 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 311 Physiological Psychology.(3) A. Prerequisites PSY 200 and ~~PSY 204~~ PSY 250 or departmental approval.
Facts, concepts, and principles regarding physiological events that underlie behavior. Attention to contemporary research methods and problems undergoing study.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---------------------------------------|---|--|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| PSY | 311 | Spring 2009 | AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/> | PSYC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | 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 _____ | Date of data entry _____ | |
| | | Internship _____ | | |
| | | 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. | PSY 200 and PSY 294 <u>PSY 250</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-------------|-------------|--|-------------|------------------------|--------|-------------------|----|--|--|-----------------------------|-------|------------------------------|-------|--|----------|------------------------------|----|------------------|----|------------------------------|----|--------------------|----|--|--|----------------------------------|----|
| (Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 414</u> *Course Title (<u>30 characters</u>) <u>Political Psychology</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/3/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/20/08</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> | | | | <u>Date</u> | | <u>Date</u> | Departmental Committee | 9/3/08 | Graduate Council* | NA | <i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> | | Council on Academic Affairs | _____ | College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 9/3/08 | Graduate Council* | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> | | Council on Academic Affairs | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | _____ | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 add a course to the Psychology Department Catalogue. 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: Political psychology is an emerging area of research that applies the perspective and research tools of psychology to an important topic in civic life. The course also provides another upper division elective for majors. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Operating Expenses Impact: None. Equipment/Physical Facility Needs: No additional needs. Library Resources: No additional resources. | |

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

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

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

PSY 414 Political Psychology (3) A. Prerequisites: PSY 200 and PSY 300, or departmental approval. Seminar covers research that applies psychological methods and theory to politics. Areas covered include personality and politics, and the psychological perspectives of media bias, ideology, conflict, prejudice, and terrorism.

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|---|---|---|--|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| PSY | 414 | Spring 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | PSYC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <u>3</u> Laboratory <u>0</u> Other <u>0</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 _____ | JR <input checked="" type="checkbox"/> |
| W | 3 | | 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. | PSY 200 and PSY 300 |
| Course Prefix and No. | |

Test Scores

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

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

PSY 414: Political Psychology

| | |
|--|---------------------------------------|
| Spring Semester, 2008 Wednesdays 12:20 – 3:05 | Cammack 27 3 Credits |
| All course documents available on Blackboard | |

| | | | |
|-------------------|---|---------------------|---|
| Professor: | Matthew P. Winslow 216 Cammack Building 622-6171 Matthew.Winslow@eku.edu | Office Hour: | almost any time, stop by 216 Cammack Building I'm on Facebook |
|-------------------|---|---------------------|---|

Course Description:

PSY 414 Political Psychology (3) A. Prerequisites: PSY 200 and PSY 300, or departmental approval. Seminar covers research that applies psychological methods and theory to politics. Areas covered include personality and politics, and the psychological perspectives of media bias, ideology, conflict, prejudice, and terrorism.

Course objectives:

This course is a seminar. A seminar involves a group of advanced students who study under a professor, with each student contributing to class participation through active reading, library research, and presenting and discussing the material with one another and the professor. Thus, the objectives for this course include that students will read, write, and discuss research and theory related to political psychology, and make class presentations. These goals are spelled out below. Each student in this class should know that I will be teaching this class at an *advanced* undergraduate level, and I will be expecting an appropriate level of student effort and performance. .

Course structure and requirements:

Readings:

There is just one book we will use in this class.

Dean, J. (2006). *Conservatives without conscience*. Viking Adult.

However, most of the readings for this class are found elsewhere. These readings are listed in the course schedule. With the exceptions of the articles found on Blackboard, you are responsible for getting these articles yourself. All the articles not on Blackboard or in the book are available electronically (through PsycINFO). You are responsible for getting the articles in time to read them before class.

Because this is a seminar, we will be discussing the readings in class. That means there will be *no lecturing by the instructor*. Each class will be a discussion between students (and instructor) of the readings. **This means you MUST read the readings BEFORE coming to class.** Again, your participation in these discussions will affect your grade.

Participation and attendance:

Attendance at all class meetings is required. You simply cannot miss class unless there is a serious reason. I expect you to be here for every class. However, I understand that rarely there are unavoidable situations that necessitate missing class. Therefore, everyone gets one free absence, no excuse needed. Other than that, you will lose 5% of your final grade for every absence.

A major portion of your grade will be based on your *participation* in class. Participation will be assessed every class period. As this is an upper level class, I believe that you need to contribute to the discussion in every class period. I will be assessing each student's contribution in each class period, and that assessment will be factored into your grade.

Article Introductions:

Each week students will be chosen (drawn from a hat!) to introduce each assigned article. You will be asked to *briefly summarize* the article (5 sentences). Give a brief *reaction*. Present 3 interesting *discussion questions* to the class.

Reaction papers:

In order to facilitate class discussions of readings, you will be required to write and turn in a reaction paper based on each set of readings.

For *each reading* for the week, I want you to address the following questions:

1. What is the most *important* point of article in your opinion?
2. What is the one thing you found the most *interesting* about the article?
3. What is one *criticism* of the article? (Critique the *content* of the article, not format. So don't say it was boring/confusing/too long.)
4. What could or should be done to improve the world based on this article? Try to be creative and ambitious.

One final question for each week's articles as a group:

- ✓ What *similarities* and/or *differences* do you see among the articles assigned for that week? Do they agree? Conflict? I'm looking for more than "they are all about terrorism". You might address methodology, scope, theoretical nuances, etc.

The reaction papers are due at the beginning of the class that starts each section. **There will be 10 reaction papers due, each worth 10 points, totaling 100 points.** Reaction papers must be typed.

Candidate profile:

In order to take advantage of the presidential election going on during this semester, we will apply our readings to the candidates. Each student will pick a candidate for President of the United States of America (POTUS) to profile. You will analyze the candidate in terms of authoritarianism, social dominance, system justification, his/her use of terror management, and framing by reading their campaign materials and/or other media about him/her. More detail about the candidate profile will be given during the semester. **The paper will be worth 100 points.**

Presentation:

Students will individually present their research on the candidate. Presentations will be allotted 20 minutes, with at least 5 - 10 minutes added for questions. More detail on the content and format of presentations will be given later in the semester. **The presentation will be worth 100 points.**

Grading

| Grading opportunity | Points |
|--|---|
| Reaction papers | 10 @ 10 points each = 100 |
| Candidate profile | 100 points |
| Presentation | 100 points |
| Participation, including article introductions | Up to 10% or one letter grade if you don't participate consistently |

Some policy notes:

If you do not hand in the candidate profile and do the presentation, you fail the class.

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).

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

Additional Policies:

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.

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 EKU 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.

Student Obligation to Stay Informed

The primary means of communication, outside of classtime, will be via Blackboard and email. Students should check their email and the Blackboard course page at least every other day.

Course schedule

Note: PLEASE READ THE READINGS IN THE ORDER LISTED.

| Week | Topic covered | Readings |
|----------------|--|---|
| Week 1 1/16 | Introducing the course, how to find and get articles | |
| Week 2 1/23 | Authoritarianism | Chapter 1 of Altemeyer's <i>The Authoritarians</i> . Available online at http://home.cc.umanitoba.ca/~altemey/ Altemeyer, B. (2003). What happens when authoritarians inherit the earth? A simulation. <i>Analyses of Social Issues and Public Policy (ASAP)</i> , Vol 3(1), 161-169. Available on PsycINFO. |
| Week 3 1/30 | Social Dominance Orientation | Pratto, F., Sidanius, J., Stallworth, L. M., Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. <i>Journal of Personality & Social Psychology</i> , 67, 4, 741-763. Available on PsycINFO. Henry, P. J., Sidanius, J., & Levin, S. (2005). Social dominance orientation, authoritarianism, and support for intergroup violence between the Middle East and America. <i>Political Psychology</i> , 26(4), 569-583. Available on PsycINFO. Sibley, C. G., Robertson, A., & Wilson, M. S. (2006). Social dominance orientation and right-wing authoritarianism: Additive and interactive effects. <i>Political Psychology</i> , 27(5), 755-768. Available on PsycINFO. Chapter 2 of Dean's <i>Conservative without Conscience</i> |
| Week 4 2/6 | System Justification Theory Choose candidate | Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. <i>Political Psychology</i> , 25, 881-920. Available on PsycINFO. Jost, J. T., Pelham, B. W., & Sheldon, O. (2003). Social inequality and the reduction of ideological dissonance on behalf of the system: Evidence of enhanced system justification among the disadvantaged. <i>European Journal of Social Psychology</i> , 33(1), pp. 13-36. Available on PsycINFO. Echebarria-Echabe, A. & Fernández-Guede, E. (2006). Effects of terrorism on attitudes and ideological orientation. <i>European Journal of Social Psychology</i> , 36(2), 259-265. Available on PsycINFO. Napier, J. L., Mandisodza, A. N., Andersen, S. M., & Jost, J. |

| | | |
|----------------|---|--|
| | | T. (2006). System justification in responding to the poor and displaced in the aftermath of Hurricane Katrina. <i>Analyses of Social Issues and Public Policy (ASAP)</i> , 6(1), 57-73. Available on PsycINFO. |
| Week 5 2/13 | Terror Management Theory Bring 3 websites about candidate | Landau et al. (2004). Deliver us from evil: The effects of mortality salience and reminders of 9/11 on support for George W. Bush. <i>Personality and Social Psychology Bulletin</i> , 30, 1136-1150. ON BLACKBOARD Jonas, E. & Greenberg, J. (2004). Terror management and political attitudes: The influence of mortality salience on Germans' defense of the German reunification. <i>European Journal of Social Psychology</i> , 34(1), 1-9. Available on PsycINFO. Cohrs, J. C., Kielmann, S., & Maes, J. (2005). Effects of right-wing authoritarianism and threat from terrorism on restriction of civil liberties. <i>Analyses of Social Issues and Public Policy (ASAP)</i> , 5(1), 263-276. Available on PsycINFO. |
| Week 6 2/20 | | No readings, short class meeting Discuss candidate profile |
| Week 7 2/27 | Framing | Lakoff, G. (2003). Simple Framing: An introduction to framing and its uses in politics. http://www.rockridgeinstitute.org/projects/strategic/simple_framing/?forPrint=1 Iyengar, S. (1990). Framing responsibility for political issues: The case of poverty. <i>Political Behavior</i> , 12(1), 19-40. ON BLACKBOARD Bizer, G. Y. & Petty, R. E. (2005). How we conceptualize our attitudes matters: The effects of valence framing on the resistance of political attitudes. <i>Political Psychology</i> , 26(4), 553-568. Available on PsycINFO. Klintman, M. (2006). Ambiguous framings of political consumerism: Means or end, product or process orientation? <i>International Journal of Consumer Studies</i> , 30(5), 427-438. Available on PsycINFO. |
| Week 8 3/5 | Media bias Candidate profile update | Watts, M. D., Domke, D., Shah, D. V., & Fan, D. P. (1999). Elite cues and media bias in presidential campaigns: Explaining public perceptions of a liberal press. <i>Communication Research</i> , 26(2), 144-175. ON BLACKBOARD Kull, S. (2003). Misperceptions, the media, and the Iraq War. Program on International Policy Attitudes (PIPA). Available on PsycINFO. If It's Sunday, It's Conservative: An analysis of the Sunday |

| | | |
|-----------------|--|--|
| | | <p>talk show guests on ABC, CBS, and NBC, 1997 – 2005. (2005). Media Matters for America. Available at: http://mediamatters.org/items/200602140002</p> <p>Eisinger, R. M., Veenstra, L. R., & Koehn, J. P. (2007). What media bias? Conservative and liberal labeling in major U.S. newspapers. <i>Press/Politics</i>, 12(1), 17-36. ON BLACKBOARD</p> |
| Week 9 3/19 | More media bias | <p>Davison, W. P. (1983). The third-person effect in communication. <i>Public Opinion Quarterly</i>, 47, 1-15. Available on PsycINFO.</p> <p>Gunther, A. C., Christen, C. T., Leibhart, J. L. & Chia, S. C. (2001). Congenial public, contrary press, and biased estimates of the climate of opinion. <i>Public Opinion Quarterly</i>, 65(3), 295-320. Available on PsycINFO.</p> <p>Eveland, W. P. & Shaw, D. V. (2003). The impact of individual and interpersonal factors on perceived media bias. <i>Political Psychology</i>, 24, 101-117. Available on PsycINFO.</p> <p>Lee, T. (2005). The liberal media myth revisited: An examination of factors influencing perceptions of media bias. <i>Journal of Broadcasting & Electronic Media</i>, 49(1), 43-64. Available on PsycINFO.</p> |
| Week 10 3/26 | | <p>No readings, short class meeting</p> <p>Discuss candidate profile</p> |
| Week 11 4/2 | Voting | <p>Knack, S. & Kropf, M. E. (1998). For shame! The effect of community cooperative context on the probability of voting. <i>Political Psychology</i>, 19(3), 585-599. ON BLACKBOARD</p> <p>Adams, J. & Merrill, S., (2003). Voter turnout and candidate strategies in American elections. <i>Journal of Politics</i>, 65(1), 161-189. Available on PsycINFO.</p> <p>Tenn, S. (2005). An alternative measure of relative education to explain voter turnout. <i>Journal of Politics</i>, 67(1), 271-282. Available on PsycINFO.</p> <p>Jankowski, R. (2007). Altruism and the decision to vote: Explaining and testing high voter turnout. <i>Rationality and Society</i>, 19(1), 5-34. ON BLACKBOARD</p> |
| Week 12 4/9 | Prejudice Candidate profile update | <p>Sears, D. O. (2005). Inner conflict in the political psychology of racism. In J. F. Dovidio, P. Glick, L. A. Rudman, (Eds.) <i>On the nature of prejudice: Fifty years after Allport</i>. Malden, MA, US: Blackwell Publishing, 343-358. ON BLACKBOARD</p> <p>Short, R. R. (2004). Justice, politics, and prejudice regarding immigration attitudes. <i>Current Research in Social Psychology</i>, 9(14). Available from:</p> |

| | | |
|-----------------|---------------|--|
| | | <p>www.uiowa.edu/%7Egrpproc/crisp/crisp.9.14.html</p> <p>Jost, J. T., Kivetz, Y., & Rubini, M. (2005). System-justifying functions of complementary regional and ethnic stereotypes: Cross-national evidence. <i>Social Justice Research, 18</i>(3), 305-333. Available on PsycINFO.</p> <p>White, I. K., Philpot, T. S., & Wylie, K. (2007). Feeling the pain of my people: Hurricane Katrina, racial inequality, and the psyche of Black America. <i>Journal of Black Studies, 37</i>(4), Special issue: Katrina: Race, Class, and Poverty: Reflection and Analysis, 523-538. ON BLACKBOARD</p> |
| Week 13 4/16 | Terrorism | <p>Darley, J. M. (1992). Social organization for the production of evil. <i>Psychological Inquiry, 3</i>, 199-218. ON BLACKBOARD</p> <p>Müllerson, R. (2005). Being tough on terrorism or respecting human rights: A false dilemma of authoritarian and liberal responses. <i>American Behavioral Scientist, 48</i>(12), 1626-1656. Available on PsycINFO.</p> <p>Stevens, M. J. (2005). What is terrorism and can psychology do anything to prevent it? <i>Behavioral Sciences & the Law, 23</i>(4), 507-526. Available on PsycINFO.</p> <p>Pronin, E. Kennedy, K., & Butsch, S. (2006). Bombing versus negotiating: How preferences for combating terrorism are affected by perceived terrorist rationality. <i>Basic and Applied Social Psychology, 28</i>(4), 385-392. Available on PsycINFO.</p> |
| Week 14 4/23 | Presentations | Rough draft of candidate profile due |
| Week 15 4/30 | Presentations | |
| Finals week | Presentations | Candidate profile due |

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

Part I

| | | |
|--|--|--|
| (Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>PSY 415</u> *Course Title (<u>30 characters</u>) <u>Multicultural Psychology</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>8/25/08</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>10/13/08</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/20/08</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: To add a new course on multicultural psychology. | |
| A. 2. Effective date: Summer 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA | |
| B. The justification for this action: The proposed course will fill a gap in the Psychology curriculum and support the department's diversity efforts. There is strong student demand for this course evidenced by filled sections every time it has been offered as a special topics course in the past. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None; course can be taught by Dr. Theresa Botts Operating Expenses Impact: None. Equipment/Physical Facility Needs: None. Library Resources: Current library resources are adequate. | |

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

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

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

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
PSY 415 Multicultural Psychology. (3) A. Prerequisites: PSY 200 and PSY 250, or departmental approval. Examines the value-laden nuances of mainstream psychology and its early history of promoting discrimination toward diverse groups in American society, while introducing the multicultural approach for combating the resulting "isms" (e.g., racism, genderism).

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

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

New or Revised* Program Text

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

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

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| PSY | 415 | Summer 2009 | AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | PSYC |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <u>3</u> Laboratory _____ Other _____ | | Cip Code (first two digits only) 43 | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| 1 | 3 | N | FR _____ JR X _____ | |
| W | 3 | N | SO X _____ SR X _____ | |
| | | | | |
| | | 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>PSY 200 and PSY 250</u> |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

PSY 415: PERSPECTIVES ON MULTICULTURAL PSYCHOLOGY

PROFESSOR: THERESA BOTTS

CAMMACK 233

VOICE MAIL: 2318

E-MAIL: Theresa.Botts@eku.edu

COURSE DESCRIPTION:

PSY 415 Multicultural Psychology. (3) A. Prerequisites: PSY 200 and PSY 250, or departmental approval. Examines the value-laden nuances of mainstream psychology and its early history of promoting discrimination toward diverse groups in American society, while introducing the multicultural approach for combating the resulting “isms” (e.g., racism, genderism).

COURSE OBJECTIVES:

This course is designed to help students examine a wide array of multicultural issues and develop a greater appreciation for diversity and worldviews. The focus is on highlighting the emotional realities of the “isms” (e.g., racism, sexism, able-bodyism) , as they appear in American society and to move toward greater cultural pluralism.

Topics will include culturally relevant styles of communication, values from different cultures, racial identity, power and privilege, and issues involving affirmative action.

In order to accomplish class objectives, we will explore cultural differences and similarities and the often value-laden nuances of mainstream psychology.

In order to promote the acceptance of cultural pluralism, one must become fully aware of her or his own cultural conditioning. A major goal of this course is to assist students in becoming fully cognizant of their basic underlying assumptions and values, and how these may influence their behavior, thoughts and feelings. Hence, this course is designed to be a journey into self-exploration for the purpose of gaining greater insight into various aspects of self and an appreciation for diversity among others.

Class meetings will contain lectures, class discussion, and class presentations.

STUDENT LEARNING OBJECTIVES:

- **Increased understanding of the importance of psychological, political, theoretical, historical, economic and social forces which shape the development of the “isms” in our society.**
- **Analysis and interpretation of the unique issues and problems experienced by diverse groups in the face of the “isms”.**
- **Analysis, interpretation, and synthesis of current psychological theories related to multiculturalism.**
-

Analysis of various strategies for combating the “isms” and promoting cultural pluralism.

TEXTS:

Mio, J, Barker-Hackett, L., and Tumaming, J. (2006). Multicultural Psychology: Understanding Our Diverse Communities . McGraw-Hill Companies.

Guthrie, R. (2004). Even the Rat Was White: A Historical View of Psychology. Allyn and Bacon.

OFFICE HOURS:

Scheduled office hours will be immediately following class. I will be available at other times, but meetings must be prearranged. I encourage all students to take advantage of this opportunity and I will be happy to assist you in making this educational experience a rewarding one. There is no such thing as a trivial concern. If you wish to discuss any matter, it will be given my fullest attention.

In the event that you are unable to reach me in my office, the best way to contact me is via email. You may also try to contact me by voice mail or at my home (numbers and my email address are listed on the first page). You may also leave a message with our Administrative Assistant in the Psychology Dept. (Mrs. Brenda Brockman) in Cammack 127 or call her at 622-1105.

ATTENDANCE POLICY:

Attendance and **informed participation is mandatory**. Students will be awarded in-class points for active participation in class activities (e.g., discussions, debates, and simulation exercises). Therefore, it is mandatory that you attend all classes. Absences will not be excused except in extreme circumstances (illness, hospitalizations, etc.) and a written excuse from a service provider will be required. Students with more than three **unexcused** absences will automatically fail the class. Students may accumulate up to three **excused** absences and be allowed to make up the work. The only exception to this rule is in the case of prolonged illness or a similarly extreme circumstance. (Please do not schedule appointments during class time, such absences will not be excused.) It is the student’s responsibility to contact the instructor, should they need to miss class for any reason.

COURSE AND GRADING PROCEDURES:

Grades will be based on informed class participation, homework assignments, log entries, and a group presentation (covering a minority or specialty population) and a final APA style paper. All of these class requirements are designed to promote a better understanding of a multiculturalism and specialty populations.

Final grades will be determined by computing the percentage of total points accumulated throughout the course for the semester and the total number of points possible. Students earning the following percentages of total points will be awarded the following letter grades: 90-above=A, 80-89=B, 70-79=C, 60-69=D, below 60=F.

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, which is located in Case Annex, Room 173 (622-6191).

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with me to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact that office on the 3rd floor of the Student Services Building, by e-mail at disabilities@eku.edu or by telephone at 859-622-2933V/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 REQUIREMENTS:

Log Entries

In order to monitor your views and reactions to course material throughout the course, each student will be required to keep weekly log entries. These are to be turned in at the beginning of each Thursday class. **In order to receive full credit, each log must be dated and numbered for the appropriate week. No late logs will be accepted, after the Tuesday following the class period during which the log was due and even then you will be given only partial credit.**

Please do not ask for an extension, because anything turned in after that time will automatically become a "0". If you are unable to attend class on the day that the log is due, you should email your log to me on that day, in order to receive full credit. The content of the log should consist of reactions to readings, class discussions, and daily learning experiences relevant to the course content. In your logs, you should focus on critiquing your thoughts in connection with course material and discussions. **Your grade for this assignment will be based on your ability to show evidence of your thoughtful contemplation of text readings, class discussions and real world experiences which may be relevant to course material.** For example, you may wish to center your writings on answering and expanding upon the following questions:

- What was the value of issues covered in the readings in giving you increased insight into multiculturalism and diversity issues?
- Did you have a strong response to particular issues which were addressed?
- Did you learn something new about yourself and your perspective on the "isms" based on your personal socialization experience?
- How might we have discussed the topic differently in our class discussion?

Each weekly log will be graded. Entries can be as short or lengthy as you want, but remember grading will be based on how well you demonstrate an active critiquing of your readings, discussions and relevant real-life experiences. Each log will be worth up to 20 points. Each log should be typed or word-processed. Additionally, all logs should have your full name, log

number and turn in date listed at the top. **(Points will be deducted if any of this information is omitted.)**

In writing the logs, use whatever format you like. Some students may choose to use a letter format. Others may write it in a dialogue with a friend or instructor format. Feel free to ask questions, make positive and/or negative comments about the readings, and/or generate new theories or social action ideas for understanding or improving our society. **The first log will be due on July 5th and the last log will be due July 26th.**

Active Participation Mandatory:

This class will focus heavily on in-class discussion. Therefore, it is critical that you come to class prepared. The best preparation is to have read the assigned readings. I will divide the class into sections and each section will take responsibility for leading the discussion for their designated day and you will be awarded bonus points depending on how well you facilitate discussion for the chapters that you are responsible for. Each section member will receive points based on their individual participation. The sections will be determined on the first day of class. If students do not actively participate in all discussions, quizzes may be given in order to assess the knowledge that you have gained through your readings. My preferences would be to have active participation in all discussions and not have to introduce weekly quizzes. Should quizzes become necessary, each will be short and may be multiple choice, short answer, true or false, matching, or some combination of these. Each quiz will then be worth 50 points and will be administered on each Thursday.

Cross-Cultural Activity or Media Assignment:

Each student will be expected to attend two cross-cultural events (racial, ethnic, religious, etc.) and do a 1-2 page summary of the experience **or** turn in two articles, cartoons, song lyrics, artwork, etc. which depicts forms of discrimination and/or prejudice and write a 1-2 page summary which describes her or his response to the items. Each will be worth a maximum of 20 points each.

PRESENTATIONS:

All students/groups must complete **a Powerpoint presentation** (which will involve a **30-45 minute class presentation** based on the creative work of (4-6 students). **A hardcopy of the Powerpoint slides must be submitted to the instructor prior to beginning the presentation, or points will be deducted.** The selected topic must be pre-approved by the professor.

Although this group presentation will require students to work with other students on a select topic pertaining to multicultural psychology and a specialty population, you will be graded individually for your creative efforts and contributions to the overall presentation. Each group member must do at least a 5-7 minute presentation on the group topic. The presentation is worth up to 100 points.

Each group member is expected to keep a running log and carefully document her or his own, as well all other group member's efforts and attendance, including duties and time spent completing each task in preparation for this group presentation. Assign a grade for all members ranging from 0 to 4. The following scale can serve as a scale for assigning points:

0= the member made no contributions.

1=minimal contributions (sporadic attendance of meetings)

2= some contributions made (attended all meetings, but very little input)

3=member attended all meetings, with average amount of input made

4=member contributed above and beyond what was required and took a leadership role in the group.

Each group member will receive an individual grade for this presentation, based on their individual contributions (as evidenced during the presentation) and group participation and efforts. **The group and group members must turn in all member critiques on the class period following their presentation day, in order to receive a grade.** Points will be deducted from individual students if this critique is not turned in on the day following the presentation. **Any member who does not do his or her equal share will automatically receive a "0".**

Advice and Tips on Presentations:

1. Presentations should be approximately one hour in length. Groups should run through their presentation in advance to be sure their presentation meets this length requirement.
2. All presentations must be done in a Powerpoint style and a hard copy must be submitted on the day of the presentation, but **do not read to your audience**. You should begin with an overview of your topic and provide the necessary background information. You are encouraged to make use of audiotapes, videotapes, a demonstration, or experiential class activity. Each participant must take an active role in the presentation and be responsible for a portion of the presentation. The more informative and creative you are in presenting your information, the greater likelihood of getting a higher grade. (Remember everyone is graded individually and "A's" are for those students who show evidence of exceptional work!).
3. I strongly encourage you to provide handouts that your audience may take with them and have as resources on your chosen topic. These resources will make it easier for your classmates to follow your presentation, as well as providing them with additional sources that you may not have time to cover during the presentation. Information provided may consist of, but not be limited to, background information, an overview of points, definitions, quotations, results as highlighted in tables and/or graphs, pictures, cartoons, etc.
4. Feel free to make use of audiotapes, videotapes, music, etc.
5. **Grading for Presentations will be based on: (Total Points Possible= 100)**
 - **Overall Impression:** with evidence of conscientious planning and preparation, along with general presentation skills-voice, tone, speed, flow, not reading to audience (20 pts)

- **Use of Materials:** ability to creatively engage the class by using visual aids and/or supplementary materials (e.g., Powerpoint, overheads, handouts, posters, videotapes, audiotapes, experiential exercises) (20 pts.)
- **Content:** coverage, interest, familiarity with and ability to convey complex ideas ore research relevant to topic and course goals and objectives (30 pts)
- **Organization:** effective use of time with each dyad or group participant involved with clearly defined roles and content coverage (10 pts)
- **Clarity:** presentation makes sense to the class and is easy to follow and comprehend (20 pts)

| | |
|----------------------|--------|
| (A) EXCELLENT | 100-90 |
| (B) <i>VERY GOOD</i> | 89-80 |
| (C) GOOD | 79-70 |
| (D) POOR | 69-60 |
| (F) FAILING | 59-00 |

Final Paper:

You will be required to **write your own 4-5 page, APA style paper** on some aspect of diversity/multiculturalism that is related to your group presentation topic. That's 4-5 pages of text, not including title page and references. You may use material from class, in addition to other scientific articles, books, or book chapters. **You must have at least five references.** The paper can be a review paper, in which you summarize research and offer an analysis of the general findings on your population or issue(s) or a theoretical paper, in which you devise a theory to explain some psychological aspects of your specialty population or multicultural issue(s). The paper will be worth a maximum of 100 points.

CLASS SCHEDULE- (ADDITIONAL READINGS MAY BE ANNOUNCED.)

| Date | Topic | Chapters |
|-------------|--|-----------------|
| Jun 24 | Introduction to Course and Selection of Group Presentation and Paper Topic | |
| 26 | Do "isms" Really Exist in 2007? Setting the Groundwork for Exploring the Past and the Present; Initial Group Presentation Work; IAT Assignment | |
| July 01 | <u>Even the Rat Was White- Group 1 will lead discussion.</u> | 1-4 |
| 03 | <u>Even the Rat Was White- Group 2 Log 1 and 1st Cross Cult./Media Assign. Due</u> | 5-9 |
| 08 | <u>Multicultural Psychology: Understanding Our Diverse Communities</u> Group 1 –Past/Psychology and Racism: Historical Evidence | 1-4 |
| 10 | Group 42- Present and Future/Psychology and Racism | 5-7 |

| | | |
|----|---|------|
| | Crash Video | |
| | Log 2 Due | |
| 15 | Hotel Rawanda Video/Discussion | |
| | 1st Cross Cult./Media Assign. Due | 8-10 |
| 17 | Papers Due and Group Presentation Work | |
| 22 | Final Group Presentations | |
| 24 | “ “ | |
| | Log 3 Due/2nd Media Assign. Due | |

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

Part I

| | | |
|--|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Psy.D. in Clinical Psychology</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>9/3/08</u> Graduate Council* _____ <i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/> Council on Academic Affairs <u>Postponed</u> College Curriculum Committee <u>10/13/08</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** _____ Teacher Education Committee* <u>NA</u> 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: Create a new doctoral-level degree program in Clinical Psychology</p> <p>A. 2. Effective date: Fall, 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> | |
| <p>B. The justification for this action: There is a national shortage of psychologists in rural communities including those in the ECU service region. The proposed program will prepare psychologists to practice in rural settings. There is only one other institution in Kentucky (Spaulding University in Louisville) offering the Doctor of Psychology degree (Psy.D.). The proposed program will increase the accessibility of doctoral-level professional psychology training.</p> | |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The new program will necessitate the replacement of a clinical psychology faculty member who entered the RTP program this year (2008). The current faculty (with the RTP replacement) is adequate for offering the program.</p> <p>Operating Expenses Impact: The Department requests a \$10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program and funding to support five additional graduate assistantships (\$52,500 total stipends plus waiver of out-of-state portion of tuition)</p> <p>Equipment/Physical Facility Needs: The current facilities are adequate</p> | |

Library Resources: The current library resources are adequate.

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

DEPARTMENT OF PSYCHOLOGY

CIP Code: 42.0101

Dr. Robert Brubaker, Chair

Dr. Donald Beal, Coordinator, Clinical Psychology

Dr. Andrea Hale, Coordinator, School Psychology

Dr. Robert Mitchell, Coordinator, General Psychology

Dr. Jerry Palmer, Coordinator, I/O Psychology

www.psychology.eku.edu

(859) 622-1105

I. GENERAL INFORMATION

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

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

II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements.

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

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

III. PROGRAM REQUIREMENTS

Clinical Psychology Program

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

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

Clinical Psychology Program

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

Research Courses..... 9 hours

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

Theory Courses..... 16 hours

— PSY 826, 837, 840, 841, 847, 853.

Techniques Courses..... 19 hours

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

Experiential Course..... 16 hours

— PSY 843 (10 hours), 899.

Total Requirements 60 hours

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

Prerequisite Courses..... 15 hours**

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

— ** These courses or the equivalent of these courses

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

— and an equivalent orientation to deafness.

Required Courses 9 hours

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

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

— serving deaf or hard of hearing clients.

General Psychology

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

Psychological Foundations.....18 hours

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

Electives.....9 hours

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

Total Requirements33 hours

Industrial and Organizational Psychology

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

Psychological Foundations 19 hours

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

Industrial and Organizational Psychology Core

..... 18 hours

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

Practicum 6 hours

PSY 843.

Electives 6 hours**

Total Requirements 49 hours

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

School Psychology Program

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

Psychological Foundations 12 hours

PSY 837, 840, 847, 853.

Educational Foundations (1 from each group) 9 hours

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

Assessment and Intervention 25 hours

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

Professional Psychology 4 hours

PSY 826, 848.

Research, Evaluation, and Statistics..... 9 hours

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

Internship 12 hours

PSY 898.

Total Requirements 71 hours

IV. EXIT REQUIREMENTS

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

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

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

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

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

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

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

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

Submitted by

Robert Brubaker, Chair
Department of Psychology
September, 2008

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

Proposal Contents

- Program Overview----- 2
- The Psy.D. Degree----- 3
- Why a Psy.D. at EKU? ----- 3
- The Psy.D. Program, Eastern’s Vision, and the CPE’s Key Indicators of Progress----- 4
- Distinctive Features of an EKU Psy.D. Program----- 5
- Program Structure: Learning Objectives, Curriculum, and Student Assessment ----- 7
- Relationship to Other Kentucky Institutions and ECU Benchmarks----- 9
- Costs to ECU----- 9
- Challenges----- 9
- Appendix A. Comparison of the Psy.D. and Ph.D. Degrees
- Appendix B. Model Curriculum
- Appendix C. Environmental Scan
- Appendix D. Letters of Support

Program Overview

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

Key features of the proposed program include:

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

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

The Psy.D. Degree

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

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

Why a Psy.D. at EKU?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Distinctive Features of an ECU Psy.D. Program

Specializations/concentrations

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

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

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

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

Integration of undergraduates

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

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

Program Structure

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

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

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

Program Learning Objectives

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

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

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

Curriculum

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

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

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

Student Assessment

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

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

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

Accreditation

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

Relationship to Other Kentucky Institutions and ECU Benchmarks

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

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

Costs to ECU

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

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

Challenges

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

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

Appendix A

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

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

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

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

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

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

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

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

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

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

Myths associated with a Psy.D.

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

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

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

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

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

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

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

Appendix B
Model Curriculum for Clinical Psychology Psy.D.

YEAR 1

Fall

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

Spring

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

Summer (1st 5 Weeks)

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

Summer (2nd 5 Weeks)

| | | |
|---------|--|---------|
| PSY 837 | Social Psychology and Cultural Diversity | 3 hours |
|---------|--|---------|

YEAR 2

Fall

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

Spring

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

Summer (1st 5 Weeks)

| | | |
|---------|-----------|---------|
| PSY 843 | Practicum | 3 hours |
|---------|-----------|---------|

Summer (2nd 5 weeks)

| | | |
|---------|--------------------------|---------|
| PSY 871 | Group and Family Therapy | 3 hours |
|---------|--------------------------|---------|

YEAR 3**Fall**

| | | |
|----------|--|---------|
| PSY 857 | Interventions with Children and Families | 3 hours |
| PSY 8XX | Doctoral Research Project (proposed) | 3 hours |
| PSY 843 | Practicum | 3 hours |
| Elective | | 3 hours |

Spring

| | | |
|----------|---|---------|
| PSY 843 | Practicum | 3 hours |
| PSY 868 | Program Evaluation in Social and Beh. Science | 3 hours |
| PSY 7XX | Multicultural Psy (currently a 400-level course) | 3 hours |
| Elective | | 3 hours |

Summer (1st 5 Weeks)

| | | |
|---------|-----------|---------|
| PSY 843 | Practicum | 3 hours |
|---------|-----------|---------|

Summer (2nd 5 weeks)

| | | |
|---------|-----------------------------|---------|
| PSY 840 | Cognitive Bases of Behavior | 3 hours |
|---------|-----------------------------|---------|

YEAR 4**Fall**

| | | |
|-----------------------------|--|---------|
| Doctoral Research Project | | 3 hours |
| Practicum | | 3 hours |
| Electives/Independent Study | | 3 hours |

Spring

| | | |
|-----------------------------|--|---------|
| Doctoral Research Project | | 3 hours |
| Practicum | | 3 hours |
| Electives/Independent Study | | 3 hours |

YEAR 5**Fall and Spring**

| | | |
|------------|--|----------|
| Internship | | 12 hours |
|------------|--|----------|

TOTAL 121 hours

POTENTIAL ELECTIVES (Psychology)

| | |
|---------|--|
| PSY 848 | Introduction to School Psychology |
| PSY 790 | Tests and Measurements |
| PSY 844 | Cognition in the Workplace |
| PSY 844 | Industrial Psychology |
| PSY 8XX | Autism (new course proposed fall 08)) |
| PSY 845 | Clinical Issues and the Deaf |
| PSY 887 | Independent Work in Psychology |
| PSY 897 | Special Topics in Psychology (Adjunct Clinician Instructors) |

SAMPLE OF POTENTIAL ELECTIVES (other ECU departments)

| | |
|---------|--|
| COU 804 | Counseling Diverse Populations |
| COU 844 | Student Personnel Services in Higher Education |
| COU 847 | Crisis and Abuse Counseling |
| COU 849 | Addiction Disorders Counseling |
| COU 851 | Counseling GLBT Clients |
| COU 852 | The Counseling Process in Grief and Loss |
| COU 853 | The Counseling Process in Clinical Sexuality |
| SED 718 | Survey of Special Education in Early Childhood |
| SED 722 | Language Disorders of Students with Disabilities |
| SED 775 | Nature and Needs of Exceptional Children |
| SED 777 | Dual Sensory Impairments and Communication |
| SED 778 | Behavior Disorders |
| SED 779 | Learning Disabilities |
| SED 781 | Speech for the Deaf and Hard of Hearing |
| CDS 720 | Augmentative and Alternative Communication Systems |
| CDS 771 | Neural Bases of Communication |
| CDS 772 | Speech and Hearing Science |
| CDS 861 | Communication Disorders in Atypical Populations |
| HEA 790 | Health Education Special Topics courses |
| HEA 791 | Women's Health |
| HEA 792 | Human Sexuality |
| HEA 793 | Death and Grief |
| HEA 794 | Drug Use and Dependency |
| HEA 795 | Alcohol Abuse and Dependency |
| HEA 798 | Health Promotion and Program Planning |
| PHE 822 | Sociology of Sport |
| PHE 823 | Sport and Exercise Psychology |
| OTS 720 | Providing Health Services in Appalachia |

Appendix C Environmental Scan for Clinical Psy.D. Program

I. Internal

Related ECU Programs

- There are no doctoral programs in clinical psychology or related mental health fields at ECU. The Psychology Department offers a Master's of Science in Clinical Psychology and the Counseling and Educational Psychology Department offers a Master of Arts in Mental Health Counseling

ECU Student Demand

- Each year between eight and ten graduates of the M.S. Clinical Psychology program go on to doctoral programs (typically Psy.D. programs). Most have ties to Kentucky and would welcome the opportunity to earn a doctorate at ECU.
- Psychology is among the most popular majors at ECU (we typically have between 450-500 majors). A recent survey of our majors revealed that nearly 80% anticipate going on to graduate school. A number of these students either wish to pursue graduate work locally or are place bound and thus unable to leave the region.

Impact on the Undergraduate Psychology Degree Program

- The Psy.D. program is designed to integrate undergraduates to a significant extent. Involving undergraduates in clinical and research activities and, where feasible, in the formal course work (via a limited number of 500/700 level courses) will help the department make the most efficient use of faculty resources and help prepare ECU undergraduates for graduate-level training.

Eastern's Vision and Mission

- The emphasis on rural mental health, the opportunity to pursue training in working with underserved populations, and the focus on using the graduate program to enhance the undergraduate experience all support Eastern's vision of holding national distinction as a leading, comprehensive university focused on students and learning.

- The Psy.D. program aligns with Eastern's goals to promote learning through high-quality programs and to enhance internal and external constituency engagement.

II. External

Student Demand

- There is a strong demand for doctoral level training in psychology. In 2006-07, there were 108 applicants to the Spaulding Psy.D. program (17 full-time students were admitted). There were 177 applicants to the UK Clinical Ph.D. program (9 admitted) and 88 to the U of L program (7 admitted).

Demand for Graduates

- According to the American Psychological Association, there is a shortage of clinical psychologists (especially those trained at the doctoral level) in the rural areas of the US. With our history of preparing students to provide behavioral health care services in these traditionally underserved regions, including rural Kentucky, ECU is in an excellent position to help fill this need.
- Community mental health centers in rural Kentucky communities report ongoing difficulty recruiting doctoral level psychologists.

The Psy.D. program addresses three of the CPE's Five Key Indicators of Progress for 2005 – 2010:

- Is Kentucky postsecondary education affordable for its citizens?
 - Currently, the only Kentucky institution offering the Clinical Psy.D. is Spaulding University, a private institution in Louisville. The tuition at Spaulding is significantly higher than the tuition at Eastern and enrollment is limited.
- Do more Kentuckians have certificates and degrees?
 - Since Spaulding is the only university in Kentucky offering the Psy.D. in Clinical Psychology, a limited number of degrees are awarded each year. The ECU program will provide additional opportunities for advanced degrees.

- Are Kentucky's people, communities, and economy benefiting?
 - Graduates of the Psy.D. program will help meet the critical need for trained mental health professionals in Kentucky.
 - The increased availability of affordable behavioral health services through the ECU Psychology Clinic reflects Eastern's commitment to regional stewardship

Related Programs at other Kentucky Institutions

- None of the state supported institutions offer the Psy.D. Clinical Psychology degree
- The University of Kentucky and the University of Louisville offer the Ph.D. in Clinical Psychology
- Spalding University in Louisville offers a Clinical Psy.D. degree

Appendix D
Letters of Support

1. Cumberland River Comprehensive Care Center (Regional Mental Health and Mental Retardation Program in South Eastern Kentucky)
2. Adanta (Regional Mental Health and Mental Retardation Program in South Central Kentucky)
3. Pathways, Inc. (Regional Mental Health and Mental Retardation Program in North Eastern Kentucky)
4. ECU Student Counseling Center



Cumberland River Comprehensive Care Center

1203 American Greeting Road – PO Box 568 – Corbin, KY 40702

Phone: 606-528-7010 Fax: 606-528-5401

V/TDD 1-888-640-9335

Joint Commission Accredited

September 12, 2008

Dr. John Wade, Dean
College of Arts and Sciences
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

Dear Dr. Wade and others, whom it may concern,

As, Executive Director of Cumberland River Comprehensive Care Center, member of Kentucky Association of Regional Programs, and as a citizen of rural Kentucky, I am writing to express my support for the proposal to offer the Psy.D. in clinical psychology degree program. Cumberland River Comprehensive Care Center is one of 14 mental health centers in the state of Kentucky, serving 8 counties in southeastern Kentucky. As a mental health care provider, we have always struggled with recruitment and retention of health care practitioners to our rural area particularly doctoral-level psychologists.

This program would provide an innovative and sustainable rural training experience for students and prepare them for how to provide culturally sensitive services to the Appalachian population with mental health issues. Students would also have the opportunity for specialized training in developmental disabilities, mental health administration, school-based mental health services and deafness.

Our center is Joint Commission Accredited and we feel we provide quality services for the people of our region. It would be our desire to be involved with providing practicum and internship placements in our region. This program would enhance the work currently in place with a severely underserved population of rural adults and children.

With this opportunity to combine the EKU students and rural mental health practice, Kentucky will be in an excellent position to demonstrate interdisciplinary methods, an action research approach to training and service development which will certainly have a great impact on the lives of clients and their families.

Sincerely Yours,

Danny Jones
Executive Director

Serving the Eight Southeastern Kentucky Counties of
Bell, Clay, Harlan, Jackson, Knox, Laurel, Rockcastle, and Whitley

The Adanta Group
Behavioral Health Services

259 Parkers Mill Rd.
Somerset, KY 42501
606-679-4782
606-678-5296 Fax
1-800-633-5599 TTY/Crisis



A D A N T A

September 10, 2008

Dr. John Wade, Dean
College of Arts and Sciences
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

Dear Dr. Wade,

Dr. Robert Brubaker has contacted us about the prospect of Eastern Kentucky University offering a Psy.D. in clinical psychology degree program. The purpose of this letter is to lend our support, as a Community Mental Health Center, for such an endeavor. The rural communities of the Lake Cumberland region would greatly benefit from having trained doctoral-level psychologist who would be willing to work (and provide supervision of master's level psychologist) in our rural setting. Our agency would be willing to provide practicum and internship placements for eligible students.

If we can be of further assistance in supporting this Doctorial Level Program please, feel free to contact me at 606-679-4782 ex. 208.

Sincerely

Cathy C. Epperson
Chief Executive Officer

Cc: Human Resources



PATHWAYS, INC.
1212 BATH AVENUE
P O BOX 790
ASHLAND KY 41105-0790

606 324-1141
800 562-8909

September 9, 2008

Mr. John Wade, Dean
College of Arts and Sciences
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

Dear Sir,

Pathways, Inc. is pleased to support the efforts of Eastern Kentucky University to develop the Psy.D clinical psychology degree. With the addition of this degree, it will strengthen the partnership formed between the University and the community mental health centers. We struggle recruiting doctoral level staff and I am particularly interested in the University promoting advanced degrees to residents from the rural areas.

I feel that the advanced degrees will specifically help the community mental health centers in our efforts toward Best Practice models of therapy and will certainly provide supervision for the MA level therapists.

We pledge our support and offer our assistance. Please let me know specifically what we can do to further this plan.

Respectfully,

John F. Parks, MSW
Director of Human Resources

JFP/dw



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Counseling Center

*Accredited by the International
Association of Counseling Services,
Inc.*

SSB, CPO 52
521 Lancaster Avenue
Richmond, Kentucky 40475-3152
(859) 622-1303
FAX: 859-622-1305
<http://www.counseling.eku.edu>

September 13, 2008

Dr. Rodney Piercey
Provost/Vice President
Coates 30A
Eastern Kentucky University
521 Lancaster Dr.
Richmond, KY 40475

Dear Dr. Piercey:

This letter is written in support of the proposal submitted by the Department of Psychology for a Doctor of Psychology degree offered through their department. I am both pleased and excited about the prospects of a Doctor of Psychology program within the Department of Psychology at EKU as there is a shortage of mental health providers on the national level. Also relevant to this prospect, the mental health field is one of the fastest growing fields according to recent projections of the U.S. Department of Labor.

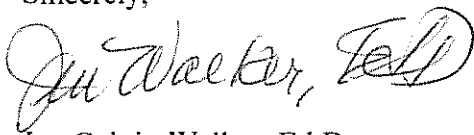
Currently there is significant concern on the national level about the extreme demand for mental health services. There is a growing body of evidence showing that mental health needs in our country have reached epidemic proportions. This need is now seen as a public health issue. A recent University of Texas (2008) study reveals that 50% college students today have seriously considered suicide. Suicide hotlines are receiving more calls than ever before. A Doctor of Psychology program at EKU could pave the way to addressing the need and demand by training professionals in this field.

The Counseling Center at EKU has a long-standing cooperative relationship with the Department of Psychology. We have worked with the Psychology Department for over 30 years and rely heavily on their advanced trainees to provide services at our Counseling Center. The EKU Counseling Center is accredited by the International Association of Counseling Services and very selective about our selection process for professionals-in-training to provide services in our center. We have consistently found that the Department of Psychology has done an exceptional job at training their master's level students in psychology. Should the Doctor of Psychology degree be accepted, our center would indeed offer many training opportunities for these professionals-in-training. This cooperative endeavor would benefit the student, the department, the Counseling Center and the University.

Many of the students attending EKU who request counseling services are from rural Kentucky and have significant mental health needs upon arrival on our campus. Many of these students are receiving counseling services at EKU for the first time due to limited services provided in their rural communities. Their success at EKU could be greatly enhanced if they could receive services earlier in their lives and prior to attending EKU. Mental health services to these rural regions would address a great need exhibited in the state of Kentucky.

In summary, the Counseling Center fully supports the proposal for the Doctor of Psychology degree at EKU and would look forward to expanding our cooperative arrangement with the Department of Psychology for practicum and internship opportunities for the students in this program.

Sincerely,



Jen Colvin Walker, Ed.D.
Director
Licensed Psychologist





EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business and Technology
Office of the Associate Dean

214 Business & Technology Center
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1574 FAX: (859) 622-1413
Ed.Davis@eku.edu • www.cbt.eku.edu

MEMORANDUM

TO: Council of Academic Affairs

FROM: _____
Dr. William E. Davis, Associate Dean
College of Business & Technology

DATE: November 10, 2008

SUBJECT: Curriculum Revisions

Please consider the following curriculum changes in the College of Business & Technology at the Council of Academic Affairs meeting on November 20, 2008:

EKUBusiness—AFIS/MMAC Course Revisions:

| Course | Action | Page |
|---|---|---------------|
| ACC 201 Intro. to Financial Accounting | To change prerequisites for ACC 201 from “MAT 105 or take MAT 107 or higher concurrently” to “MAT 105 or higher.” | AFIS/MMAC 1-3 |

EKUBusiness—AFIS/MMAC Program Revisions:

| Program | Action | Page |
|-------------------------------------|--|---------------|
| Bachelor of Business Administration | Add PSY 200 or 200W or SOC 131 for BBA supporting courses. | AFIS/MMAC 4-5 |

EKUBusiness—AFIS/MMAC Other Requisition:

| Revision | Page |
|---|----------------|
| Request Honor Cords for student organization: Society for Human Resource Management (SHRM) for Fall 2008 Graduation | AFIS/MMAC 6-15 |

Department of Communications Revised Courses:

| Course | Action | Page |
|---------|---|----------|
| CMS 205 | To change course title and make minor changes in course description | COMM 1-3 |
| CMS 300 | To change course description to better fit course content | COMM 4-6 |
| CMS 406 | To change course # from 406 to 485 and change prerequisites | COMM 7-9 |



| | | |
|---------|---|------------|
| JOU 425 | To change course credit from 3 to 4 hours and change course description | COMM 10-18 |
|---------|---|------------|

Department of Communications Dropped Courses:

| Course | Action | Page |
|---------|---|------------|
| BEM 260 | Drop BEM 260 | COMM 19-20 |
| CMS 480 | Drop CMS 480 | COMM 21-22 |
| COM 200 | Drop COM 200 C (<i>correspondence only</i>) - offered online now | COMM 23-25 |

Department of Communications New Courses:

| Course | Action | Page |
|---------|--|------------|
| CMS 305 | New —to create a new class for CMS majors (syllabus) | COMM 26-34 |
| CMS 495 | New —to add a new class to the Communication Studies major (syllabus) | COMM 35-43 |
| JOU 491 | New —add a new course - Senior Seminar for JOU majors (syllabus) | COMM 44-49 |

Department of Communications Program Revisions:

| Program | Revision | Page # |
|--------------------------------|--|------------|
| Minor in Communication Studies | Change Minor to reflect change in CMS 406 to CMS 485 | COMM 50-51 |
| Journalism BA | To replace COM 491(1) with JOU 491 (1) | COMM 52-53 |

Thank you!
WED/ss



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business and Technology
Office of the Associate Dean

214 Business & Technology Center
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1574 FAX: (859) 622-1413
Ed.Davis@eku.edu • www.cbt.eku.edu

TO: Dr. Ed Davis, Associate Dean
College of Business & Technology

FROM: EKUBusiness
Departments of Accounting, Finance & Information Systems and Management,
Marketing & Administrative Communication

DATE: November 5, 2008

SUBJECT: Curriculum Proposal(s)

Please consider the following course/program revisions and other requisitions in the Departments of Accounting, Finance & Information Systems and Management, Marketing & Administrative Communication at the Council of Academic Affairs meeting on November 20, 2008:

AFIS Course Revisions:

| Course | Action | Page |
|---|---|---------------|
| ACC 201 Intro. to Financial Accounting | To change prerequisites for ACC 201 from "MAT 105 or take MAT 107 or higher concurrently" to "MAT 105 or higher." | AFIS/MMAC 1-3 |

AFIS/MMAC Program Revision:

| Program | Action | Page |
|--|---|----------------|
| Bachelor of Business Administration | Add PSY 200 or 200W or SOC 131 for BBA supporting courses. | AFIS/MMAC 4 -5 |

MMAC Other Requisition:

| Requisition | Page |
|---|----------------|
| Request Honor Cords for student organization: Society for Human Resource Management (SHRM) for Fall 2008 Graduation. | AFIS/MMAC 6-15 |



Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|--|---|--|--|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Accounting, Finance & Information Systems | |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Business & Technology | |
| <input type="checkbox"/> Hybrid Course ("S," "W") | *Course Prefix & Number | ACC 201 | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title (<u>30 characters</u>) | Intro. to Financial Accounting | |
| <input type="checkbox"/> New Program (Part III) | *Program Title | (Major ____, Option ____, Minor ____, or Certificate ____) | |
| <input type="checkbox"/> Program Revision (Part III) | *Provide only the information relevant to the proposal. | | |
| <input type="checkbox"/> Program Suspended (Part III) | | | |

| | | | |
|---|--|---|-------------|
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | 10/3/2008 | Graduate Council* | N/A |
| <i>Is this a SACS Substantive Change?</i> | Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs | |
| College Curriculum Committee | 10/10/2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To change prerequisites for ACC 201 from "MAT 105 or take MAT 107 or higher concurrently" to "MAT 105 or higher."

A. 2. Effective date: (Example: Fall 2001)
Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
N/A

B. The justification for this action: The reason for the change is to resolve an issue with students failing ACC 201 and/or MAT 107 because of their weak math skills.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact:
None

Operating Expenses Impact:
None

Equipment/Physical Facility Needs
None

Library Resources:
None

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ACC 201 Introduction to Financial Accounting. (3) I, II. Prerequisite: MAT 105 ~~or take MAT 107~~ or higher ~~concurrently~~. A user's approach to understanding financial accounting and reporting, emphasizing how creditors, investors, and others use accounting information in decision making and why financial accounting information is important to these users.

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| ACC | 201 | Fall 2009 | AS _____ JS _____ BT X _____ EM _____ ED _____ PC _____ HS _____ | AFIS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ | Laboratory _____ | Other _____ | |
| | | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|-----------------------|--|
| Course Prefix and No. | Prerequisite: MAT 105 or take MAT 107 or higher concurrently . |
| 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 | EKUBusiness (AFIS & MMAC) |
| <input type="checkbox"/> Course Revision (Parts II, IV) | College | College of Business & Technology |
| <input type="checkbox"/> Hybrid Course ("S," "W") | *Course Prefix & Number | _____ |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title (<u>30 characters</u>) | _____ |
| <input type="checkbox"/> New Program (Part III) | *Program Title | Bachelor of Business Admin. (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) |
| <input checked="" type="checkbox"/> Program Revision (Part III) | | |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| | | | |
|---|---|-------------------------------------|-------------|
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | September 5, 2008 | Graduate Council* | N/A |
| <i>Is this a SACS Substantive Change?</i> | Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs | |
| College Curriculum Committee | October 10, 2008 | Approved <u>x</u> Disapproved _____ | 11/20/08 |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add PSY 200 or 200W or SOC 131 for BBA supporting courses.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 N/A

B. The justification for this action:
 PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text
(*Use ~~strickethrough~~ for deletions and underlines for additions.)

**Bachelor of Business Administration and
Bachelor of Science in Insurance
Degree Requirements**

General University requirements, as well as specific course requirements set forth in the description of curricula, must be met by students completing associate and baccalaureate business programs administered by the College of Business and Technology. See programs under each department for major requirements. Academic Orientation course (BTO 100) is required in all Business programs. The requirements for the Bachelor of Business Administration (BBA) and the Bachelor of Science in Insurance degrees are as follows:

1. A cumulative 2.0 GPA must be maintained in all work taken in the BBA and BS Insurance programs.
2. Hours earned by correspondence study are accepted upon written approval of the Dean. However, not more than 25 percent of the total hours applied toward a degree may be earned via correspondence or telecourse instruction, military credit, or credit by examination.
3. Not more than 50 percent of undergraduate course work shall be completed in the *EKU* Business programs. However, up to nine semester hours of economics and up to six semester hours of mathematics/statistics will not be included in this 50 percent.
4. A t least 50 percent of the business course credit hours required for the BBA and BS Insurance degrees must be completed at EKU.
5. T he BBA and BS Insurance degrees will only accept credits for business courses at the upper division level transferred from other colleges and universities accredited by the Association to Advance Collegiate Schools of Business International (AACSB). As completely as possible, it will apply these credits to the student's degree program. To ensure that they earn appropriate credits, students are strongly advised to see the College of Business and Technology Advising Office and also obtain the Dean's approval prior to enrolling in any course work they plan to transfer. The University will not take responsibility for courses transferred without prior approval.
6. A "C" or better is required for the BBA programs in the following courses: (See specific degree requirements for each major)

Bachelor of Business Administration

BBA Supporting Courses: MAT 107 and/or 211, QMB 240 (if required by major), PSY 200 or 200W or SOC 131, ECO 230 and 231.

BBA Pre-Business Core: ACC 201, 202, GBU 204, and QMB 200.

BBA Core: CCT 300, CIS 300, FIN 300, MGT 300, 370, MKT 300, and GBU 480.

**EASTERN KENTUCKY UNIVERSITY***Serving Kentuckians Since 1906**Department of Management, Marketing, and Administrative Communication*

Business & Technology Center, Room 011
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Office: 859-622-1377
Fax: 859-622-2359
www.management.eku.edu
Dr. Lana Carnes, Chair

September 15, 2008

TO THE *EKUBUSINESS* CURRICULUM COMMITTEE

The EKU Chapter of the Society for Human Resource Management requests permission to wear a maroon cord (for the Maroon SHRM Chapter here at EKU) with academic regalia at graduation, beginning December 2008. The chapter has set academic standards that a member must meet in order to earn the privilege of wearing this cord: membership in SHRM, completed the 12 hours required for the Management Major with an Option in Human Resources, and maintained at least a 3.0 GPA. Permission from the Bluegrass Chapter of SHRM has been obtained and the Chapter is very supportive of this designation. The cord will be a plain maroon cord as shown in the attached picture.

The Society for Human Resource Management (SHRM) is the world's largest professional association devoted to human resources. As stated on their Web site, the mission of SHRM is "to serve the needs of HR professionals by providing the most current and comprehensive resources, and to advance the profession by promoting HR's essential, strategic role." The organization has a rich history, founded in 1948, and represents more than 225 members in over 125 countries. Member students at EKU receive all the benefits and privileges associated with the state, regional, and international sectors of SHRM.

As the undergraduate business curriculum representative of the MMAC Department, and with the approval of the Department, I submit the request that SHRM members meeting the designated academic requirements be permitted to wear a maroon cord as a part of their academic regalia.

Respectfully,

Peggy D. Brewer, DBA
Professor of Management

September 4, 2008

Dr. Lana W. Carnes, Professor and Chair, Interim
Management, Marketing, & Administrative Communication
Eastern Kentucky University
BTC 011
Richmond, KY 40475

Dear Dr. Lana W. Carnes & ECU Business Curriculum Committee:

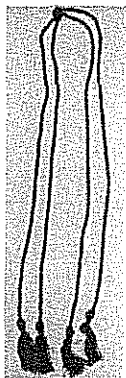
The Maroon Society for Human Resource Management is a chapter of the professional and national organization SHRM. This chapter was reactivated in the 2007-2008 school year by a group of very ambitious and dedicated students in the College of Business and Technology. This chapter has not only used the organization as a means for advancing their professional futures, but as a way to serve their campus and Richmond communities. It is with this in mind that this letter of request has been written. The seniors have requested, and with my support wholly, to be recognized at their graduation on December 20, 2008 and May 9, 2008 with the honor of adorning their graduation robes with a cord.

The senior members of Maroon SHRM are each members of Bluegrass SHRM and National SHRM and have been extremely active with the organization. The majority of the seniors are officers of the organization. These members have played a key role in laying a firm foundation for Maroon SHRM to follow upon their graduation. The Maroon SHRM student chapter in the 2007-2008 school year brought professional speakers to the students in the College of Business and Technology, volunteered at the Kentucky SHRM conference, participated and partnered with Bluegrass SHRM, and participated in service activities such as: a bake sale for Rica Cain, an ECU Custodial Service Member, a canned food drive, a shoebox drive sponsored by SGA, and collecting toys-for-tots. The Maroon SHRM student chapter plans to continue this success in the 2008-2009 school year.

The seniors have expressed interest in a maroon honor cord to be worn at graduation. In order for a student to be able to receive this recognition that must have taken the twelve hours of the Human Resource Management Option and maintained a 3.0 GPA. Should you have any questions, please do not hesitate to ask by either e-mailing me at allen.engle@eku.edu or by phone at 859-622-6549. Thank you for your time and consideration of this matter.

Sincerely,

Dr. Allen Engle, Sr, Advisor of The Maroon Society For Human Resource Management,
Professor of Management



SHRM Code of Ethical and Professional Standards in Human Resource Management

Society for Human Resource Management CODE PROVISIONS

PROFESSIONAL RESPONSIBILITY

Core Principle

As HR professionals, we are responsible for adding value to the organizations we serve and contributing to the ethical success of those organizations. We accept professional responsibility for our individual decisions and actions. We are also advocates for the profession by engaging in activities that enhance its credibility and value.

Intent

- To build respect, credibility and strategic importance for the HR profession within our organizations, the business community, and the communities in which we work.
- To assist the organizations we serve in achieving their objectives and goals.
- To inform and educate current and future practitioners, the organizations we serve, and the general public about principles and practices that help the profession.
- To positively influence workplace and recruitment practices.
- To encourage professional decision-making and responsibility.
- To encourage social responsibility.

Guidelines

1. Adhere to the highest standards of ethical and professional behavior.
2. Measure the effectiveness of HR in contributing to or achieving organizational goals.
3. Comply with the law.
4. Work consistent with the values of the profession.
5. Strive to achieve the highest levels of service, performance and social responsibility.
6. Advocate for the appropriate use and appreciation of human beings as employees.
7. Advocate openly and within the established forums for debate in order to influence decision-making and results.

PROFESSIONAL DEVELOPMENT

Core Principle

As professionals we must strive to meet the highest standards of competence and commit to strengthen our competencies on a continuous basis.

Intent

- To expand our knowledge of human resource management to further our understanding of how our organizations function.
- To advance our understanding of how organizations work ("the business of the business").

Guidelines

AFIS/MMAC 9

1. Pursue formal academic opportunities.
2. Commit to continuous learning, skills development and application of new knowledge related to both human resource management and the organizations we serve.
3. Contribute to the body of knowledge, the evolution of the profession and the growth of individuals through teaching, research and dissemination of knowledge.
4. Pursue certification such as CCP, CEBS, PHR, SPHR, etc. where available, or comparable measures of competencies and knowledge.

ETHICAL LEADERSHIP

Core Principle

HR professionals are expected to exhibit individual leadership as a role model for maintaining the highest standards of ethical conduct.

Intent

- To set the standard and be an example for others.
- To earn individual respect and increase our credibility with those we serve.

Guidelines

1. Be ethical; act ethically in every professional interaction.
2. Question pending individual and group actions when necessary to ensure that decisions are ethical and are implemented in an ethical manner.
3. Seek expert guidance if ever in doubt about the ethical propriety of a situation.
4. Through teaching and mentoring, champion the development of others as ethical leaders in the profession and in organizations.

FAIRNESS AND JUSTICE

Core Principle

As human resource professionals, we are ethically responsible for promoting and fostering fairness and justice for all employees and their organizations.

Intent

To create and sustain an environment that encourages all individuals and the organization to reach their fullest potential in a positive and productive manner.

Guidelines

1. Respect the uniqueness and intrinsic worth of every individual.
2. Treat people with dignity, respect and compassion to foster a trusting work environment free of harassment, intimidation, and unlawful discrimination.
3. Ensure that everyone has the opportunity to develop their skills and new competencies.
4. Assure an environment of inclusiveness and a commitment to diversity in the organizations we serve.
5. Develop, administer and advocate policies and procedures that foster fair, consistent and equitable treatment for all.
6. Regardless of personal interests, support decisions made by our organizations that are both ethical and legal.
7. Act in a responsible manner and practice sound management in the country(ies) in which the organizations we serve operate.

CONFLICTS OF INTEREST

Core Principle

As HR professionals, we must maintain a high level of trust with our stakeholders. We must protect the interests of our stakeholders as well as our professional integrity and should not engage in activities that create actual, apparent, or potential conflicts of interest.

Intent

To avoid activities that are in conflict or may appear to be in conflict with any of the provisions of this Code of Ethical and Professional Standards in Human Resource Management or with one's responsibilities and duties as a member of the human resource profession and/or as an employee of any organization.

Guidelines

1. Adhere to and advocate the use of published policies on conflicts of interest within your organization.
2. Refrain from using your position for personal, material or financial gain or the appearance of such.
3. Refrain from giving or seeking preferential treatment in the human resources processes.
4. Prioritize your obligations to identify conflicts of interest or the appearance thereof; when conflicts arise, disclose them to relevant stakeholders.

USE OF INFORMATION

Core Principle

HR professionals consider and protect the rights of individuals, especially in the acquisition and dissemination of information while ensuring truthful communications and facilitating informed decision-making.

Intent

To build trust among all organization constituents by maximizing the open exchange of information, while eliminating anxieties about inappropriate and/or inaccurate acquisition and sharing of information

Guidelines

1. Acquire and disseminate information through ethical and responsible means.
2. Ensure only appropriate information is used in decisions affecting the employment relationship.
3. Investigate the accuracy and source of information before allowing it to be used in employment related decisions.
4. Maintain current and accurate HR information.
5. Safeguard restricted or confidential information.
6. Take appropriate steps to ensure the accuracy and completeness of all communicated information about HR policies and practices.
7. Take appropriate steps to ensure the accuracy and completeness of all communicated information used in HR-related training.

- Society for Human Resource Management Bylaws

For information on disciplinary procedures for violations of the Code of Ethical and Professional Standards, please review Article 2, Section 5 of the SHRM Bylaws

- Code of Ethics Toolkit: A Guide to Developing Your Organization's Code of Ethics
- Code of Ethics Toolkit: A Guide to Developing Your SHRM Chapter's Code of Ethics

SPONSORED LINKS

Effectively Manage Your Employee Time

Software & hardware allow you to integrate time tracking & payroll. View a 5-min demonstration here.
www.MyTimeForce.com

Eliminate Performance Review Headaches Forever

Learn The Secret Of More Effective, No-Hassle Performance Reviews. Download Your FREE eGuide Now!
www.successfactors.com

Online Human Resources Certification

Cornell University HR Certificate program, delivered 100% online from eCornell
www.eCornell.com

Pre-Employment Testing

Know your employees before you hire. Aptitude, personality, skills tests. Free Trial.
www.criteriacorp.com

Build Your Employees' Skill Sets With SkillSoft

Integrate Learning Into Business With SkillSoft's Learning Solutions. Sign Up & Get Full Access.
www.SkillSoft.com

Buy a Link Now



Society for Human Resource Management

1800 Duke Street • Alexandria, Virginia 22314 USA
Phone US Only: (800) 283-SHRM | (800) 283-7476
Phone International: +1 (703) 548-3440
TTY/TDD (703) 548-6999
Fax (703) 535-6490
Questions? Contact SHRM
Careers Careers @ SHRM

Copyright © 2008, Society for Human Resource Management
SHRM Privacy Statement | Your California Privacy Rights
Terms under which this service is provided to you.

AFIS/MMAC 12

About The Society For Human Resource Management

About SHRM



The Society for Human Resource Management (SHRM) is the world's largest professional association devoted to human resource management. Our mission is to serve the needs of HR professionals by providing the most current and comprehensive resources, and to advance the profession by promoting HR's essential, strategic role. Founded in 1948, SHRM represents more than 225,000 individual members in over 125 countries, and has a network of more than 575 affiliated chapters in the United States, as well as offices in China and India.

SHRM's Members

SHRM is an individual membership organization, and our members include HR professionals with the following titles:

- President, CEO, Chairman, Partner, Principal
- Chief HR Officer
- Vice President of HR, Personnel
- Assistant/Associate Vice President of HR
- Director of HR, Personnel
- Assistant/Associate Director of HR
- Manager of HR, Personnel
- HR Generalist
- Supervisor
- Specialist
- Consultant
- Administrator
- Representative
- Legal Counsel

Nearly forty percent have titles of director or above. Approximately fifty percent of members work in organizations with more than 500 employees, and approximately thirty-five percent are in manufacturing or service industries.

SHRM Local Chapter Network

SHRM has more than 575 affiliate chapters both in the United States and abroad, and provide additional programming and networking opportunities in your local area. SHRM chapters are autonomous organizations, so it is not automatic that you will be a member of your local chapter when you join SHRM at the national level, and vice versa. Information on how to join you SHRM local chapter is available at www.shrm.org/chapters.

SHRM Membership Special

Become a first-time, new professional member of SHRM using our online application in September and receive a discount on your first-year membership dues. In addition to receiving a reduced membership rate, we'll send you a free SHRM tote bag! Offer valid through September 30, 2008. (Note: This offer is not valid for active or renewing SHRM members.)

- [Join Now.](#)
- To join as a student member - and receive a free tote bag, [click here.](#)

SHRM Names New CEO

Laurence O'Neil To Head SHRM

The Society for Human Resource Management (SHRM) has announced the selection of Laurence (Lon) G. O'Neil as the

Society's president and chief executive officer. [More from HR News.](#)



SHRM Awards and Scholarships

Information about SHRM's awards and scholarships, including a description of the program and application deadlines. [View the awards.](#)

Translated Version of This Page

- [Read this document translated into Chinese](#)
- [Read this document translated into Korean](#)
- [Read this document translated](#)

into Spanish

SPONSORED LINKS

Discover PCRecruiter HR Solutions

Versatile web-based HR solutions used by nearly 3000 organizations worldwide. Schedule a demo now!
www.pcrecruiter.net

Employee Performance Management Software

Get Enterprise-Class Functionality That Is Simple And Affordable To Use. Try it Free!
www.halogensoftware.com

Eliminate Performance Review Headaches Forever

Learn The Secret Of More Effective, No-Hassle Performance Reviews. Download Your FREE eGuide Now!
www.successfactors.com

Apply For Credit Cards Online - Click Here

Visa, MasterCard, American Express and Discover Credit Card Offers. Compare Offers & Apply Online.
www.CreditCards.com

Employment Screening

We offer background screens such as Nationwide Criminal Search, State Criminal Search, SSN, and more
www.iproveit.com

Buy a Link Now



Society for Human Resource Management

1800 Duke Street • Alexandria, Virginia 22314 USA
Phone US Only: (800) 283-SHRM | (800) 283-7476
Phone International: +1 (703) 548-3440
TTY/TDD (703) 548-6999
Fax (703) 535-6490
Questions? Contact SHRM
Careers [Careers @ SHRM](#)

Copyright © 2008, Society for Human Resource Management
[SHRM Privacy Statement](#) | [Your California Privacy Rights](#)
Terms under which this service is provided to you.

AFIS/MMAC 14

Smith, Sonia

From: Davis, Ed
Sent: Thursday, September 11, 2008 2:26 PM
To: Brewer, Peggy
Cc: Smith, Sonia
Subject: RE: Request for Honor Cords

Peggy:

I apologize for my delayed response. There is not a form to complete to begin the approval process. To begin the approval process; prepare a formal letter requesting approval for SHRM graduates to wear honor cords with their graduation regalia. Include in the letter specifics about the professional student organization (outline the organization) including standards. In addition, provide a photo of the regalia item to be worn (cord or stole). Please forward a copy to Sonia and she will add as an agenda item for the next EKUBusiness Curriculum Committee meeting. I hope this helps. If you have additional questions, please let me know. Have a good day!!!!

Ed

From: Brewer, Peggy
Sent: Monday, September 08, 2008 2:55 PM
To: Davis, Ed
Cc: Carnes, Lana
Subject: Request for Honor Cords

Ed: One of our professional student organizations, Society for Human Resource Management (SHRM), would like to gain permission to wear honor cords with their graduation regalia, beginning with the Fall 2008 graduation ceremony. We believe this would allow this group of students to receive a well-deserved recognition. Our understanding is that this action begins with approval from the undergraduate curriculum committee. Therefore, I would like to add this as an agenda item to our next EKUBusiness Curriculum Committee meeting. Please let me know if there is a form I should complete or any other steps I need to take to get this item considered and approved. Thanks. Peggy



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Department of Communication
Maureen Everett, Ph.D. Chair
(859) 622-1878 Fax: (859) 622-8214
renee.everett@eku.edu

316 Combs Classroom Bldg.
521 Lancaster Avenue
Richmond, KY 40475
www.communication.eku.edu

MEMO

TO: Dr. Ed Davis
Associate Dean, College of Business & Technology

FROM: Dr. Maureen (Renee) Everett
Chair, Dept. of Communication

DATE: Nov. 6, 2008

RE: Curriculum Revisions for Council on Academic Affairs (CAA) Meeting

Revised Courses:

| Course | Action | Page |
|---------|--|------------|
| CMS 205 | To change course title and make minor changes in course description | COMM 1-3 |
| CMS 300 | To change course description to better fit course content | COMM 4-6 |
| CMS 406 | To change course # from 406 to 485 and change prerequisites | COMM 7-9 |
| JOU 425 | To change course credit from 3 to 4 hours and change course description & syllabus | COMM 10-18 |

Dropped Courses:

| Course | Action | Page |
|---------|---|------------|
| BEM 260 | Drop BEM 260 | COMM 19-20 |
| CMS 480 | Drop CMS 480 | COMM 21-22 |
| COM 200 | Drop COM 200 C (<i>correspondence only</i>) - offered online now | COMM 23-25 |

New Courses:

| Course | Action | Page |
|---------|--|------------|
| CMS 305 | New —to create a new class for CMS majors (syllabus) | COMM 26-34 |
| CMS 495 | New —to add a new class to the Communication Studies major (syllabus) | COMM 35-43 |
| JOU 491 | New —add a new course - Senior Seminar for JOU majors (syllabus) | COMM 44-49 |

Program Revisions:

| Program | Revision | Page # |
|--------------------------------|--|------------|
| Minor in Communication Studies | Change Minor to reflect change in CMS 406 to CMS 485 | COMM 50-51 |
| Journalism BA | To replace COM 491(1) with JOU 491 (1) | COMM 52-53 |



Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name Communication <hr/> College Business & Technology <hr/> *Course Prefix & Number CMS 205 <hr/> *Course Title (30 characters) Argumentation and Debate <hr/> *Program Title <hr/> (Major __, Option __; Minor __; or Certificate __) | |
| *Provide only the information relevant to the proposal. | | |

| | | | |
|---|---|---|-------------|
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | September 19, 2008 | Graduate Council* | N/A |
| <i>Is this a SACS Substantive Change?</i> | Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs | |
| College Curriculum Committee | October 10, 2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact 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 name of CMS 205 from <i>Argumentation and Debate</i> to <i>Advocacy and Opposition</i> and to make minor changes to the course description. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A | |
| B. The justification for this action: The title <i>Advocacy and Opposition</i> more adequately reflects the objectives and goals of the course. Additionally, this change puts us more inline with other benchmark institutions. | |
| 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.)

~~CMS 205 Argumentation and Debate~~ Advocacy and Opposition (3). I. The study of the techniques and principles of formal argumentative discourse. Emphasis on developing, presenting, defending, and opposing a positions of controversial questions.

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|--|---|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name Communication <hr/> College Business & Technology <hr/> *Course Prefix & Number CMS 300 <hr/> *Course Title (30 characters) Business & Professional Speaking <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | |
| Departmental Committee | September 19, 2008 | Graduate Council* N/A |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | |
| College Curriculum Committee | October 10, 2008 | Council on Academic Affairs 11/20/08 |
| General Education Committee* | N/A | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> |
| Teacher Education Committee* | N/A | Faculty Senate** |
| | | Board of Regents** |
| | | Council on Postsecondary Edu.*** |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To update the course description of CMS 300. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A | |
| B. The justification for this action: To align the course description more accurately with the course content. | |
| 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.)

CMS 300 Business and Professional Speaking (3) I, II. Prerequisite: CMS 100 or CMS 210.

As an advanced speaking course, students will organize and deliver business presentations, learn and practice professional electronic/telephonic communication protocols, and conduct business meetings. A skills-oriented
~~approached to communication in the workplace. Topics include the following: listening, professional etiquette, conducting meetings, preparing and presenting persuasive, professional reports, and technology (telephone, teleconferencing, and PowerPoint).~~

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------------------------------|-------------|-------------------------------------|-----------------------------|-------------|------------------------|--------------------|-------------------|--|-----|---|--|---------|--------------------------|----|-------------------------------------|-----------------------------|--|--|------------------------------|------------------|--|--|----------|------------------------------|-----|------------------|--|--|------------------------------|-----|--------------------|--|--|--|--|----------------------------------|--|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name Communication College Business & Technology *Course Prefix & Number CMS 406 *Course Title (30 characters) Comm. Training & Development *Program Title _____ (Major ____, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">September 17, 2008</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 0 5px;">Yes****</td> <td style="width: 20px; text-align: center;"><input type="checkbox"/></td> <td style="padding: 0 5px;">No</td> <td style="width: 20px; text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">October 10, 2008</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td></td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td></td> </tr> </table> | | | | <u>Date</u> | | | <u>Date</u> | Departmental Committee | September 17, 2008 | Graduate Council* | | N/A | <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 0 5px;">Yes****</td> <td style="width: 20px; text-align: center;"><input type="checkbox"/></td> <td style="padding: 0 5px;">No</td> <td style="width: 20px; text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table> | | Yes**** | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> | Council on Academic Affairs | | | College Curriculum Committee | October 10, 2008 | Approved <input checked="" type="checkbox"/> Disapproved _____ | | 11/20/08 | General Education Committee* | N/A | Faculty Senate** | | | Teacher Education Committee* | N/A | Board of Regents** | | | | | Council on Postsecondary Edu.*** | | |
| | <u>Date</u> | | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | September 17, 2008 | Graduate Council* | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 0 5px;">Yes****</td> <td style="width: 20px; text-align: center;"><input type="checkbox"/></td> <td style="padding: 0 5px;">No</td> <td style="width: 20px; text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table> | | Yes**** | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> | Council on Academic Affairs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes**** | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | October 10, 2008 | Approved <input checked="" type="checkbox"/> Disapproved _____ | | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | N/A | Faculty Senate** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | N/A | Board of Regents** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact 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 course number from CMS 406 to CMS 485 and change the prerequisites.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p> | <p>B. The justification for this action: To better align our course numbers with the order in which students should take the class. The new CMS 485 should be one of the last courses a student takes within the CMS major. The new prerequisites will help in this endeavor.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CMS ~~406~~ 485 Communication Training and Development. (3). ~~I, II.~~ Formerly CMS 406. Prerequisite: CMS 240 with a minimum grade of "C-". 300 and 24 hours completed in CMS. An introduction to the field of communication training and development for corporate, industrial, institutional, medical or educational settings. ~~While studying the theoretical frameworks on which training and development techniques are based,~~ Students will practice training techniques in on-site situations. Credit will not be awarded to students who have credit for CMS 406.

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)* |
| CMS | 485 | Fall 2009 | AS _____ JS _____ BT x _____ EM _____ ED _____ PC _____ HS _____ | COMM |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ | Laboratory _____ | Other _____ | |
| | | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR x _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|-----------------------|--|
| Course Prefix and No. | Prerequisite: CMS 210 with a minimum grade of “C-”. 300 and 24 hours completed in CMS. |
| 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 CMS 406 |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal. | Communication Business and Technology JOU 425 Community Journalism _____ (Major ____, Option __; Minor __; or Certificate __) |
|--|---|--|

| | | | |
|---|--|--|-------------|
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | September 19, 2008 | Graduate Council* | N/A |
| <i>Is this a SACS Substantive Change?</i> | Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs | |
| College Curriculum Committee | October 10, 2008 | Approved <input checked="" type="checkbox"/> Disapproved _____ | 11/20/08 |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact 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 increase the number of credit hours for JOU 425 from 3 to 4 and to change the course description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p> |
| <p>B. The justification for this action: JOU 425, Community Journalism, is the capstone class for journalism majors. Increasing the credit hours from 3 to 4 will bring the class in line with the capstone classes offered in other majors in the department - BEM and PUB.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

JOU 425 Community Journalism (34) A. Prerequisites: ~~COM~~ JOU 201 and JOU 310. Intensive study of community newspapers and their relationship to their communities, including methods of assessment.
~~Writing and reporting for community newspapers. Includes investigating local government and local sources of information and studying the role and performance of the community newspaper.~~

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

| | | | | |
|---|---|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| JOU | 425 | Fall 2009 | AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____ | COMM |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3- 4 | Lecture <input checked="" type="checkbox"/> | Laboratory _____ | Other _____ | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | 4.0 (33.3%) | | FR _____ | JR _____ |
| | | | SO _____ | SR _____ |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <input type="checkbox"/> Check all applicable | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Prerequisites: ~~COM~~ JOU 201 and JOU 310.

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Underlinings indicate additions to the “old” 3 credit hour JOU 425 syllabus and strikethroughs indicate deletions – all justifying the move to 4 credit hours .

JOU 425 COMMUNITY JOURNALISM

Department of Communication

Spring 20__ 3 credit hours

Instructor: Dr. Elizabeth Hansen

Office: 319 Combs Building, office: 622-1488; home: 859-278-7157

E-mail: Liz.Hansen@eku.edu

Office hours:

COURSE DESCRIPTION: Intensive study of community newspapers and their relationship to their communities, including methods of assessment. Writing and reporting for community newspapers. Includes investigating local government and local sources of information and studying the role and performance of the community newspaper.

PREREQUISITES: COM JOU 201 and JOU 310

OBJECTIVES: You should (1) better understand the role of community newspapers; (2) develop standards of excellence by which to evaluate the role and performance of the community newspaper; (3) understand the business aspects of community journalism such as types of ownership, effects of competition, etc.; (4) be able to explain the organization and function of local government and the relationship between local government and the community newspaper; (5) understand the vocabulary and dynamics of community issues in such areas as law enforcement, the justice system, education, politics, agriculture, business, religion, and the environment; (6) be able to use research methods to gather and analyze information about community newspapers and their publics; and (7) understand the role of new technology in community newspapers.

COURSE MATERIALS:

Lauterer, Jock. *Community Journalism: Relentlessly Local*, third edition. Chapel Hill: University of North Carolina Press, 2006.

Orcher, Lawrence T. *Conducting a Survey: Techniques for a Term Project*. Glendale, CA: Pyrczak Publishing, 2007/

Subscription to community newspaper (provided by instructor)

Other readings on reserve, online or distributed in class.

COURSE REQUIREMENTS AND EVALUATION:

1. COMMUNITY NEWSPAPER PROJECT: The focus of this course will be a major project involving a community newspaper located in Eastern’s 22-county service region. As the major component of the capstone course for journalism majors, the project will allow you to synthesize what you’ve learned about journalism and apply it in a real-world situation. After intensive instruction about community newspapers and research methods, you will be conducting a major research project for the client newspaper. You will conduct various types of research in order to reach goals established in cooperation with the newspaper’s staff. To learn about the newspaper and its community, you will spend a minimum of 8 hours observing, “shadowing” and interviewing staff members as well as talking with local government officials, advertisers, sources, readers, and other members of the newspaper's publics.

JOU 425 COMMUNITY JOURNALISM/page 2

At least some of your observations should be of the newspaper “on deadline.” You may “shadow” a reporter as he/she covers a meeting of a local organization -- city council, fiscal court, school board, Chamber of Commerce, etc. You will keep detailed notes and share your observations with other members of the class. The time frame for the observations will be determined later. Details about the scope of the project will be worked out in conjunction with the newspaper staff, but may include a community profile, recommendations on integrating newspaper and Web content, a readership survey, a survey of non-subscribers and a survey of online readers. As a part of the project, you will read and critique most issues of the newspaper as well as postings on the Web site. Written critiques should be typed and should refer to specific examples from the print and/or Web editions. You will be expected to contribute ideas and suggestions for the newspaper and its Web site as well as recognize what the paper does well. If appropriate, you may help the newspaper expand its Web site offerings, including the addition of multimedia content. Each student will be responsible for a portion of a final published report.

2. READING ASSIGNMENTS: Keeping up with reading assignments is critical in this class. Reading assignments should be completed by the date they are listed on the class schedule. We will draw class discussions from the readings and use them to develop standards by which to evaluate community newspapers.

For most reading assignments, you will have a **reading quiz** in class on the day the assignment is due OR a **short paper** (typed, one-page double-spaced) assigned in advance and due on the day for which the reading is assigned. You may also be assigned **activities** that apply material from the reading assignments.

3. EXAM: You will have one comprehensive exam covering the course content, including the Lauterer text, other readings, research methods, lecture material, etc.

Your grade for this course will be computed in the following way:

| | |
|--|-----|
| Newspaper project..... | 70% |
| Community profile | 10% |
| Observations/interviews/reports | 10% |
| Questionnaires/research | 10% |
| Critiques | 10% |
| Drafts of report | 10% |
| Final draft of report | 15% |
| Miscellaneous/participation | 5% |
| Reading assignments..... | 20% |
| (Lowest score dropped in figuring grade) | |
| Exam | 10% |

Letter grades for the course will be assigned in the following way:

| | |
|---|----------------|
| A | 90-100 |
| B | 80-89.9 |
| C | 70-79.9 |
| D | 60-60.9 |
| F | 59.9 and below |

JOU 425 COMMUNITY JOURNALISM/page 3

Your midterm grade will be viewable online and will be based on reading assignments, critiques of the newspaper, the community profile and other work on the project.

ATTENDANCE: You are expected to attend class meetings and to be prepared to discuss the day's assignments. Roll will be taken at the beginning of class. If you are tardy, it is your responsibility to make sure I have counted you present. Two tardies will count as one absence. You are permitted **three** absences without penalty. Each additional absence will result in the lowering of your final grade by one letter. For example, if you have five absences, you can make no higher than a "C" regardless of your final average in the class. Seven or more absences will result in failure. **PLEASE DO NOT MISS CLASS WHEN WE HAVE GUEST SPEAKERS!**

Excused absences for which your grade will not be lowered include: (1) Illness or a serious illness of a member of your immediate family. Appropriate verification will be required. (2) Death of an immediate family member. Verification required. (3) University-sponsored trips. Verification is required. Notify me **IN ADVANCE** if you will miss a class for an excused reason. If you must miss class on the day an assignment is due, you should make arrangements to get the assignment to me **BEFORE** class. If you miss class, you are responsible for finding out what work is required and completing the assignment with the rest of the class. You should anticipate absences from class due to field trips, family obligations, deadlines in other classes/activities, etc.

CLASS STANDARDS:

DEADLINES: You will be expected to meet deadlines. Much of your work this semester will be as part of a team. Failure to meet deadlines will affect not only you but other students as well. Failure to meet a deadline without a reasonable excuse and approval **BEFORE** the deadline will generally result in no credit for the assignment.

ACCURACY: Your work must be accurate. Significant grade reductions will be made for fact errors and misspelled proper nouns. You will also be penalized for excessive spelling, grammar and punctuation errors.

PLAGIARISM AND HONESTY: You are expected to do your own work. Cheating, fabrication and plagiarism will not be tolerated. Any student whom the instructor has sufficient evidence to believe has cheated, fabricated or plagiarized in the course will receive an automatic "F" for the course and appropriate university officials will be notified. (See the Eastern Kentucky University Academic Integrity Policy at www.academicintegrity@eku.edu.)

REMEMBER: You are working with a client. The newspaper's staff may be using your work to make decisions about the newspaper. Poor work on your part could result in poor, costly decisions on the staff's part.

TRAVEL and EXPENSES:

You will be required to travel to the newspaper as part of this class. Expect to make a minimum of four trips to the newspaper, including an initial meeting with the publisher, editor and staff; one or more extended visits to observe/shadow/interview staff members; and attending a formal presentation and discussion of the class's findings and recommendations.

Keep a record of your mileage and expenses while doing activities for this course. A form will be provided. Be complete and specific and attach receipts. You will be reimbursed for expenses incurred.

MISCELLANEOUS:

STUDENTS WITH DISABILITIES: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you are not registered with the OSID, please contact the Office in the Students Services Building Room 361 by email at disserv@eku.edu or by telephone at 859-622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

INCLEMENT WEATHER PLAN: If the university is using the 2-hour delay inclement weather plan, the class will start at _____ and end at _____. Tune to your local radio or TV station for the announcement, check the ECU home page or call 622-2239.

QEP: This course reflects the University's Quality Enhancement theme (***To develop informed, critical and creative thinkers who can communicate effectively***) and incorporates four tenets of critical thinking. Students will: 1. ***Explore*** and use relevant information in order to gain knowledge and solve problems. 2. ***Evaluate*** information and ideas using appropriate methods. 3. ***Expand*** and generate their own ideas and express them effectively. 4. ***Express*** a point of view and develop it with awareness of alternatives.

PORTFOLIO: The published report the class will produce for newspaper will be appropriate for your portfolio.

JOU 425 B SPRING 20__
Class Schedule

Note: This schedule is subject to change should the availability of speakers, the project, class progress, etc., warrant it. Reading assignments should be completed by the date on which they are listed. Additional reading assignments may be made. As a class you will set most of the major deadlines for the project.

| <u>DATE</u> | <u>ACTIVITY</u> |
|-------------|---|
| WEEK 1 | Introduction The Role of the Community Newspaper |
| WEEK 2 | The Role of the Community Newspaper, con't Kentucky's community newspapers The newspaper and its community Graphics, Design, Photojournalism, and Technology and the Community Paper Community profile assigned |
| WEEK 3 | Technology and the Community Paper, continued: the Web site dilemma News and the Community Newspaper DUE: Critique of the newspaper and its Web site |
| WEEK 4 | The project Meet with the staff of the newspaper Discussion/planning session DUE: Community profile reports Oral presentations in class |
| WEEK 5 | Research methods Assign teams for research Features and the Community Newspaper The Editorial Page and the Community Newspaper |
| WEEK 6 | Research/survey preparation The Women's Page and Community Sports DUE: Drafts of questionnaires Questionnaire critiques |
| WEEK 7 | Research/survey preparation, continued |
| WEEK 8 | Research/survey preparation, con't Surveys MUST go in the mail this week |
| WEEK 9 | Ethics and the Community Newspaper EXAM (tentative) |

- WEEK 10 Coding Surveys and analyzing data
- WEEK 11 Coding surveys and analyzing data
- WEEK 12 Developing recommendations based on data/observations and critiques
Writing first draft
- WEEK 13 Writing and Revising
- WEEK 14 Design and Layout of Report
- WEEK 15 Report to printer/Prepare and practice presentation

Final exam period: Report presented to newspaper staff

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) | Communication B&T BEM 260 Film Genre: _____ |
| *Provide only the information relevant to the proposal. | | |
| Proposal Approved by: | | |
| Departmental Committee | <u>Date</u> September 19, 2008 | Graduate Council* |
| Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | <u>Date</u> N/A |
| College Curriculum Committee | October 10, 2008 | Council on Academic Affairs |
| General Education Committee* | N/A | Approved <input checked="" type="checkbox"/> Disapproved _____ |
| Teacher Education Committee* | N/A | Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| | |
|--|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop BEM 260—course is only being taught at the BEM 460 level. | |
| A. 2. Effective date: (Example: Fall 2001) Fall 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A | |
| B. The justification for this action: The faculty felt the rigors of the course and number of critical thinking papers required warranted the 460 level only. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~**BEM 260 Film Genre: _____.** **(3) I, II.** Study of the types of motion pictures. Analysis and critical evaluation of the typical elements of a genre, both visual and dramatic. May be retaken to a maximum of six hours with different course content. May not be taken concurrently with BEM 460.~~

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal. | Communication Business & Technology CMS 480 Analyzing Human Communication (Major ____, Option ____, Minor ____, or Certificate ____) |
| Proposal Approved by: | | |
| | <u>Date</u> | |
| Departmental Committee | 09/19/08 | Graduate Council* N/A |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | |
| College Curriculum Committee | 10/10/08 | Council on Academic Affairs |
| General Education Committee* | N/a | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| Teacher Education Committee* | N/A | Faculty Senate** |
| | | Board of Regents** |
| | | Council on Postsecondary Edu.*** |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| | |
|---|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop CMS 480 Analyzing Human Communication. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A | |
| B. The justification for this action: A new class, CMS 305, will take the place of CMS 480. | |
| 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 ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~CMS 480 Analyzing Human Communication (3) I. Prerequisites: CMS 300 and CMS 410. Introduction to the process of producing knowledge about human communication. This course focuses on the quantitative and qualitative analysis of data from experimental/field studies, survey, textual analysis and ethnography as communication. Credit will not be awarded to students who have credit for SPE 305 or CMS 305.~~

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal. | Communication B&T COM 200 Mass Media in Society (Major ____, Option ____, Minor ____, or Certificate ____) |
|---|---|--|

| | | | |
|---|---|---|-------------|
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | September 19, 2008 | Graduate Council* | N/A |
| <i>Is this a SACS Substantive Change?</i> | Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs | |
| College Curriculum Committee | October 10, 2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact 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.) We only offer this course as online and no longer offer by correspondence.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p> |
| <p>B. The justification for this action: We no longer offer this course by correspondence. We now offer it as an on-line course.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COM 200 Mass Media and Society. (3) I, II. Introduction to mass media issues. Analyzes mass media impact on social, political and economic sectors of American and world societies. Considers issues and trends, including ethics, legal controls, violence and censorship. Gen. Ed. Block VII (SBS)—~~correspondence course~~

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)* |
| COM | 200 | Fall 2009 | AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____ | COMM |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | 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) | |
| R <u>B</u> | | | 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) | | | |

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|--|---|
| (Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name College *Course Prefix & Number *Course Title (<u>30 characters</u>) *Program Title *Provide only the information relevant to the proposal. | Communication Business & Technology CMS 305 Research Design in Comm. Studies (Major ____, Option ____, Minor ____, or Certificate ____) |
| Proposal Approved by: | | |
| | <u>Date</u> | |
| Departmental Committee | 09/19/08 | Graduate Council* N/A |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | |
| College Curriculum Committee | 10/10/08 | Council on Academic Affairs |
| General Education Committee* | N/A | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| Teacher Education Committee* | N/A | Faculty Senate** |
| | | Board of Regents** |
| | | Council on Postsecondary Edu.*** |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| | |
|--|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a lower level research design class in communication studies. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A | |
| B. The justification for this action: | |
| 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.)

CMS 305 Research Design in Communication Studies (3) I, II. An introduction to the techniques of experimental, survey, textual and ethnography research designs as each pertains to the study of human communication. Credit will not be awarded to students who have credit for CMS 480.

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)* |
| CMS | 305 | Fall 2009 | AS _____ JS _____ BT <u>x</u> _____ EM _____ ED _____ PC _____ HS _____ | COMM |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <u>X</u> _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) 09 | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| 1 | 3 | N | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | 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 BUSINESS AND TECHNOLOGY
DEPARTMENT OF COMMUNICATION

CMS 305 Research Design in Communication Studies
CRN

Instructor:
Office:
Office Hours:
Email:
Phone:

PURPOSE: *How do we know what we know about communication?* This question will be answered throughout the semester. CMS 305 explores various research methods used to uncover questions about communication. The course will equip you with the skills that will not only make you more marketable as a communication major, but will also deepen your understanding of communication as human behavior. Whether you are in pursuit of an advanced degree, perusing *Consumer Reports*, or helping an employer evaluate a study of some proposed action steps, this course should make a major impact in your professional and personal life.

COURSE CATALOG DESCRIPTION: (formerly CMS 480). An introduction to the techniques of experimental, survey, textual and ethnography research designs as each pertains to the study of human communication. Credit will not be awarded to students who have credit for CMS 480.

COURSE OBJECTIVES:

Upon successful completion of this course students will be able to adequately:

1. Explain the concepts and technical vocabulary of communication research and be able to use this language appropriately.
2. Compare and contrast the four major research methods (experimental, survey, textual analysis, and naturalistic inquiry) used in communication research.
3. Explain qualitative and quantitative data analysis procedures within the broader context of the communication inquiry process.
4. Demonstrate the ability to clearly communicate, both orally and in writing, the findings of original communication research to a “lay” audience.
5. Critically evaluate communication and other research reported in scholarly journals as well as the popular press.

REQUIRED MATERIALS:

- Text
 - *Interpreting Communication Research: A Case Study Approach* (1992). Frey, Botan, Friedman & Kreps.

- An active EKU email and Blackboard account that you check on a regular basis.

- **ALSO STRONGLY RECOMMENDED:** American Psychological Association (2001). Publication manual of the American Psychological Association (5th edition). Washington, DC. See www.apastyle.org

COURSE POLICIES AND PROCEDURES:

Attendance: Your consistent attendance is required and necessary, as the pace of this course is fast and the content of this course is quite difficult. You can miss 3 classes without final grade penalty, but know that if and when you miss class, you will be missing A LOT of difficult material. I suggest that you make it a goal not to miss class at all. Missing more than 3 classes without an official university excuse will result in a 10 point reduction of your final grade for each day missed after the 3rd absence.

Tardiness and Leaving Early: Our time together is valuable and late arrival to class or leaving class early both devalues this course and is extremely rude and disruptive to both your instructor and your classmates. Consistent tardiness or leaving early is likely to negatively impact your grade. **Every 2 times late or leaving early equals 1 absence.**

Cell Phones: Cell phone use is not allowed once class begins - this includes text messaging. Cell phones must be off your desk and out of sight. Violation of this rule will result in a **10 point penalty per offense** – points to be taken off the total points earned toward your final grade.

Readings and Participation: All readings should be done prior to the assigned class period. Some of the readings will be initially difficult for you to understand, but you are asked to try your best to comprehend the material such that you can ask questions and comment in class. **If it becomes apparent that students are not completing the readings ahead of time, graded pop quizzes will be implemented.** The instructor reserves the right to add up to 100 points to the grade total under these circumstances. Students are expected to participate fully and positively in class discussions and activities.

Respect for Others: The foundation of effective communication is being “other-oriented.” Because we want to create a classroom environment that is comfortable for all, you are asked to (1) pay attention and be fully engaged in classroom discussions and activities, (2) display respect for the instructor and classmates by avoiding racist, sexist,

or other negative verbal or nonverbal messages that may make others in our classroom community uncomfortable, (3) be willing to accept others' personalities and listen to their opinions, even if they are very different from yours!

Assignments/Due Dates: At this point in your academic career, you should already know that you should use correct spelling and grammar in all written and oral assignments. One point will be deducted for each spelling and grammatical error on all assignments. All assigned work completed out of class should be original, typed (12-point font), and **free of grammatical and typographical errors**, representing your absolute best effort. All written assignments **MUST** comply with guidelines established in the 5th edition of the American Psychological Association (APA) Publication Manual. Failure to comply with these standards will result in an automatic 10% lowering of your grade for that assignment.

As a facilitator of your learning, I expect all work to be turned in on time. Late work is below average and your grade for late work will reflect this fact. Missed work or late assignments create major time and scheduling conflicts and are unfair to those who *are* prepared. As such, **10 points will be deducted from your grade for each day of the week the assignment is late (including weekends)**. No make-up or extra-credit assignments are given in this course.

ALL ASSIGNMENTS MUST BE SUBMITTED IN HARD COPY or through **Blackboard**. I will not accept an assignment that is sent to me as an e-mail attachment unless I have specifically requested you to do so because of an emergency.

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 disserv@eku.edu or by telephone at (859) 622-2933 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

Academic Misconduct:

- Cheating or plagiarizing will not be tolerated and will result in a "0" for the assignment and a possible "F" for the course. I strongly recommend that you familiarize yourself with the definition of plagiarizing and how to avoid it. Also, please familiarize yourself with the rules, regulations, and penalties for academic misconduct as noted in the Student Handbook. A defense of "I didn't know" is not valid.
- Please be 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 (622-1693).

In the Event of Class Cancellation: Every effort will be made to contact you ahead of time if class must be cancelled. There are times that the university may cancel classes due to inclement weather. There are other times that I may need to cancel class. If class is cancelled due to bad weather conditions (or any other reason), you are asked to check Blackboard for assignments. You may be asked to write responses to that week's readings and/or exchange ideas, questions with your classmates via the discussion board in Blackboard.

COURSE ASSIGNMENTS:

Exams: Up to four exams will be given, representing textbook readings, class notes, outside readings, and/or other informative assignments or presentations offered in this course. There will be no cumulative final exam.

Article Reviews: Because the objectives of this course revolve around developing your knowledge about communication research and enhancing your ability to read, understand, evaluate, and discuss communication research, you will be asked to provide written analyses of research articles and present your analyses to the entire class. A maximum of four research article reviews will be assigned.

Mini-Research Designs: Four research designs will be explored throughout the semester. To help stimulate your understanding of these designs, each of you will engage in four mini research design projects. Specific guidelines will be handed out throughout the semester. Your written designs will be turned in for a grade. Additionally, formal presentations of each design will be given to the class for a grade.

GRADING SUMMARY:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or lower

Exams (4 @ 50 – 100 each)

Article Reviews (up to 4 @ 50 pts each)

Mini Research Designs (4 @ 50 pts each)

Mini Research Presentations (4 @ 20 pts each)

Homework (up to 25 pts each)

* The number of assignments depends somewhat upon the pace of the course but will not exceed the numbers given above.

CMS 305 Course Outline

Expect daily/weekly reading and homework assignments.

8/26 Orientation to the course

8/28 Ethics & Research: Read Chapter 1; complete HW – Understanding Terms

Unit One: Experimental/Field Research.....Read chapters 2 & 3

Sept 2 & 4 Lecture

Sept 9 & 11 Lecture

Mini – Design Assigned

Article Review Assigned

Sept 16 & 18 Lecture

Sept 23 Article Review Due

Sept 25 Mini – Design Due

Mini – Design Presentations

Sept 30 Exam 1; HW – Read pages 85-160

Unit Two: Survey Research.....Read pages 85-160

Oct 2 Lecture

Mini-Design Assigned

Article Review Assigned

Oct 7 & 9 Lecture

Oct 14 Article Review Due

Oct 16 Mini-Design Due

Mini-Design Presentations

Oct 21 Exam 2; HW - Read pages 161-243

Unit Three: Content Analysis.....Read pages 161-243

- Oct 23 Lecture
 Mini-Design Assigned
 Article Review Assigned
- Oct 28 & 30 Lecture
- Nov 4 Election Day – NO CLASS
Nov 6 Advising Day – NO CLASS – meet with your academic advisor
- Nov 11 Article Review Due
Nov 13 Mini-Design Due
 Mini-Design Presentations Due
- Nov 18 Exam 3

Unit Four: Ethnography.....Read pages 247-309

- Nov 20 Lecture
 Mini-Design Assigned
 Article Review Assigned
- Nov 25 Lecture
- Dec 2 Article Review Due
Dec 4 Mini-Design Due
 Mini-Design Presentations Due
- Dec 9 Exam 4
Dec 11 Bringing it all together
- Final Exam Thursday, December 18, 10:30 am – 12:30 pm**

* Last day to withdraw from full-semester classes or withdraw from the University -

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|-------------|--|--|-------------|------------------------|--------------------|-------------------|--|-----|--|--|-----------------------------|--|--|------------------------------|------------------|---|--|----------|------------------------------|-----|------------------|--|--|------------------------------|-----|--------------------|--|--|--|--|----------------------------------|--|--|
| (Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name Communication <hr/> College Business & Technology <hr/> *Course Prefix & Number CMS 495 <hr/> *Course Title (30 characters) Comm., Leadership & Change <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">September 19, 2008</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2" style="text-align: center;"> <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> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">October 10, 2008</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td></td> <td style="text-align: center;">11/20/08</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td></td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td></td> </tr> </table> | | | | <u>Date</u> | | | <u>Date</u> | Departmental Committee | September 19, 2008 | Graduate Council* | | N/A | <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Council on Academic Affairs | | | College Curriculum Committee | October 10, 2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | | 11/20/08 | General Education Committee* | N/A | Faculty Senate** | | | Teacher Education Committee* | N/A | Board of Regents** | | | | | Council on Postsecondary Edu.*** | | |
| | <u>Date</u> | | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | September 19, 2008 | Graduate Council* | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Council on Academic Affairs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | October 10, 2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | N/A | Faculty Senate** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | N/A | Board of Regents** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| | |
|--|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a new course in Leadership to the Communication Studies major. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A | |
| B. The justification for this action: CMS 495 Communication, Leadership and Change will serve as a capstone course for CMS majors. The course will help students explore career options within the field of communication. | |
| 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.)

CMS 495 Communication, Leadership and Change (3) I, II. Prerequisite: senior standing plus 24 hours completed within CMS. Study of relationships between communication and leadership skills and organizational/societal change. Focus on leadership roles, theories, and qualities. Additional emphasis on career exploration and leadership. Credit will not be awarded to students who have credit for CMS 490 Special Topics in Leadership.

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)* |
| CMS | 495 | Fall 2009 | AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____ | COMM |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <input checked="" type="checkbox"/> | Laboratory _____ Other _____ | Cip Code (first two digits only) 09 | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| 1 | 3.0 (25%) | Normal | 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. | Prerequisite: senior standing plus 24 hours completed within <u>CMS.</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) | | | |

CMS 495
“Communication, Leadership, and Change”

Instructor:
Office:
Office Hours:
Email:
Office Phone:

Please note that the instructor of this course reserves the right to make adjustments in the assignments and format of this class at any time during the course. Such adjustments will *only* be made to enhance the course and/or meet the unique learning needs of the students who are enrolled.

COURSE DESCRIPTION: Prerequisite: Senior standing plus 24 hours completed in CMS major. Study of relationships between communication and leadership skills and organizational/societal change. Focus on leadership roles, theories, and qualities. Additional emphasis on career exploration and leadership in communication fields. Credit will not be awarded to students who have taken CMS 490: Special Topics in Leadership.

REQUIRED MATERIALS:

Hackman, M. Z., & Johnson, C. E. (2004). Leadership: A Communication Perspective (4th ed.). Waveland Press: Long Grove, IL. ISBN: 1-57766-284-9

An additional “popular press” leadership book of your choice (see information below under “Assignments”).

I will provide any other readings and/or links to online readings I would like for you to complete.

COURSE OBJECTIVES:

1. Students will recognize leadership as a form of communication.
2. Students will be able to identify leadership and followership communication styles.
3. Students will be able to define and differentiate between traits, situational, functional, transformational, and charismatic leadership concepts, approaches, and theories.
4. Students will understand the relationship between leadership and power/influence in groups and teams, organizations, and public arenas.
5. Students will explore the relationship between managing diversity and effective leadership.
6. Students will be able to explain the role of ethics in leadership and followership
7. Students will explore possible communication career paths which utilize leadership knowledge and skills.

These course objectives will be manifested a variety of ways. You can expect me to foster:

An emphasis on active learning. You will learn more when you participate in small group discussions, role-plays, case analysis, and other activities.

Personal assessment and growth. I want you to become a more effective leader as a result of taking this class. You will periodically assess your leadership communication skills abilities and then practice new skills in class and elsewhere.

Respect for theory and research. Competent leaders understand what behaviors are most effective, why they work, and when best to use them. Our knowledge and development as leaders must therefore be grounded in communication and leadership research and theory.

Appreciation for established leaders. In this class, you will explore the traits, qualities, and behaviors of highly competent leaders representing a wide variety of roles and contexts.

CLASSROOM POLICIES:

Attendance: Your consistent attendance is imperative to the successful completion of this course! Students who make it a goal not to miss class this semester will, of course, get the most from this learning experience. However, acknowledging the fact that illness or other legitimate reasons for missing class do occasionally occur, **you can miss FOUR classes without penalty.** If you miss more than the allotted four absences, **a written, university-approved excuse is required** to receive an excused absence. **Absences beyond SIX (representing the equivalent of three weeks of class) however, for whatever reason, representing both excused AND unexcused absences, will result in FAILURE of this course. NO EXCEPTIONS!**

If you miss class, it is totally your responsibility to get the information, handouts, and/or assignments that you missed.

Assignments/Due Dates: All assignments, unless otherwise indicated, should be typed and turned in on or before the specified due date. Late assignments may be turned in ONLY two ways: (1) with an official university-approved excuse or (2) with an original doctor's excuse. No other late work will be accepted. Make up exams will not be given unless you are ill and have a doctor's excuse. Keep in mind that make up exams are often more difficult. Avoid them if you can.

Academic Integrity: I expect your work to be your own. **Copying, borrowing, plagiarizing (using another's materials without proper documentation), or in any way representing others' work as your own is a serious academic offense and may result in a failing grade for the course, and can result in expulsion from the university.** If you are not sure about plagiarism, please consult with me before you turn in the assignment. Please refer to the rules, regulations, and penalties for academic misconduct in your Student Handbook.

Students with Disabilities: If there is a student in this class who is in need of academic accommodations and who is registered with the Office of Services with Students with Disabilities, please make an individual appointment with me to discuss accommodations. Upon individual request, this syllabus can be made available in alternate forms. If any student who is not registered with the Offices of Services for Students with Disabilities has need of academic accommodations, please contact the office directly either in person in Room 361 of the Student Services Building or by calling 622-2933.

Respect for Others: The foundation of effective communication and leadership is being “other-oriented.” Please turn off cell phones, pagers, beepers when in class. Avoid bringing small children to our class. The use of tobacco products is prohibited in this class. Please avoid racist, sexist, crude, unprofessional, or other negative unethical language that may make others in our classroom community uncomfortable.

Inclement Weather: In the event that classes are cancelled at ECU, you should check your email for instructions from me, as I will make every effort to maintain the momentum of the class through online instruction (through Blackboard). Since my commute to campus is lengthy, you should also check your email for messages from me if weather or road conditions are questionable or threatening. I will do my best to contact you as far ahead of time as possible if I see that I will not be able to make it to campus.

ASSIGNMENTS and GRADING:

Exams – There will be three exams (worth 50 points each) to test your mastery of theoretical concepts. Take home essays may be assigned as part of the exams.

Movie Groups – Feature films provide an excellent way to learn about leadership and apply the information from this class! Analyzing them as a group provides an opportunity to learn teamwork skills that are critical to both leadership and followership. You will be assigned to a movie group. Each group will present its findings to the rest of the class using film clips to exemplify and review leadership/communication concepts. These presentations will be made throughout the semester and align with textbook and/or related readings. Everyone in the group will receive the same grade for this presentation. Anyone who fails to participate fully, equally, and cooperatively (in other words, if you do not exemplify the qualities of effective leadership and followership) in the group will be assigned to write a 15 – 20 page individual analysis paper. The movie group presentation (or paper) is worth 75 points.

Leadership Book Analysis – In this project, you will summarize and evaluate a leadership book of your choice based on your understanding of leading and following. You will complete this assignment with a partner. This project involves a written analysis (25 points) + a short presentation (10 points). You and I, along with your classmates, will generate a list of potential books from which you and your reading partner can choose. Books can be fictional or non-fictional, but able to be tied to leadership principles.

Leadership Journal/Final Exam – Throughout the semester, I will assign brief assignments (up to 10 of them) that will require you to execute a wide variety of tasks, including self-assessment, interviewing others, problem-solving, and reflection of experiences. You will need to keep up with these assignments, as your completed journal represents your final exam grade. I will collect the journals from time to time to check on your progress in completing your assignments. The content of your Leadership Journal is worth up to 100 points.

GRADING SUMMARY: (90 – 100% scale)

| | |
|---------------------------------------|-------------------------|
| Exams (3 @ 50 points each) | 150 points |
| Movie Group | 75 points |
| Leadership Book Analysis | 25 points |
| Book Analysis Presentation | 10 points |
| Leadership Journal (Final Exam grade) | up to 100 points |
| TOTAL: | up to 350 points |

General Calendar (Subject to change as needed):

Week 1 (Jan. 15 & 17):

Course Overview; Defining and Appreciating Leadership
Read Chapter 1 in H & J (Leadership and Communication)
Assignment for 1/21: Read Chapter 2 and go online or into a bookstore to research “popular press” leadership books. Bring a list of at least five books you think would be interesting to use for the Leadership Book Analysis assignment. Be sure to include the entire title, author(s), and edition.

Week 2 (Jan. 22 & 24):

Read Chapter 2 (Leadership and Followership Styles)
Complete Journal Assignment # 1

Week 3 (Jan. 29 & 31):

Read Chapters 3 & 4
(Traits, Situational, Functional, Transformational, and Charismatic Leadership)

Week 4 (Feb. 5 & 7):

Movie Group 1 – “Remember the Titans” on the 7th
Read Chapter 5 (Leadership and Power)
Complete Journal Assignment # 2

Week 5 (Feb. 12 & 14):

Read Chapter 6 for Feb. 12 (Leadership and Influence)
EXAM # 1, covering Chapters 1 – 5 on the 14th
Complete Journal Assignment # 3

Week 6 (Feb. 19 & 21):
Movie Group 2 – “Dave,” “Stand and Deliver,” or “Erin Brockovitch” on the 21st

Read Chapters 7 & 8 in H & J (Leadership in Groups, Teams & Organizations)
Complete Journal Assignment # 4

Week 7 (Feb. 26 & 28):

Chapters 7 & 8, continued, on the 26th.

Movie Group 3 – “Lord of the Rings: Fellowship of the Ring”, “12 Angry Men,” “Startup.com”, or “The Insider” on the 28th

Complete Journal Assignment # 5

Week 8 (March 4 & 6):

Read Chapter 9 (Public Leadership)

Guest Speaker on the 6th - ?

Complete Journal Assignment # 6

SPRING BREAK

Week 9 (March 18 & 20):

Read Chapter 10 (Leadership & Diversity)

Movie Group 4 – “Tea with Mussolini” (or any of the other movies not previously chosen that illustrate recent concepts) on the 20th

Complete Journal Assignment # 7

Week 10 (March 25 & 27):

EXAM # 2, covering Chapters 6 - 9

NO CLASS ON THE 27th due to Department of Communication Advising Days

Week 11 (April 1 & 3):

Read Chapter 11 (Ethical Leadership and Followership)

Movie Group 5 – “The Godfather” (or any other movie illustrating ethics and leadership principles) on the 3rd

Attend CB & T Professional Skills Conference on Friday, the 4th (you will get Thursday, April 10th off in exchange for your time)

Complete Journal Assignment # 8

Week 12 (April 8 & 10):

Read Chapter 12 (Leadership Development)

NO CLASS on THURSDAY, APRIL 10th

Complete Journal Assignment # 9

Weeks 13 & 14 (April 15 & 17)

EXAM # 3 on the 15th, covering Chapters 10, 11, and 12

Leadership Book Analysis Reports Begin this week...

Week 15 (April 22 & 24):

TBA

Complete Journal Assignment # 10

Week 16 (April 29 & May 1):

TBA

Finish up Leadership Journals – Due on May 1st

FINAL EXAM DAY – Pick up your leadership journals!

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|---|---|
| (Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | Communication Business and Technology JOU 491 Senior Seminar in Journalism |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | September 19, 2008 | Graduate Council* N/A |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | October 10, 2008 | Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| General Education Committee* | N/A | Faculty Senate** |
| Teacher Education Committee* | N/A | Board of Regents** |
| | | Council on Postsecondary Edu.*** |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| |
|---|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a senior seminar course for Journalism majors only.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p> |
| <p>B. The justification for this action:</p> <p>Changing COM 491 to JOU 491: COM 491 Senior Seminar served all seniors in the Department of Communication. The department is now offering Senior Seminar classes directed to the needs of seniors in the individual programs of CMS, BEM, PUB, and JOU.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

JOU 491 Senior Seminar. (1) I, II. Prerequisites: completion of 90 hours with at least 1 hour JOU 302 or 349.
Evaluates student's progress toward a career in mass media, especially the development of a portfolio, and develops job search strategies and skills. Includes assessment of instruction and curriculum.

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

| | | | | |
|---|---------------------------------------|---|---|--|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| JOU | 491 | Fall 2009 | AS _____ JS _____ BT x _____ EM _____ ED _____ PC _____ HS _____ | COMM |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 1 | Lecture _____ | Laboratory _____ | Other _____ | Cip Code (first two digits only) 09 |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | 1 (8.33%) | | FR _____ | JR _____ |
| | | | SO _____ | SR _____ |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|-----------------------|--|
| Course Prefix and No. | <u>Prerequisites: completion of 90 hours with at least 1 hour in JOU 302 or 349.</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 BUSINESS AND TECHNOLOGY
DEPARTMENT OF COMMUNICATION

1. Course: **JOU 491 - Senior Seminar in Journalism**

Prerequisites: Minimum of 90 credit hours completed, **plus**
one hour of co-op, practicum or internship

2. Catalog

Description: Evaluation of the students' progress toward a career in Journalism, especially in the development of a portfolio, clips and job search skills. Focus on developing necessary strategies to become successful in the job market. Includes assessment of instruction and of the curriculum in the Journalism sequence.

3. Text:

No text required. Students will be required to use *The Quill* and selected sites on the Internet as resources. Students will be required to purchase materials necessary to prepare a professional portfolio appropriate for their field and prepare materials for it.

4. Course

Objectives:

- (1) To prepare a portfolio reflecting students' abilities and skills in journalism
- (2) To develop job search techniques and methods to reach employer expectations with the goal of helping students to be better prepared for the job search process
- (3) To assess students' strengths and weaknesses and to develop individual plans to eliminate deficiencies before the job search begins
- (4) To promote interaction with professional journalists in the field
- (5) To examine and review professional journals in journalism with the goal of becoming aware of these journals as resources for job-related skills and for locating jobs
- (6) Assessment of the overall journalism curriculum and methods of instruction (if time permits)

5. Course

Outline:

The course will meet for 16 weeks (T only) plus the day of the final exam period.
The rough course outline is attached to this syllabus.

6. Course

Requirements: These are the primary requirements for the course:

- (1) The final presentation of a **portfolio** exemplifying the career preparation the student has completed in his/her area of journalism. The portfolio should consist of, at a minimum, the following materials:
 - a complete resume (free of any typographical or grammatical errors)
 - a listing of major and minor courses taken (using course titles – not prefixes) that are relevant to the student's career choice

JOU 491 Syllabus, page 2

- examples of published clips - materials the student has generated as a result of a practicum, co-op experience or work on campus publications,

- examples of excellent, but unpublished work. This should be an example WITH all corrections made (do NOT include graded pieces)

(2) Selected **in-class and homework activities** focusing on the objectives of the course (“shadowing” experiences, analyzing professional journals, interview role-playing, and resume creation)

(3) **Other activities** such as oral reports, field trips and attendance at meetings

7. Evaluation

Methods: The course will use a point system for establishing the final grade weighting 50% on the portfolio and 50% on other assignments. **There is NO extra credit.**

| | |
|-------------------------------|------------|
| Portfolio | 100 |
| Resume | 25 |
| Shadowing Presentation | 25 |
| Journal Review | 25 |
| Professional Meeting | 25 |
| Total points possible: | 200 |

A = 181 - 200 B = 161 - 180 C = 141 – 160 D = 121- 140 F = 120 & below

No late projects, homework or assignments will be accepted. The only exception is with a medical excuse, a documented family emergency, or documented death of a family member.

ACADEMIC INTEGRITY: Students are advised EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu>. Questions regarding the policy may be directed to the Office of Academic Integrity. Plagiarism will not be tolerated. You are expected to do your own work. If you assume credit for the work of another, you will fail the course.

8. Attendance: Attendance is expected and roll will be taken at all meetings of JOU 491. Missing 25% of classes (4) may result in the lowering of a student’s grade by one letter grade, missing 50% of classes (8) may result in failing the course. If you miss class, it is YOUR responsibility to get the notes and find about any changes in the syllabus, deadlines, etc. that may have occurred in your absence.

9. Instructor:

10. Withdrawal: The last day to withdraw from this class is stated in the Colonel’s Compass.

STUDENTS WITH DISABILITIES: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you are not registered with the OSID, please contact the Office in the Students Services Building Room 361 by email at disserv@eku.edu or by telephone at 859-622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

JOU 491 Senior Seminar Course Outline

- Week 1: Course Introduction/explanation
Emphasis on defining and discussing resumes –
Portfolio Assign/Trade Journal Assign/Professional Meeting Assign
- Week 2: Discussion of resumes and cover letter writing –
Assign Resume/cover letter project - **First draft of resumes DUE**
- Week 3: Preliminary discussion of the student portfolio, a look at exemplary portfolios and assessment of student portfolios – **Cover letter draft DUE**
- Week 4: **Visit to Career Services – SSB 460 – Meet THERE**
Assign: Shadowing Project - **Resume/cover letter project DUE**
- Week 5: Discussion of Professional Trade Journals in Journalism
Assign: Professional Trade Journals Review Project
- Week 6: Employer expectations - a journalist will speak to the class
- Week 7: The Successful Interview – Behavioral Based Interviews
- Week 8: In-Class work on Portfolios - **Trade Journal Assign. DUE**
- Week 9: Spring Break – No Class
- Week 10: Guest speaker to talk to class about journalism opportunities
- Week 11: ADVISING DAYS
- Week 12 : Portfolio Discussion – Sign-up for individual meetings
Professional Skills Day - YOU MUST ATTEND
- Week 13: **Professional Meeting Assign. DUE**
Shadowing Oral Reports Begin
- Week 14: **Shadowing Oral Reports Continue**
- Week 15: **Shadowing Oral Reports Continue**
- Week 16: Final class meeting - **PORTFOLIOS are DUE**

NOTE 1: Students with **portfolios** judged deficient by the Dept. of Communication faculty will receive an incomplete (grade of I). They will have one semester in which to complete the portfolio and resubmit it. Students who fail for other reasons (attendance, missing other homework or activities will NOT be granted an incomplete).

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. | Communication Business & Technology Minor in Communication Studies (Major __, Option __; Minor <u>X</u> ; or Certificate __) |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | September 19, 2008 | Graduate Council* N/A |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | October 10, 2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| General Education Committee* | N/A | Faculty Senate** |
| Teacher Education Committee* | N/A | Board of Regents** |
| | | Council on Postsecondary Edu.*** |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact 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 CMS 485 for CMS 406 in the minor to reflect the change in course numbers. | |
| A. 2. Effective date: (Example: Fall 2001) Fall 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A | |
| B. The justification for this action: To better align our course numbers with the order in which students should take the classes and to reflect the change in course numbers from CMS 406 to CMS 485.. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None | |

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text
(*Use ~~striethrough~~ for deletions and underlines for additions.)

Minor in Communication Studies

Requirements.....18 hours

Courses required for a minor in communication studies are CMS 200, 205, 210, 250, 300, 310, and three hours from the following courses: CMS 320, 375, or 485 406.

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|---|---|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal. | Communication Business & Technology Journalism B.A. (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) |
|---|---|---|

| | | | |
|---|---|--|-------------|
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | 09/19/08 | Graduate Council* | N/A |
| <i>Is this a SACS Substantive Change?</i> | Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs | |
| College Curriculum Committee | 10/10/08 | Approved <input checked="" type="checkbox"/> Disapproved | 11/20/08 |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
******If "yes", SACS must be notified before implementation. Please contact 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 replace COM 491(1) with JOU 491 (1)

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 N/A

B. The justification for this action:
 To create a program specific Senior Seminar class for the Journalism majors as recommended by the Department's Advisory Council and to be consistent with the other program areas (each has its own Senior Seminar class)

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text
(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Journalism (B.A.)
CIP Code: 09.0401

University Requirement.....1 hour

BTO 100.

General Education Requirements.....48 hours

Standard General Education program. Refer to Section Four of this *Catalog* for details on General Education and University requirements.

College Requirement: Professional Skills Seminar

BTS 300 (CR) and BTS 400 (CR).

Free Electives.....21 hours

Minor Requirements.....18 hours

Journalism students must complete a minor in an area outside the Department of Communication.

Major Requirements.....40 hours

COM 200, 201, 301, 415, and ~~491~~ (1), JOU 302 (1), 305, 310, 325, 401, 425, COM 405, and 8 hours selected from JOU 302, 307, 410, 415, 450, 480, 491 and COM 320A-I (up to 4 hours), 330, 430, or 471.

Total Curriculum Requirements.....128 hours




EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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: November 6, 2008

RE: Agenda Items

Please include the following on the agenda for the next meeting of the Council on Academic Affairs scheduled for November 20, 2008.

Department of Correctional & Juvenile Justice Studies

Course Drop COR 100

Course Drop COR 490

Course Revision COR 301

Course Revision COR 310

Course Revision COR 315

Course Revision COR 316

Course Revision COR 321

Course Revision COR 330

Course Revision COR 340

Course Revision COR 349

Course Revision COR 349 A-N

Course Revision COR 350

Course Revision COR 375

Course Revision COR 423

Course Revision COR 450S

Course Revision COR 460

Course Revision COR 470

Program Revision B.S. Correctional and Juvenile Justice Studies

Program Revision Minor in Correctional and Juvenile Justice Studies

Program Revision Professional Certificate in Youth Services

Program Revision Professional Certificate in Correctional Intervention Strategies

Department of Criminal Justice & Police Studies

Course Drop CRJ 490 Senior Seminar

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 | Correctional and Juvenile Justice Studies | |
| <input type="checkbox"/> Course Revision (Parts II, IV) | College | Justice and Safety | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 100 | |
| <input checked="" type="checkbox"/> New Program (Part III) | *Course Title (30 characters) | Orientation to Correctional and Juvenile Justice Studies Major | |
| <input type="checkbox"/> Program Revision (Part III) | *Program Title | NA (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 | 09/15/08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| 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.)

| |
|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop COR 100</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: Course content is being integrated into other courses.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~COR 100: Orientation to Correctional and Juvenile Justice Studies Major (3) Prerequisite: declared Correctional and Juvenile Justice majors only. Non-majors who are strongly considering a Correctional and Juvenile Justice Studies major may contact the department for possible enrollment. Focuses on department goals and objectives, curriculum, student-faculty relationships, career options, and the development of competencies needed for success in college and professional environments. Includes experiential activities designed to promote teambuilding and leadership skills.~~

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.)

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 | Correctional and Juvenile Justice Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Course Revision (Parts II, IV) | College | Justice and Safety | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 490 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> New Program (Part III) | *Course Title (30 characters) | Senior Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Program Revision (Part III) | *Program Title | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 20%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 20%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">09/15/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> 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;">9-25-2008</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">11/20/08</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> | | | | Proposal Approved by: | <u>Date</u> | | <u>Date</u> | Departmental Committee | 09/15/08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 | General Education Committee* | NA | Faculty Senate** | NA | Teacher Education Committee* | NA | Board of Regents** | NA | | | Council on Postsecondary Edu.*** | NA |
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Departmental Committee | 09/15/08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | NA | Faculty Senate** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | NA | Board of Regents** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Council on Postsecondary Edu.*** | NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| | |
|--|-----------------|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) | To drop COR 490 |
| A. 2. Effective date: (Example: Fall 2001) | Fall 2009 |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: | |
| Course content is being integrated into other courses. | |
| 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 ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~COR 490 Senior Seminar. (3) A. Prerequisites: senior standing and 30 hours of COR coursework including COR 388 and COR 400, or departmental approval. Capstone course involving development of a senior level research paper on a corrections or juvenile justice topic grounded in relevant literature. Emphasis on integration of knowledge acquired in previous courses.~~

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

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 | Correctional & Juvenile Justice Studies |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 301 |
| <input type="checkbox"/> New Program (Part III) | *Course Title (<u>30 characters</u>) | Institutional Corrections |
| <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: | Date | Date |
|---|-----------|--|
| Departmental Committee | 9-15-08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9-25-2008 | Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| 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.)

| |
|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change prerequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite course.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

COR 301 Institutional Corrections. (3) A. Prerequisites: ~~COR majors- COR 400 and 201~~ and 300 or departmental approval. ~~Non majors- COR 201 or departmental approval.~~ Surveys history and current status of jails and various types of adult prisons with emphasis on punishment rationales, institutional programs and procedures, inmates' social structures, correctional officers, and contemporary issues.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 301 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | COR majors – COR 201 and 300 or departmental approval Non majors – COR 201 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) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|--|---|
| (Check one) | Department Name | Correctional & Juvenile Justice Studies |
| <input type="checkbox"/> New Course (Parts II, IV) | College | Justice & Safety |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | COR 310 |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title (30 characters) | Foundational Practices |
| <input type="checkbox"/> New Program (Part III) | *Program Title | |
| <input type="checkbox"/> Program Revision (Part III) | (Major ____, Option ____, Minor ____, or Certificate ____) | |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| | | |
|---|-------------|--|
| Proposal Approved by: | <u>Date</u> | |
| Departmental Committee | 9-15-08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9-25-208 | Approved <input checked="" type="checkbox"/> Disapproved 11/20/08 |
| General Education Committee* | NA | Faculty Senate** |
| Teacher Education Committee* | NA | Board of Regents** |
| | | Council on Postsecondary Edu.*** |

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To change prerequisites

A. 2. Effective date: (Example: Fall 2001)
Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite 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.)

COR 310 Foundations of Correctional and Juvenile Justice Practice. (3) A. Prerequisite: ~~COR Majors~~ COR 400 201 and 300 or departmental approval. ~~Non-Majors - No prerequisite required.~~ Provides a basis for informed responses to delinquency and crime. Examines the conceptual foundations of correctional and juvenile justice practice from a multidisciplinary standpoint and implications for the effectiveness of these practices.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|---|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 310 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| 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. | COR majors - COR 201 and 300 or departmental approval Non-majors - no prerequisite required |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Equivalent Course(s): (credit not allowed with; or formerly:)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|--|--|---|--|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies | |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 315 | |
| <input type="checkbox"/> New Program (Part III) | *Course Title (30 characters) | Legal and Ethical Issues in Adult Corrections | |
| <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: | Date | | Date |
|---|-----------|---|----------|
| Departmental Committee | 9-15-08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| 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.)

| | |
|--|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change prerequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> | |
| <p>B. The justification for this action: COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite course.</p> | |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

COR 315 Legal and Ethical Issues in Adult Corrections. (3) A. Prerequisites: ~~COR majors-~~ COR 400 and 201 and 300 or departmental approval. ~~Non-majors- COR 201 or departmental approval no prerequisite required.~~ An overview of legal issues and court decisions related to adult corrections. An analysis of the various ethical issues surrounding adult correctional contexts and practices.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 315 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|---|
| Course Prefix and No. | COR majors COR 201 and 300 or departmental approval Non-majors <u>no prerequisite required</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 (9) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|---|--|---|-------------|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies | |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 316 | |
| <input type="checkbox"/> New Program (Part III) | *Course Title (<u>30 characters</u>) | Legal and Ethical Issues in Juvenile Justice | |
| <input type="checkbox"/> Program Revision (Part III) | *Program Title | | |
| <input type="checkbox"/> Program Suspended (Part III) | | (Major ____, Option ____, Minor ____, or Certificate ____) | |
| *Provide only the information relevant to the proposal. | | | |
| Proposal Approved by: | | | |
| | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | 9-15-08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| 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 prerequisites |
| A. 2. Effective date: (Example: Fall 2001) | Fall 2009 |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: | |
| COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite 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.)

COR 316 Legal and Ethical Issues in Juvenile Justice. (3) A. Prerequisites: ~~COR majors - COR 400 and 201 and 300~~ and departmental approval. ~~Non-majors - COR 201 or departmental approval no prerequisite required.~~ An overview of legal issues and court decisions related to juvenile justice. An analysis of the various ethical issues surrounding juvenile justice contexts and practices.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 316 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|---|
| Course Prefix and No. | COR majors - COR 201 and 300 or departmental approval Non majors - <u>no prerequisite required</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 (9) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|--|---|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 321 |
| <input type="checkbox"/> New Program (Part III) | *Course Title (<u>30 characters</u>) | Juvenile Corrections |
| <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: | Date | Date |
|---|-----------|--|
| Departmental Committee | 9-15-08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9-25-2008 | Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 11/20/08 |
| 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 prerequisites

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite 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 ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COR 321 Juvenile Corrections. (3) A. Prerequisites: ~~COR majors~~ COR 400, 201, 300, and 311, or departmental approval. ~~Non-majors - COR 201 and 311, or departmental approval.~~ Examines the extent to which juvenile correctional interventions are used. Provides an in-depth analysis of various correctional responses to juvenile offenders including diversion, community-based, and residential programs.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 321 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|---|
| Course Prefix and No. | COR majors COR 201, 300, 311, or departmental approval Non majors COR 311 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 (9) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|--|--|
| (Check one) | Department Name | Correctional & Juvenile Justice Studies |
| <input type="checkbox"/> New Course (Parts II, IV) | College | Justice & Safety |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | COR 330 |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title (30 characters) | Community Corrections |
| <input type="checkbox"/> New Program (Part III) | *Program Title | |
| <input type="checkbox"/> Program Revision (Part III) | | (Major ____, Option ____, Minor ____, or Certificate ____) |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| | | |
|---|-------------|--|
| Proposal Approved by: | <u>Date</u> | |
| Departmental Committee | 9-15-08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9-25-2008 | Council on Academic Affairs |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| 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.)

| |
|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change prerequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite course.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

COR 330 Community Corrections. (3) A. Prerequisites: ~~COR majors—COR 400 and 201~~ and 300 or departmental approval. ~~Non-majors—COR 201 or departmental approval.~~ Surveys history and current status of community correctional programs, including diversion, probation, parole, and other community programs for adult offenders, with emphasis on programmatic philosophies, operations, effectiveness, and other related issues.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 330 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | COR majors – COR 201 and 300 or departmental approval Non majors – COR 201 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 (9) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|---|---|---|-------------|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies | |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 340 | |
| <input type="checkbox"/> New Program (Part III) | *Course Title (<u>30 characters</u>) | Correctional and Juvenile Justice Administration | |
| <input type="checkbox"/> Program Revision (Part III) | *Program Title | | |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | | |
| (Major ____, Option ____, Minor ____, or Certificate ____) | | | |
| Proposal Approved by: | | | |
| | | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9-15-08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| General Education Committee* | NA | Faculty Senate** | NA |
| Teacher Education Committee* | NA | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |
| <p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p> | | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| | |
|--|-------------------------|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) | To change prerequisites |
| A. 2. Effective date: (Example: Fall 2001) | Fall 2009 |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: | |
| COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite 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 ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COR 340 Correctional and Juvenile Justice Administration (3) A. Prerequisites: ~~COR majors~~ COR 100 and 201 and 300 or departmental approval. ~~Non-majors - COR 201 or departmental approval.~~ Application of management concepts to corrections with emphasis on organizational structure, planning, decision making, and directing.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 340 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | COR majors – COR 201 and 300 or departmental approval Non majors – COR 201 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 (9) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|---|--|---|-------------|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies | |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 349 | |
| <input type="checkbox"/> New Program (Part III) | *Course Title (30 characters) | Applied Learning in Corrections and Juvenile Justice | |
| <input type="checkbox"/> Program Revision (Part III) | *Program Title | | |
| <input type="checkbox"/> Program Suspended (Part III) | (Major ____, Option ____, Minor ____, or Certificate ____) | | |
| *Provide only the information relevant to the proposal. | | | |
| Proposal Approved by: | | | |
| | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | 9-15-08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| 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 prerequisites |
| A. 2. Effective date: (Example: Fall 2001) | Fall 2009 |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: | |
| Approval alone is sufficient. | |
| 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 ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COR 349 Applied Learning in Corrections and Juvenile Justice. (1-6) A. Prerequisites: ~~COR Majors -- COR 100 and 201, 30 hours of college coursework and departmental approval. Minors -- COR 201, 30 hours of college coursework and departmental approval.~~ Work under faculty and field supervisor, in placements related to academic studies. ~~One to six hours credit is available.~~ Total hours: six baccalaureate. A minimum of 80 hours work experience is required for each academic credit.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 349 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|-----------------------|--|
| Course Prefix and No. | 30 hours of college coursework and departmental approval |
| Course Prefix and No. | |

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Equivalent Course(s): (credit not allowed with; or formerly:)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|--|---|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 349 A-N |
| <input type="checkbox"/> New Program (Part III) | *Course Title (<u>30 characters</u>) | Cooperative Study: Corrections and Juvenile Justice |
| <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. | | |

| | Date | | Date |
|---|---------------------------------|---|----------|
| Proposal Approved by: | | | |
| Departmental Committee | 9-15-08 | Graduate Council* | NA |
| <i>Is this a SACS Substantive Change?</i> | Yes*** <input type="checkbox"/> | No <input checked="" type="checkbox"/> | |
| College Curriculum Committee | 9-25-2008 | Council on Academic Affairs | |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| 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.)

| |
|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change prerequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: Approval alone is sufficient.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

COR 349 A-N Cooperative Study: Corrections and Juvenile Justice. (1-6) A. Prerequisites: ~~COR Majors -- COR 100 and 201, 30 hours of college coursework and departmental approval. Minors -- COR 201, 30 hours of college coursework and departmental approval.~~ Work under faculty and field supervisor, in placements related to academic studies. ~~One to six hours credit is available.~~ Total hours: six baccalaureate. A minimum of 80 hours work experience is required for each academic credit.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 349 A-N | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|-----------------------|--|
| Course Prefix and No. | 30 hours of college coursework and departmental approval |
| Course Prefix and No. | |

Test Scores

| | |
|--|--|
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
|--|--|

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Equivalent Course(s): (credit not allowed with; or formerly:)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|---|--|---|-------------|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies | |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 350 | |
| <input type="checkbox"/> New Program (Part III) | *Course Title (<u>30 characters</u>) | Rehab. Strategies for Adult and Juvenile Offenders | |
| <input type="checkbox"/> Program Revision (Part III) | *Program Title | | |
| <input type="checkbox"/> Program Suspended (Part III) | | (Major ____, Option ____, Minor ____, or Certificate ____) | |
| *Provide only the information relevant to the proposal. | | | |
| Proposal Approved by: | | | |
| | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | 9-15-08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| 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 prerequisites |
| A. 2. Effective date: (Example: Fall 2001) | Fall 2009 |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: | |
| COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite 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 ~~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.)

COR 350 Rehabilitation Strategies for Adult and Juvenile Offenders. (3) A. Prerequisites: ~~COR majors~~ COR-100 and 201 and 300 or departmental approval. ~~Non-majors~~ COR-201 or departmental approval ~~no prerequisite required~~. An in-depth examination of the treatment role of the correctional worker in juvenile and adult settings. Includes an historical and theoretical review with particular emphasis on contemporary approaches to treatment. Both institutional and community-based efforts are discussed.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 350 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | COR majors COR 201 and 300 or departmental approval Non-majors – no prerequisite required |
| 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 (9) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|--|--|---|--|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies | |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 375 | |
| <input type="checkbox"/> New Program (Part III) | *Course Title (30 characters) | Applied Skills Practicum | |
| <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. | | | |

| | Date | | Date |
|---|-----------|---|----------|
| Proposal Approved by: | | | |
| Departmental Committee | 9-15-08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| 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.)

| |
|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change prerequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: Approval is sufficient.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

COR 375 Applied Skills Practicum (1-6) A. Prerequisites: ~~COR Majors -- COR 100, 201~~ and departmental approval. ~~Non-Majors COR 201 and departmental approval.~~ Designed primarily for in-service personnel and others where COR 349 is inappropriate, this course provides the student with opportunity to integrate academic knowledge with a field experience.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 375 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | 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) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|---|--|---|-------------------------|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional and Juvenile Justice Studies | |
| <input type="checkbox"/> Course Revision (Parts II, IV) | College | Justice and Safety | |
| <input checked="" type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 423 | |
| <input type="checkbox"/> New Program (Part III) | *Course Title (30 characters) | Topical Seminar: _____ | |
| <input type="checkbox"/> Program Revision (Part III) | *Program Title | NA | |
| <input type="checkbox"/> Program Suspended (Part III) | (Major ____, Option ____, Minor ____, or Certificate ____) | | |
| *Provide only the information relevant to the proposal. | | | |
| Proposal Approved by: | | | |
| Departmental Committee | <u>Date</u> 09/15/08 | Graduate Council* | <u>Date</u> 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 | <u>Date</u> 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | <u>Date</u> 11/20/08 |
| General Education Committee* | <u>Date</u> NA | Faculty Senate** | <u>Date</u> NA |
| Teacher Education Committee* | <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.) | To increase retake hours and change prerequisites |
| A. 2. Effective date: (Example: Fall 2001) | Fall 2009 |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: | |
| It is appropriate that students be allowed to retake COR 423 up to 12 hours (provided the subject matter differs), and this will insure consistency with COR 320. COR 300 is needed as a prerequisite, replacing 100 for majors. | |
| C. The projected cost (or savings) of this proposal is as follows: | |
| Personnel Impact: None | |
| Operating Expenses Impact: None | |
| Equipment/Physical Facility Needs: None | |
| Library Resources: None | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COR 423 Topical Seminar_____. (1-3) A. Prerequisites: ~~COR majors~~ COR 100 and 201 and 300 or departmental approval. ~~Non-majors~~ COR 201 or departmental approval. Intensive study of selected topics related to corrections and juvenile justice. May be retaken to a maximum of ~~six~~ twelve hours on different topics.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 423 | Fall 2009 | AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. <u>12</u> | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|---|
| Course Prefix and No. | COR majors – COR 201 <u>and 300</u> or departmental approval |
| Course Prefix and No. | Non-majors – COR 201 or departmental approval |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Equivalent Course(s): (credit not allowed with; or formerly:)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|--|---|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 450S |
| <input type="checkbox"/> New Program (Part III) | *Course Title (30 characters) | Service Learning in Corrections |
| <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. | | |

| | Date | Date |
|---|-----------|---|
| Proposal Approved by: | | |
| Departmental Committee | 9-15-08 | NA |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | |
| Graduate Council* | | NA |
| Council on Academic Affairs | | |
| College Curriculum Committee | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| General Education Committee* | NA | NA |
| Faculty Senate** | | NA |
| Teacher Education Committee* | NA | 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 prerequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: Approval is sufficient.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COR 450S Service Learning in Corrections: _____. (3) A. Prerequisites: ~~COR majors — COR 100 and 201 or~~
~~departmental approval. Non-majors — COR 201 or departmental approval.~~ Intensive study of selected topics on
corrections and juvenile justice. Students will engage in an experiential, or service, activity related to the topic. May
be retaken for a maximum of six hours on different topics.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 450S | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | 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) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|---|--|
| (Check one) | Department Name | Correctional & Juvenile Justice Studies |
| <input type="checkbox"/> New Course (Parts II, IV) | College | Justice & Safety |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | COR 460 |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title <i>(30 characters)</i> | Independent Study |
| <input type="checkbox"/> New Program (Part III) | *Program Title | |
| <input type="checkbox"/> Program Revision (Part III) | | (Major ____, Option ____, Minor ____, or Certificate ____) |
| <input type="checkbox"/> Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| | | |
|---|-------------|---|
| Proposal Approved by: | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9-15-08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9-25-2008 | Council on Academic Affairs |
| General Education Committee* | NA | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| 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 change prerequisites |
| A. 2. Effective date: (Example: Fall 2001) | Fall 2009 |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |

B. The justification for this action:
 Approval is sufficient.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COR 460 Independent Study. (1-6) A. Prerequisites: ~~COR Majors -- COR 100, 201, and~~ departmental approval. ~~Non-Majors -- COR 201 and departmental approval.~~ Individual study and/or research on a problem pertaining to corrections and/or juvenile justice. Student must have the independent study proposal form approved by the faculty supervisor and department chair prior to enrollment.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 460 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|-----------------------|-----------------------|
| Course Prefix and No. | 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) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|--|--|---|--|
| <input type="checkbox"/> (Check one) New Course (Parts II, IV) | Department Name | Correctional & Juvenile Justice Studies | |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety | |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | COR 470 | |
| <input type="checkbox"/> New Program (Part III) | *Course Title (30 characters) | Delinquency and Crime Prevention | |
| <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: | Date | | Date |
|---|-----------|---|----------|
| Departmental Committee | 9-15-08 | 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 | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> | 11/20/08 |
| 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.)

| | |
|--|--|
| <p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change prerequisites</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> | |
| <p>B. The justification for this action: COR 100 has been dropped from the curriculum, and 300 is being added as the appropriate prerequisite course.</p> | |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COR 470 Delinquency and Crime Prevention. (3) A. Prerequisites: ~~COR majors – COR 100 and 201 and 300~~ or departmental approval. ~~Non majors – COR 201 or departmental approval.~~ Explores various strategies for prevention of adult and juvenile crime with particular attention to the theoretical and empirical bases for these approaches. Students will develop a crime prevention plan.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| COR | 470 | Fall 2009 | AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____ | CORS |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| | Lecture _____ Laboratory _____ Other _____ | | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | COR majors – COR 201 and 300 or departmental approval Non majors – COR 201 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 (9) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|--|---|--|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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. | Correctional & Juvenile Justice Studies Justice & Safety Correctional & Juvenile Justice Studies BS (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9-15-08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| General Education Committee* | NA | Faculty Senate** |
| Teacher Education Committee* | NA | Board of Regents** |
| | | Council on Postsecondary Edu.*** |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs *** Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact 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 revise the BS program to drop COR 100 and 490, add COR 300 and 340, explicitly require a 2.0 GPA in major requirements, and clarify general education requirements A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | B. The justification for this action: Content from 100 and 490 can be effectively combined into the 300 level course, and faculty believe COR 340 needs to be added to the core. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact is projected. Operating Expenses Impact: No impact is projected. 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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

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.

The Department of Correctional and Juvenile Justice Studies offers a baccalaureate degree as well as professional certificates in Correctional Intervention Strategies and in Youth Services. Graduates of the department are expected to: 1) understand historical, legal, theoretical, research, and conceptual/operational foundations of the field; 2) possess competencies relevant to adult corrections and juvenile justice including communication, problem solving and decision making, and interpersonal relations; 3) be qualified for careers in adult correctional, juvenile justice, and related human services agencies; and 4) be prepared for further education. Students are encouraged to take advantage of opportunities to enrich learning and enhance their employment potential through involvement in faculty research projects and service learning experiences in a variety of professional agencies.

Baccalaureate Degree

CORRECTIONAL AND JUVENILE JUSTICE STUDIES (B.S.)

CIP Code: 43.0102

Major Requirements.....36 hours

~~COR 100, 201, 300, 310, 340, 350, 388, 400, 490~~, six hours of Correctional and Juvenile Justice Studies electives, and nine hours within either the Adult Corrections option or the Juvenile Justice option. (Students may choose to complete both these options in lieu of completing the six elective hours, but such students will complete a minimum of 39 hours of major coursework.) ~~Students must enroll in COR 100 the first semester this course is offered following declaration of a major in Correctional and Juvenile Justice Studies.~~

Adult Corrections Option: COR 301, 315, and 330.

Juvenile Justice Option: COR 311, 316, and 321

NOTE: Majors must have a minimum grade point average of at least 2.0 across major core, option, and elective course requirements in order to graduate.

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. NOTE: Correctional and Juvenile Justice Studies majors may not use courses from Block V (Social and Behavioral Sciences) to complete Block VIII (Depth of Knowledge) requirements.

University Requirement.....1 hour

Free Electives.....43 hours*

Total Curriculum Requirements.....128 hours

*Correctional and Juvenile Justice Studies majors not having a second major or minor are required to devote at least nine of these 43 hours to coursework from at least two of the following programs in consultation with the major advisor; observe prerequisites: Criminal Justice Studies, Police Studies, Child and Family Studies, Political Science, Psychology, Recreation, Social Work, Sociology, and any foreign language. These nine hours may not be used to fulfill general education requirements. Also, a minimum GPA of 2.0 is required in these nine hours.

ONLINE COURSE WORK

The major requirements for the B.S. degree, as well as coursework required for professional certificates (see below), may be completed online. In addition to satisfying Eastern Kentucky University's (EKU's) requirements for full freshman admission or provisional admission, admission to an online cohort requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Admission to pursue BS major requirements online further requires a composite ACT score of 20 or greater. Students with composite ACT scores of 18 or 19 may be admitted on a probationary basis but are required to furnish a writing sample. Though students transferring from another accredited institution are not required to submit test scores, such students must meet EKU's requirements for admission as a transfer student. In addition, transfer students must have an overall 2.5 or greater grade point average (GPA) on a 4.0 scale on all work from accredited institutions. Transfer students with overall GPAs less than 2.5 but at least 2.0 may be admitted on a probationary basis but are required to furnish a writing sample. The requirement that B.S. students must earn a minimum of 30 of the last 36 hours through EKU is waived for students pursuing these B.S. major requirements online. However, for the BS degree, a minimum of 32 hours must be earned through EKU. Visit www.corrections.eku.edu and contact the Undergraduate Online Program Coordinator for additional details.

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. | Correctional & Juvenile Justice Studies Justice & Safety Correctional & Juvenile Justice Studies Minor (Major __, Option __; Minor <u>x</u> ; or Certificate __) |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9-15-08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9-25-2008 | Approved <u>x</u> 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: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise the minor program to incorporate COR 340 A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action COR 340 is an appropriate course for students to select. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact is projected. Operating Expenses Impact: No impact is projected. 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.)

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Minor

MINOR IN CORRECTIONAL AND JUVENILE JUSTICE STUDIES

Complete COR 201, 315 or 316, 350, and nine hours of Correctional and Juvenile Justice Studies electives. Six of the nine elective hours must be chosen from the following: COR 301, 310, 311, 321, 330, 340, 388, and 400.

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. | Correctional and Juvenile Justice Studies Justice and Safety Professional Certificate in Youth Services (Major __, Option __; Minor __; or Certificate <u>X</u>) |
| Proposal Approved by: | | |
| | Date 09/15/08 | Date NA |
| | | Graduate Council* |
| | | Council on Academic Affairs |
| | | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> |
| | | 11/20/08 |
| College Curriculum Committee | 9-25-2008 | Faculty Senate** |
| General Education Committee* | NA | Board of Regents** |
| Teacher Education Committee* | NA | 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 revise the juvenile certificate program to remove COR 100 and include COR 340 A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: COR 100 is being dropped from the curriculum, and 340 is an appropriate course to include in the certificate. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

PROFESSIONAL CERTIFICATE IN YOUTH SERVICES

This certificate includes 15 hours of required courses and 9 hours of electives and is available in both traditional and online formats. Courses include content that reflects the theoretical and contemporary issues facing juvenile justice professionals. The program will enhance student knowledge regarding effective juvenile justice interventions, provide students with practical knowledge that can be used in their daily work, and for students interested in continuing their education and provide a first step toward degree completion.

Required Courses:

- ~~COR 100: Orientation to Correctional and Juvenile Justice Studies Major (3)~~
- COR 311: The Juvenile Justice System (3)
- COR 316: Legal and Ethical Issues in Juvenile Justice (3)
- COR 321: Juvenile Corrections (3)
- COR 340: Correctional and Juvenile Justice Administration (3)
- COR 350: Offender Rehabilitation Strategies (3)

Nine hours of electives selected from:

- COR 201: Introduction to Corrections and Juvenile Justice (3)
- COR 310: Foundations of Correctional and Juvenile Justice Practice (3)
- COR 320: Professional Development Seminar for Corrections and Juvenile Justice*
- ~~COR 340: Correctional and Juvenile Justice Administration (3)~~
- COR 423: Topical Seminar: _____ **

*Can be taken for up to 12 hours under different topics including mental health needs of youth in the juvenile justice system, intervening with drug-involved youth, gang identification and intervention, and diversity in corrections and juvenile justice.

**Can be taken for up to ~~6~~ 12 hours under different topics including working effectively with girls in the juvenile justice system, and intervening with juvenile sex offenders.

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. | Correctional & Juvenile Justice Studies Justice & Safety Professional Certificate in Correctional Intervention Strategies (Major __, Option __; Minor __; or Certificate __x__) |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 9-15-08 | Graduate Council* NA |
| <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> | | |
| College Curriculum Committee | 9-25-2008 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| 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 revise the adult certificate program to remove COR 100 and include COR 340 A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | B. The justification for this action: COR 100 is being dropped from the curriculum, and 340 is an appropriate course to include in the certificate. |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact is projected. Operating Expenses Impact: No impact is projected. 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 ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

PROFESSIONAL CERTIFICATE IN CORRECTIONAL INTERVENTION STRATEGIES

This certificate includes 18 hours of required courses and 6 hours of electives and is available in both traditional and online formats. Courses include content that reflects the theoretical and contemporary issues facing corrections professionals. The program will enhance student knowledge regarding effective correctional interventions, provide students with practical knowledge that can be used in their daily work, and for students interested in continuing their education, provide a first step toward degree completion.

Required Courses:

~~COR 100: Orientation to Correctional and Juvenile Justice Studies Major (3)~~
COR 201: Introduction to Corrections and Juvenile Justice (3)
COR 301: Institutional Corrections (3)
COR 315: Legal and Ethical Issues in Adult Corrections (3)
COR 330: Community Corrections (3)
COR 340: Correctional and Juvenile Justice Administration (3)
COR 350: Offender Rehabilitation Strategies (3)

Six hours of electives selected from:

COR 310: Foundations of Correctional and Juvenile Justice Practice (3)
COR 320: Professional Development Seminar for Corrections and Juvenile Justice *
~~COR 340: Correctional and Juvenile Justice Administration (3)~~
COR 423: Topical Seminar: _____ **

*Can be taken for up to 12 hours under different topics including mental health needs of offenders, intervening with drug-involved offenders, treatment and supervision of adult sex offenders, gang identification and intervention, and diversity in corrections and juvenile justice.

**Can be taken for up to ~~6~~ 12 hours under different topics including American jails, women in corrections, and death penalty.

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 | Criminal Justice & Police Studies |
| <input type="checkbox"/> Course Revision (Parts II, IV) | College | Justice & Safety |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Prefix & Number | CRJ 490 |
| <input checked="" type="checkbox"/> Course Dropped (Part II) | *Course Title (<u>30</u> characters) | Senior Seminar |
| <input type="checkbox"/> New Program (Part III) | *Program Title | Criminal Justice (B.S.) |
| <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 | 10-28- 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 | 11-5-2008 | Approved <input checked="" type="checkbox"/> Disapproved | | 11/20/08 |
| 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.) | Drop CRJ 490 |
| A. 2. Effective date: (Example: Fall 2001) | Spring 2009 |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | N/A |
| B. The justification for this action: | |
| Course was dropped from the Major Core Requirements 5-20-2004 and has not been offered. | |
| C. The projected cost (or savings) of this proposal is as follows: | |
| Personnel Impact: None | |
| Operating Expenses Impact: None | |
| Equipment/Physical Facility Needs: None | |
| Library Resources: None | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~CRJ 490 Senior Seminar. (3) A. Prerequisites: senior standing and completion of CRJ 331, CRJ 388 and at least 21 hours of CRJ coursework or departmental approval. Capstone course consisting of development and production of a senior level research paper grounded in relevant criminal justice literature. Emphasis on integration of knowledge acquired in previous courses.~~



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Academic Affairs and Research
Office of the Dean
University Programs

201 Keen Johnson
521 Lancaster Avenue
Richmond, Kentucky 40475-3163
(859) 622-2222 Fax (859) 622-5018

TO: Council on Academic Affairs

FROM: Onda Bennett
Interim Dean, University Programs

DATE: November 5, 2008

RE: Agenda Items for 11/20/08 Council on Academic Affairs

The following items are being submitted to the Council on Academic Affairs for consideration at the October 18th meeting from the Division of University Programs:

New Course Proposals

Women and Gender Studies

WGS 302 Gender, Sexuality, & Homophobia
WGS 304 Gender Perspectives on Contemporary Terrorism

cc: Marta Miranda, Director, Women and Gender Studies



Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|--------------------------------|---|--|--|
| (Check one) | Department Name | Women & Gender Studies | |
| X New Course (Parts II, IV) | College | University Programs | |
| Course Revision (Parts II, IV) | *Course Prefix & Number | WGS 302 | |
| Course Dropped (Part II) | *Course Title (30 characters) | Gender, Sexuality & Homophobia | |
| New Program (Part III) | *Program Title | Women & Gender Studies | |
| Program Revision (Part III) | | (Major ____, Option ____, Minor ____, 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 | September 23, 2008 | Graduate Council* | N/A |
| <i>Is this a SACS Substantive Change?</i> | Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs | Withdrawn |
| College Curriculum Committee | October 13, 2008 | Approved Disapproved | |
| General Education Committee* | N/A | Faculty Senate** | NA |
| Teacher Education Committee* | N/A | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Change WGS 300 special topics course Gender, Sexuality, & Homophobia to a permanent course WGS 302.

A. 2. Effective date: (Example: Fall 2001)
Spring 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: Continued enrollment and override requests for this course since Spring 2007 justifies permanent status. Students may only take 6 credit hours in special topics courses; increasing the permanent course offerings in the WGS assists in the building of this academic program.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: NONE

Library Resources: NONE

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using striketrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use striketrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

WGS 302 Gender, Sexuality, and Homophobia (3) A. Explore the richness and diversity of lesbian, gay, bisexual and transgender (LGBT) identity, culture, and community. Analyze LGBT experiences and unmask assumptions based upon heterosexist, heteronormative perspectives and sexist realities. Credit will not be awarded to students who have credit for WGS 300 special topics course Gender, Sexuality, & Homophobia.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using striketrough for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use striketrough for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| WGS | 302 | Spring 2009 | AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ UPX x | UP |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <u>3</u> | Laboratory _____ Other _____ | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| 1 | 3 | N | FR _____ | JR _____ |
| B | 3 | | SO _____ | SR _____ |
| E | 3 | | | |
| K | 3 | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | <div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div> | |
| S | 3 | | | |
| T | 3 | | | |
| V | 3 | | | |
| W | 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. | |
| 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) | | | |

WGS 302
Gender, Sexuality & Homophobia

Instructor: Elisia Taylor
E-mail: Elisia.t@hotmail.com
Phone: 859-622-2979
Office location: Case Annex 277
Office hours:

Texts: Instructor-prepared reader will be made available, and any supplementary readings can be accessed via the internet or will be provided as handouts or library reserves.

Course Description: Explore the richness and diversity of lesbian, gay, bisexual and transgender (LGBT) identity, culture, and community. Analyze LGBT experiences and unmask assumptions based upon heterosexist, heteronormative perspectives and sexist realities.

Objectives: Upon completion of the course, students will:

1. Assess the impact of social structure and culture on gender and sexuality
2. Analyze gender as a social construction
3. Demonstrate the ability to gather, interpret and assess materials relating to the historical struggle for LGBT rights in the United States
4. Analyze LGBT issues from multi-ethnic and multi-cultural perspectives
5. Evaluate the current debates and issues in the field of LGBT and queer studies

COURSE REQUIREMENTS

Class Participation 20%: Based on student's preparation and participation in class discussions, as well as their participation in online discussions via Blackboard. Attendance is necessary to fulfill this requirement and points will be deducted for excessive absences. Each day's assignments are to be read before coming to class. Participation includes respectfully engaging in critical discussion and debate. Additionally, students will be expected to post regularly on Blackboard and a failure to do so will be reflected in the participation grade.

Critical Essays 50%: There will be two critical essays due for this course; a film critique, and a critical issue essay (described below). The student may choose which essay she would like to submit first, but each student must submit the first of these two essays by **Tuesday, September 25th**, and the second of these two essays on or before **Wednesday, December 17th**. Rough drafts are encouraged and may be submitted at any time, but the earlier, the better.

- ***Film Critique Essay 20%*** - Students will view and respond to a film from a pre-selected list (see attached) in a critical essay 3-5 pages in length. This critique must not only provide a brief summary of the film but also a critical examination of the work as art as well as its relevance to our in-class discussions. If you would like to see a movie not on the pre-approved list, please contact me for approval.
- ***Critical Issue Essay 30%*** - In this essay students should select one of the major issues that we have discussed in class and provide a detailed analysis of the topic. This analysis should include discussion of the controversies or conflicts that are involved in this issue while considering at least two of the assigned material sources and two outside sources. This essay should be 5-7 pages in length.

LGBT Activist Project 30%: Students must attend or participate in some type of activity that could broaden your awareness of
Women and Gender Studies page 4

an important LGBT issue. After participating in the event, you must write a 2-4 page paper summarizing the event, reflecting upon your experiences, and relating it to the assigned reading and classroom discussions. **This paper is due on or before December 17.**

Possible activities include:

- Interviewing a local who is active in the LGBT movement
- Attending an approved event related to class that is happening in your community (e.g. a LGBT-issue political rally, attend a ECU LGBTQA club event, etc.)
- Performing community service which benefits the LGBT community in some capacity (e.g. participate in creating “safe zones” [See http://people.eku.edu/strongs/Safe%20Zone%20PP.ppt#256,1,SAFE_ZONE_PROJECT])

Grades

A = excellent work 90-100

B = good to very good work 80-90

C = satisfactory work 70-80

D = poor work 60-70

E = failure 59 or below

Course Policies

1. **Attendance.** A student who fails to attend class regularly cannot pass this course. Each student is allowed a maximum of 3 unexcused absences. Excused absences are the following: participation in a scheduled event as a member of a university-sponsored athletic/scholastic team (official absence form required); religious holidays; accident or illness (accident report or doctor’s note required); or a death in the immediate family. Written documentation must be submitted within one (1) week of the time of return to class.
2. **Students are required to come to class on time.** Students who are repeatedly late to class will be penalized by having their final grade lowered.
3. **Late Work and Make-up Exams:** **Late papers are not accepted.** Students who will miss an exam or assignment because of a scheduled university activity must make arrangements to make up the work **before** the scheduled date.
4. **Plagiarism:** Plagiarism is defined in the ECU Student Handbook. Students submitting work which is not their own will receive an ‘E’ for the course.
5. **Respect for Classroom Rules:** A set of rules which we as a learning community agree upon and will abide by will be drawn up on the first day of class. Students found to be breaking these rules may be asked to leave and their participation grade will be proportionally reduced.

ACADEMIC INTEGRITY STATEMENT

“Students are advised that ECU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.”

DISABILITY STATEMENT

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternate forms.

TENTATIVE SYLLABUS – Subject to change at discretion of instructor

Day One Aug 28: **Introduction to Class, Classroom Rules**

Section 1: **Intro. to LGBT vocabulary and Queer Theory.**

Sept. 9:

Weeks, Jeffrey. "The Social Construction of Sexuality." *Major Problems in the History of American Sexuality*. P. 2-9.

Sept. 11:

Koyama, Emi. "Whose Feminism is it Anyway? The Unspoken Racism of the Trans Inclusion Debate." *The Transgender Studies Reader*. P. 698-705.

Sept. 16, 18:

Warner, Michael. "The Ethics of Sexual Shame," *The Trouble With Normal*. P. 1-40

Section 2: **LGBT Issues and Biology-**

Sept 23: No Class

Sept. 25:

Carroll, Janelle L. *Sexuality Now Embracing Diversity*. P. 28-36, 62-91. **First Paper Due September 25**

Sept 30, Oct 2:

Fausto-Sterling, Anne. "'That Sexe Which Prevaileth'," "Of Gender and Genitals." *Sexing the Body*. P. 30-77

Section 3: **LGBT Issues in History and Anthropology-**

Oct 7:

Reeder, Greg. "Same-sex desire, conjugal constructs, and the tomb of Niankhkhnum and Khnumhotep." *World Archaeology*, Vol. 32.2 Oct. 2000, P. 193 – 208. (Online)

Oct 9:

Haerberle, Erwin J. "Swastika, Pink Triangle, and Yellow Star." *Hidden From History*. P. 365-379.

Coming Out Day Activities on campus all day. Please consider attending the festivities and the Transexuality and Intersexuality Panel. To be announced in class.

Oct 11:

"Thomas or Thomasine? A Case of Transvestism in Virginia, 1629." *Major Problems in the History of American Sexuality*. P. 78-80.

"Time Covers the Transformation of Transsexual Christine Jorgensen, 1952-1953." *Major Problems in the History of American Sexuality*. P. 374-5.

Section 4: **LGBT Legal and Political Issues-**

Oct 14, Oct 16:

Flynn, Taylor. "'Transforming' the Debate." *Columbia Law Review*, Vol. 101, No. 2. (Mar., 2001), P. 392-420. (Online)

Oct 21:

"Nan D. Hunter Defines the Family in the Sharon Kowalski Case, 1991". *Major Problems in the History of American Sexuality*. P. 485-488.

Oct 23:

Mohr, Richard. "The Outing Controversy", Stramel, James S. "Coming Out, Outing, and the Right to Privacy." *Race Gender and Sexuality*. P. 506-516.

Oct 28, Oct 30:

Review Additional Legal Cases.

***NOTE: Oct. 31st is the last day to withdraw from this course with a “W”.

Section 5: LGBT Issues and Religion

Nov 4:

Fall Break. Don't forget to vote!

Nov 6:

Review Major Christian Texts. Begin *For The Bible Tells Me So*.

Nov 11:

Continue *For The Bible Tells Me So*.

Nov 13:

Review Major Islamic Texts.

Nov 18:

Wrap up discussion of religion and LGBT Issues.

Section 6: LGBT Families -

Nov 20:

Weston, Kath. “Families We Choose.” *Families We Choose*. P. 103-136.

Nov 25-27:

Thanksgiving Break

Dec 2:

Hayden, Corinne P. “Gender, Genetics, and Generation: Reformulating Biology in Lesbian Kinship.” *Cultural Anthropology*, Vol. 10, No. 1. (Feb., 1995), P. 41-63. (Online)

Dec 4:

Richman, Kimberly. “Lovers, Legal Strangers, and Parents: Negotiating Parental and Sexual Identity in Family Law.” *Law & Society Review*, Vol. 36, No. 2, Special Issue on Nonbiological Parenting. (2002), P. 285-324. (Online)

Continue Richman, Weston, and Hayden.

Section 7: LGBT and Popular Culture-

Dec 9-11:

Examine LGBT community and artifacts in music, literature, film, art, etc.

Final Papers Due December 17- Don't forget to hand in BOTH papers

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | | |
|--------------------------------|---|--|--|
| (Check one) | Department Name | Women & Gender Studies | |
| X New Course (Parts II, IV) | College | University Programs | |
| Course Revision (Parts II, IV) | *Course Prefix & Number | WGS 304 | |
| Course Dropped (Part II) | *Course Title <u>(30 characters)</u> | Gender & Contemporary Terrorism | |
| New Program (Part III) | *Program Title | Women & Gender Studies | |
| Program Revision (Part III) | | (Major ____, Option ____, Minor <u>X</u> __, or Certificate <u>X</u> __) | |
| Program Suspended (Part III) | *Provide only the information relevant to the proposal. | | |

| | | | |
|---|---|----------------------------------|-------------|
| Proposal Approved by: | <u>Date</u> | | <u>Date</u> |
| Departmental Committee | September 23, 2008 | Graduate Council* | N/A |
| <i>Is this a SACS Substantive Change?</i> | Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs | Withdrawn |
| College Curriculum Committee | October 13, 2008 | Approved Disapproved | |
| General Education Committee* | N/A | Faculty Senate** | NA |
| Teacher Education Committee* | N/A | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Change WGS 300 special topics course Gender Perspectives on Contemporary Terrorism to a permanent course WGS 304.

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: Continued enrollment and increase override requests for this course since Spring 2007 justifies permanent status. Students may only take 6 credit hours in special topics courses. Increasing permanent courses for the WGS minor and certificate strengthens the academic offerings of the program.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: NONE

Library Resources: NONE

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
6. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

WGS 304 Gender Perspectives on Contemporary Terrorism (3) A. An interdisciplinary look at contemporary terrorism and U.S. policy. Analyzing the perception of women in the U.S. and elsewhere around the world, with particular focus on American, Iraqi, Afghan, Palestinian, and Muslim women. Credit will not be awarded to students who have credit for WGS 300 special topics course Gender Perspectives on Contemporary Terrorism.

Part III. Recording Data for New, Revised, or Suspended Program

4. For a new program, provide the catalog description as being proposed.
5. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
6. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

| | | | | |
|---|---------------------------------------|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| WGS | 304 | Spring 2009 | AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ UPX _____ | UP |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <u>3</u> | Laboratory _____ Other _____ | Cip Code (first two digits only) | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
| 1 | 3 | N | FR _____ | JR _____ |
| B | 3 | | SO _____ | SR _____ |
| E | 3 | | | |
| K | 3 | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY | |
| S | 3 | | | |
| T | 3 | | | |
| V | 3 | | | |
| W | 3 | | | |
| Y | 3 | Thesis _____ | Date of data entry _____ | |
| | | Internship _____ | Data entry person _____ | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|---|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Equivalent Course(s): (credit not allowed with; or formerly:) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

GENDER PERSPECTIVES ON CONTEMPORARY TERRORISM

WGS 304 • Online • Fall 2008
Instructor: Dr. Deborah Louis
deblouis@hughes.net • 828-206-0128

An interdisciplinary look at contemporary terrorism and U.S. policy responses to it from the standpoint of its impact on and the experience and perceptions of women both in the U.S. and elsewhere around the world, with particular focus on American, Iraqi, Afghan, Palestinian, and Muslim women. A combination of text and online informational resources will be used, as well as analytical approaches offered by psychology, sociology, political science, history, and philosophy. We will also explore related work on "gendered" responses in the emerging fields of Masculinities and GLBTQ Studies.

Required texts:

Terror Counter-Terror: Women Speak Out, Ed. Ammu Joseph & Kalpana Sharma, Zed Books 2003. (Referred to as TCT in Course Schedule.)

Persepolis: The Story of a Childhood and *Persepolis 2: The Story of a Return*, Marjane Satrape, Pantheon Press 2004/2005

The Other Side of War, Zainab Salbi, National Geographic 2006 (OSW in schedule)

Other print and broadcast materials will be accessible through the Bb (Blackboard) site either as documents on the site or links to external Internet sites where they are located.

Course requirements:

Students will have weekly reading, online and other assignments as detailed in the course schedule below. Students will also submit a 300-word weekly commentary, respond to weekly discussion board postings, and engage in field and Internet research as also explained more thoroughly below. Students are expected to check in regularly, complete reading and other assignments as scheduled, and participate actively on discussion boards. There will be midterm and final exams. Grades will be calculated as follows:

- 1/3 - Commentaries, short papers, and other assignments
- 1/3 - Attendance & participation (check-ins and discussion board)
- 1/3 - Midterm and final examinations

The criteria used for grading the various types of assignments appear under Course Information in Bb (Blackboard).

About online courses:

Online courses are not for everybody! While their scheduling flexibility enables students with competing work, family, and other responsibilities to pursue educational goals that might otherwise have to be postponed or to complete degree or other credentialing programs that would take a considerably longer time, they do require a certain type of learning style, study skills, and personality for success. Since there are no mandatory classroom appearances to impose a structure on the progression through the course material and provide regular opportunities for clarification, explanations, and reminders, you must be good at time management and self-motivation. You must also be good at reading and understanding written instructions (many people are better at verbal instructions), and have good writing skills yourself so that submitted assignments and communication with the instructor are clear, thorough, and on point. If this is not you, **WITHDRAW NOW!!!**

While most students worry about the technology, those who are less familiar with computers and computerized learning systems usually get a handle on these very quickly with a little start-up help from the

campus library or media center. It is important, however, that the equipment you plan to use most regularly for the course, if not on campus, has the capacity to handle the related Bb and Internet software.

About THIS online course:

To facilitate the time management task, I have structured the course around weekly “check-ins” (logging on for new announcements and discussion board topics) and learning units, each with its own subtopic that is the focus of that week's readings, discussion boards and other assignments. In this way students are able to pace themselves in accordance with their own individual weekly schedules and responsibilities. I begin the “unit week” on Thursday morning, to allow maximum use of weekend time for assignments if needed. I have included suggested study strategies for pacing yourself week by week through the course in the first Instructor's Notes that greeted you along with the syllabus under Course Information.

Plagiarism:

There will be *ZERO TOLERANCE* of plagiarism in this course—that is, to “pass off” someone else's written expression as your own. Quotes taken directly from the text of websites, publications, any other medium, or the speech of another person, **MUST** be presented in quotation marks with its source fully cited. Paraphrases of or references to the work of others must be similarly cited but do not require quotation marks. If students work on an assignment together, each must draft his or her own report independently of the other(s). The penalty for plagiarism will be an automatic F on the assignment or test in which it occurs, and may result in an F for the course. *I'm not kidding. Pay attention to this!!!*

Commentaries:

Students will submit a 300wd essay (about 1/2 a single-spaced page) each week with a comment (thought, impression, observation) regarding that week's topic, readings and/or discussion. This may focus on one item or on the topic as a whole, but should be something that stood out for you as especially important, interesting, surprising, outrageous, or otherwise worthy of notice. The commentary should state a point of view supported by and referring to concrete information reviewed that week or from some other verifiable source. That is, this is NOT an off-the-top-of-your-head opinion about or reaction to something referred to that week, but a thoughtful, critical comment. It is also not a summary of the week's material—summaries will receive an automatic C for the assignment! The first commentary is due by Sept. 11, considering the introductory materials assigned for Aug. 28; the second is due by Sept. 18, re the readings, etc. assigned for Sept. 4 and so forth.

An Assignment Tracker is posted under Course Information to avoid confusion about which assignments are due when. Notice these are due *BY*, not due *ON* dates!

Discussion Board:

A “forum” will also be posted each week on the Discussion Board with questions or issues pertaining to that week's topic. Students are required to respond thoughtfully to the topic/question, pay attention to what other students are saying, and reply to at least one other contribution—this is as close to a conversation as we're able to get online without “instant messaging”! Again, points of view are to be supported by reference to verifiable information! Due to problems in previous courses with some students waiting until the last minute to post their initial responses, I am now requiring that these be posted by the following *Monday*, to allow reasonable time for everyone to complete the “reply” part of the assignment by Thursday.

Course schedule: (TCT=main text, CD=find in Course Documents, EL=find in External Links)

- Aug. 25-27 "Icebreaker" exercise.
- Aug.28 Introduction: Gender and Terrorism: Dimensions & Intersections
Readings: CD/Kimmel, "Gender, Class and Terrorism;" Brison, "Gender, Terrorism and War;" Benedict, "The Private War of Women Soldiers."
- Sept. 4 The Political is Personal
Readings: TCT/Introduction, Section 1 (Hammad, Morgan, Pazira); Salbi, Preface and Introduction.
- Sept. 11 War on Terror/War on the Other
Readings: TCT/Section 2 (Hensman, Saigol, Petchesky, Hawthorne, Shiva, Ehrenreich, Vemuri).
- Sept. 18 Terrorism and Sexual Orientation
Readings: CD/Signorile, "Like the Taliban, America's Middle-East Allies Tyrannize Gays and Women;" Chellew, "Gays and Lesbians Targets of Spiritual Terrorism;" EL/Jasbir, "Abu Ghraib: Arguing Against Exceptionalism."
- Sept. 25 Patriotism, Masculinity, and Compassion
Readings: TCT/Sections 3 & 4 (Thobani, Sontag, Bunting, Sharmas, Shamsie, Nussbaum, Willis, Kingsolver, Brooks, Ugresic); CD/Katz, "10 Things Men Can Do to Prevent Gender Violence."
- Oct. 2 Speaking Truth to Power
Readings: EL/Roy 2002; Roy 2003; CD/1000 PeaceWomen Newsletter 2/07; Ariabi testimony; Dali Lama and Bhutto speeches.
- Oct. 9 *First short papers due. Download midterm exam, return by 9pm Monday, 3/3.*
- Oct. 16 Terrorism: The War on Women
Readings: TCT/Sections 5 & 6 (H. Khan, Forman, Schulte, A. Kahn, Akghtar, Chenoy, Jabbar, Hass, Darwish, Svirsky).
- Oct. 23 Case Study: Growing Up Female in Misogynous Times and Places
Readings: Satrape, *Persepolis* and *Persepolis 2*
- Oct. 30 Women Against War /Women Against the War on Terror
Readings: TCT/Section 7 (interntl organizations); CD/Bhasin, "Another World is Possible;" EL/ Iraqi Women's Delegation; The Women's Call; Americans Say No.
- Nov. 6 Women as Perpetrators
Readings: CD/Davis, "Women and Terrorism in Radical Islam: Planners, perpetrators, patrons?;" Nacos, "The Portrayal of Female Terrorists in the Media;" EL/ Israeli security brief; CNN.com article.
- Nov. 13 Case Studies: Afghanistan, Bosnia and Colombia
Readings: Salbi
- Nov. 20 Case Studies: Rwanda, Congo and Sudan
Readings: Salbi
- Dec. 4 Forum on U.S. Election Results: Implications for the War on Terror?
Review winning candidate and party positions on anti-terrorism policy.

Dec. 11 *Second short paper due. Download final exam, return by 9pm Monday, Dec. 15.*

Short papers:

Two short, thoughtful research papers are required, one in each half of the semester, enabling students to take a more in-depth look than is otherwise possible at *particular* mobilizations of women in response to contemporary terrorism and/or the U.S. War on Terror, and to explore a subtopic of particular interest in more depth. Guidelines for the research and writing aspects of the assignments are posted under Course Information.

Submitting work online:

“Safe Assignments” portals for submitting written work with no risk of lost emails are set up for each commentary, exam, and paper under Assignments. (Please be advised that this mechanism automatically scans for plagiarism!) Discussion Board postings should be typewritten or pasted directly into the window format for that purpose, not as an attachment, so as not to break the flow of the conversation--attaching files or links referred to in your post for those who want to pursue them is ok. PLEASE refer to the Assignment Tracker regularly to avoid confusion as to assignment dates and topics!

Extra credit:

A list of books and films that may be critically reviewed for extra credit and guidelines for preparing extra credit reports are posted under Course Information.



An elderly Serb woman waits for a refugee convoy—and waits, and waits...



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

College of Arts and Sciences
Office of the Associate Dean
Academic and Student Affairs

105 Roark Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-8140 § Fax (859) 622-1451
Michael.Foster@eku.edu

TO: Council on Academic Affairs

FROM: 
Dr. Michael Foster, Interim Assistant Dean
College of Arts and Sciences

DATE: November 20, 2008

SUBJECT: Agenda items for 11-20-08 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the November 20, 2008 meeting of the Council on Academic Affairs.

AGENDA

General Education Block

New Theme:

War and Peace Theme

ENG 374 (Shakespeare at War) – Add a new course to the curriculum

POL 325 (International Security Affairs) – Become a Gen. Ed. block

POL 415 (Terrorism and Political Violence) – Become a Gen. Ed. block

REL 360 (Religion and Global Ethics) – Become a Gen. Ed. block

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|---|--|
| (Check one) | Department Name | English and Theatre |
| X <input type="checkbox"/> New Course (Parts II, IV) | College | Arts and Sciences |
| <input type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | ENG 374 |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title (30 characters) | Shakespeare at War |
| <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 | 3/24/08 | Graduate Council* |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | NA |
| College Curriculum Committee | 10/27/08 | Council on Academic Affairs |
| General Education Committee* | 3/31/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> |
| Teacher Education Committee* | NA | 11/20/08 |
| | | 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 new course in the Department of English and Theatre, which also serves as a Block VIII course in the General Education Program.

A. 2. Effective date: (Example: Fall 2001)
 Spring ~~2008~~ 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

ENG 374 will focus on Shakespeare's principal thematic interest: political power and how that power is wielded during war and peacetime. Because of its thematic nature, Shakespeare at War will be accessible to lower-level majors as well as non-majors with an interest in Shakespeare. Therefore, because the department's only current Shakespeare offering is restricted to upper-level majors, ENG 374 will fill a significant gap in the undergraduate curriculum.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 374 Shakespeare at War. (3) A. Prerequisite: ENG 102 or 105 (B) or HON 102. An exploration of the causes and consequences of war in a selection of Shakespeare's plays. Students will also examine how political power is gained, kept, and lost through warfare in these plays.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

| | | | | |
|------------------------------|-----------------------------|--|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| ENG | 374 | Spring 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | ENTH |

| | | |
|-------------|----------------------------------|-------------------------------------|
| Credit Hrs. | Weekly Contact Hrs. | Repeatable Maximum No. of Hrs. |
| 3 | Lecture 3 Laboratory Other | CIP Code (first two digits only) 23 |

| | | | |
|---|---------------------------------------|---------------|---|
| 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. | ENG 102 or 105 (B) or HON 102 |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Equivalent Course(s): (credit not allowed with; or formerly:)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) X |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

ENG 374: Shakespeare at War

Dr. Kevin Rahimzadeh
Office: Case Annex 480
Office Hours: TR 9:30-11:00 and by appointment
Office Phone: 622-2093

Spring 2009
3 credit hours

Catalog Description: An exploration of the causes and consequences of war in a selection of Shakespeare's plays. Students will also examine how political power is gained, kept, and lost through warfare in these plays.

Course Description:

Welcome to English 374, an investigation of the subject of war in Shakespeare's plays. The course will be structured by genre, beginning with the Histories and then moving through the Tragedies and Shakespeare's Greek and Roman plays. Although formal, historical, and cultural matters will be of primary concern, special attention will also be paid to matters of staging and how staging affects our understanding of war and warfare in these works.

Along the way, we will ask a handful of basic questions about how war is depicted in Shakespeare: Why do nations or peoples go to war? What are the external and internal conditions necessary to war? To peace? How is power gained, kept, and lost through war-making? What role, if any, do individuals have in determining a nation's path toward or away from war?

Central to our consideration of war in Shakespeare will be contemporary concerns. This course will be, in other words, dual-focused insofar as it will analyze the causes and consequences of war during Shakespeare's era and the ways in which those causes and consequences are relevant to our own. Central to the Mission of the General Education Program are courses enabling students "to make informed choices about matters of public and personal significance in a diverse, democratic society and global community." By analyzing the individual and collective decisions that take nations to war this course will encourage students to consider their own public and personal responsibilities as citizens of a nation currently engaged in war.

Course Objectives:

Departmental Student Learning Objectives:

1. Students will demonstrate their analytical writing skills.
2. Students will demonstrate their literary reading skills.
3. Students will critically discuss the literary ideas and/or cultural values of a representative body of creative works, comprised of poetry, fiction, nonfiction, and drama.

General Education Block VIII Common Theme (War and Peace) Objectives:

1. Students will understand the contexts (whether historical, political, ethical, literary, economic or technological) surrounding matters of war and peace.
2. Students will develop critical thinking skills to examine issues of war and peace.
3. Students will demonstrate an ability to interpret and assess materials concerning the causes and consequences of war and peace.

Required Text:

The Riverside Shakespeare, 2nd edition.

Students with Disabilities:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person or on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

Academic Honesty: The instructor will adhere scrupulously to the ECU Honor Code. Please refer to www.academicintegrity.ecu.edu for all policies and procedures.

Course Requirements:

- Researched Term paper (15%)
- Mid-term exam (15%)
- Reading quizzes and scene annotation (10%)
- Group Acting Project (30%)
- Performance Review (15%)
- Final exam (15%)

Course Policies:

Attendance: Be here! Attendance and intense participation in this class are not only expected but required. Therefore, your grade for the semester will be lowered one full grade for each absence over two. Students who miss five classes will fail the course.

Participation:

Participation means more than simply showing up. It means reading each play in its entirety before the day the work is due; adding insights to class discussion; participating willingly with your acting group; and asking thoughtful questions. Enthusiasm and insight will be heavily rewarded!

Performance Review:

This assignment will expose you to Shakespeare in full performance and will improve your critical, analytical, and writing skills. You will write one three to four page review of a performance of one of Shakespeare's works (live, movie, or video). While we will be watching many videotaped scenes in class, for this assignment you will view a complete performance and comment critically about several aspects of the performance. The library has a number of plays on videotape, your local video store will have others available, and I will be announcing live performances from time to time.

Term Paper: Write a research informed scene explication of any play we have read during the semester (roughly 5 pages). Use a minimum of five secondary sources, and be sure to document according to MLA style guidelines.

Group Acting Project: Each class member will join a permanent acting group; each group will perform three times in the course of the semester. One member from each group will serve as director for each performance; the director may or may not choose to act in the scene.

At least two or three weeks in advance of your scheduled presentation, your director will edit the scene to ten minutes (give or take a minute or two) of acting time and annotate the script. Along with producing the final script, it will be the director's responsibility to schedule rehearsals and block the scene. The director will be held responsible for interpretive unity, though we expect the actors to contribute ideas about interpretation in a workshop environment. After all four groups have performed their scene from *Henry IV* over two days, each group will hold a panel discussion on day three in which your group will explain to the rest of the class why you chose the scene you chose; how you went about editing or modifying the text; and what your group thought was important to communicate through staging choices. Your group will then field questions about staging from the rest of the class. Plan for at least 10 minutes (hopefully more!) of discussion time to discuss your performance.

It is important that the entire class is involved in the performance. As an audience member, it will be your responsibility to raise questions and make critical comments about the performance. Acting projects will be evaluated both by me and by the other members of the class.

The week after your first acting project on *Henry IV*, each member of the group will turn in to me a 350 word analysis of your scene in which you discuss how your staging choices attempted to influence our understanding of the scene. The group's director will turn in the annotated script along with a brief (350 words) discussion of what worked and what didn't in the production.

Extra Credit Opportunity: Groups choosing to turn any one of their acting projects into a service learning project will receive significant extra credit. Further details will be forthcoming.

Helpful Hints:

- I don't expect your first two performances to be completely memorized. I DO, however, expect your line prompts, whether written or provided by the director, to be unobtrusive!
- Better preparation will result in better productions. Start early.
- Groups will elect a director for each performance at the beginning of the semester. I will leave it up to your group to decide if you would like three different directors or a single director for all three productions. You may change directors later on if you would like. Please give me at least two weeks advance notice if such a change takes place.
- Directors: Take risks; be bold and imaginative.
- Rehearse at least once in the performance space, preferably several times.
- Actors: Take risks; be bold and imaginative.
- If you would like to perform outside of the classroom—in the Ravine, Herndon Lounge, or in the Pearl Buchanan Theater, for instance—you must get all four directors to agree to act in the same space. Remember that the Pearl Buchanan and Herndon must be reserved ahead of time, so talk to me early. Feel free to use costumes and props.
- Your groups will be small, so if you'd like to act out scenes with multiple roles, consider either doubling or borrowing other members of the class to play bit parts. You may even wish to recruit a friend or two from outside the class.
- Avoid discussing your production with other groups! We're interested in a variety of staging interpretations; consulting among groups will inevitably result in uninteresting similarities rather than interesting differences.
- Because you'll be polished performers by then, and because you'll have a full month to prepare, I'd like to see your final productions of *Troilus and Cressida* as polished as possible. This performance should go AT LEAST twelve minutes, perhaps as many as fifteen. Not only should all lines be memorized, this is the production for which you'll want to pay closer attention than usual to costumes, props and blocking. Consider the Ravine or the Pearl Buchanan Theater for this performance.

English 374 Class Schedule

1/16 Course Introduction

Unit One: War and Warfare in the History Plays

1/18 Richard II; **Sign-up day for group acting projects. Election of directors.**
1/23 Richard II
1/25 Henry IV, Part I
1/30 Henry IV, Part I; **Scene Annotation due:** Richard II, Act Three, Scene One.
2/1 Henry IV, Part II
2/6 Henry IV, Part II
2/8 Henry V
2/13 Acting Project Day—Henry IV, Part I
2/15 Acting Project Discussion Day
2/20 Henry V; **Acting Project Analyses due.**
2/22 Mid-term Exam

Unit Two: War and Warfare in the Tragedies

2/27 Hamlet
3/1 Hamlet
3/6 Macbeth
3/8 Macbeth
3/13 and 3/15 Spring Break
3/20 King Lear
3/22 King Lear
3/27 Acting Project Day—Macbeth
3/29 Acting Project Discussion Day

Unit Three: War and Warfare in the Greek and Roman Plays

4/3 Julius Caesar; **Performance Review due.**
4/5 Julius Caesar
4/10 Troilus and Cressida
4/12 Troilus and Cressida
4/17 Coriolanus
4/19 Coriolanus; **Term paper due by 5:00.**
4/24 Acting Project Day—Troilus and Cressida
4/26 Acting Project Discussion Day
5/1 Antony and Cleopatra
5/3 Antony and Cleopatra

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|--|---|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>Government</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>POL 325</u> *Course Title <u>(30 characters)</u> <u>International Security Affairs</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 04-11-08 | 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 | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| General Education Committee* | 04-28-08 | 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.) Course will become part of General Education, Block VIII (War and Peace Theme) | |
| A. 2. Effective date: (Example: Fall 2001) Spring 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: The new Block VIII theme – War and Peace – will increase options for students in the general education program. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Operating Expenses Impact: Equipment/Physical Facility Needs: Library Resources: | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

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 325 International Security Affairs. (3) I. Analysis of major problems of national/international security, the role of military power and arms control in the nuclear era, with emphasis on military-security policies of great powers. Gen. Ed. VIII.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| POL | 325 | SPRING 2009 | AS X 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 _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Equivalent Course(s): (credit not allowed with; or formerly:)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|-------------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) X |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Professor Gregory Gunderson
Political Science 325
INTERNATIONAL SECURITY AFFAIRS

Dr. Gregory G. Gunderson
Combs 114
622-1027
E-mail: gregory.gunderson@eku.edu

Office hours:

Monday 11 - 12, 1:15 - 2:15
Tuesday 2 - 5
Wednesday 11 - 12, 1:15 - 2:15
Friday 11 - 12, 1:15 - 2:15
Or by appointment

Required Texts:

Robert Kagan. 2003. *Of Paradise and Power: America and Europe in the New World Order*.
Scott D. Sagan and Kenneth N. Waltz. 2003. *The Spread of Nuclear Weapons: A Debate Renewed*.
John Stoessinger. 2008. *Why Nations Goes to War*.

Course Description:

POL 325 International Security Affairs. (3) I. Analysis of major problems of national/international security, the role of military power and arms control in the nuclear era, with emphasis on military-security policies of great powers.

Course Content: The world has undergone vast changes in the past century. Many of these changes seem to be accelerating in just the last decade. We have witnessed the collapse of the Soviet Union and its attendant empire, the spread of globalization, a resurgence in ethnic and religious conflict, new countries seeking to become regional powers, the proliferation of weapons of mass destruction, and the lasting impact of the terrorist attack of September 11. All of these concerns fall within the study of international security (sometimes called “security studies”). This course is designed to introduce the student to the field of international security. While much of our focus will be on the international arena, we will also investigate those aspects of domestic and individual-level politics that affect international security. We will look at the classic concerns of the security field – the causes and consequences of war and how nations make peace, as well as current “hot-button” issues in security studies such as nuclear weapons proliferation and the growing use of mercenaries in the third world, American national security, security relations with Europe and Japan, and how an individual may affect international security.

General Education Block VIII Common Theme (War and Peace) Objectives:

1. Students will analyze the contexts (whether historical, political, ethical, literary, economic or technological) surrounding matters of war and peace..

2. Students will demonstrate an ability to interpret and assess materials concerning the causes and consequences of war and peace.
3. Students will demonstrate an understanding of the relationship between political power (especially as it is expressed through war- and peace-making) and common or global ethical standards.

Course Objectives and Assessment: By the completion of this course, students:

1. Will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science (including international relations) and through effective oral and written communication. Students will demonstrate competency by successfully completing three short papers and through successful participation in a classroom simulation on international and national security issues.
2. Will understand the institutions, processes and values that underpin political behavior and events. Students will demonstrate competency by successfully completing exams and through successful participation in a classroom simulation on international and national security issues.
3. Will become more aware of the political impact that diversity can produce in political systems. Students will demonstrate competency through exams and successful participation in a classroom simulation where they assume the roles of political actors in various countries and international organizations.

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 (SSB Room 361) or by telephone at 859 622-1500 V/TTY. Upon individual request this syllabus can be made available in alternative forms.

Attendance: I believe, in general, that attendance policies should not be necessary at the university-level. University students are adults and I believe in treating you like adults. Therefore, during the “normal” classroom sections of this class I will not have an attendance policy that penalizes you for not attending. Even though I do not have an attendance policy per se, I expect you to act like an adult. This means each student is responsible for (1) any announcements and handouts distributed in class; (2) the content of lectures and multi-media presentations in class; and (3) any changes to the class schedule announced in class. Let me repeat this - students are expected to attend all classes. A missed class is not an acceptable excuse for not knowing about changes in assignments, the content of class sessions, etc. It is the student's responsibility to find out. Do not call the instructor to inform him that you will miss a class or an exam. If you can be there, it is assumed that you will be there and if you cannot attend, a telephone call will not change my policy in any way.

However, because student participation is absolutely essential for a successful simulation experience, I will in fact enforce an attendance policy during the simulation portion of this class. The penalty for an unexcused absence during the simulation phase of the course ***will be to lose thirty points for each unexcused absence during the simulation!*** All excused absences MUST be verified.

** It is assumed you registered for this course because it does not conflict with other responsibilities, so work schedules, doctor's appointments, job interviews and other such "scheduled events" are NOT excusable reasons to miss class.

Academic Integrity. Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Retention of Course Materials: Usually, graded course materials will be returned to the student for disposal in whatever manner you choose. Unclaimed tests, papers, etc will be retained by me, in my office, for two weeks following the last day of final exam week. At that time, all unclaimed material will be discarded. It is your responsibility to find me and claim course material before I throw it away! If you cannot find me in person at the end of the semester, make sure to email me or phone me so we can make some arrangements for the return of your materials.

Course Requirements:

1. Discussion is important. Don't be afraid to speak up, ask questions, or challenge the information I give you. Education is not strictly a spectator sport -- you will find the class more interesting and informative if you participate. Discussion will also have an impact on your final course grade (see section below on grading).

2. Be nice, be patient, be tolerant.

3. Exams and papers

- Each student will be required to take two exams. Each exam will be worth 200 points.
- Each student will write two short papers (about three pages in length) concerning the subject of our in-class simulation. One paper will be a "Pre-simulation role sheet" whereby the student explains his or her role in the simulation and how he or she expects to go about fulfilling that role. The second paper will be a "Post-simulation briefing" in which the student discusses the simulation and what was learned by participating. These assignments will be further explained early in the semester. Each short paper is worth 100 points
- Additionally, each student will write a research paper of 7-10 pages in length on a topic appropriate for a course on international security. All research topics MUST be approved by the course instructor. I expect you will have chosen your topic by the end of the third week of classes (Feb. 2). The research paper will be worth 200 points.
- Class participation will also be an important element in determining your final course grade -- both during regular class periods and the simulation. Participation in class will be worth 50 points. Participation in the simulation will be worth 150 points.
- The distribution of points will be as follows:

| | |
|--------------------------------|--------------------|
| Exams (200 points each) | - 400 points |
| Short Papers (100 points each) | - 200 points |
| Research Paper | - 200 points |
| Simulation Participation | - 150 points |
| <u>Class participation</u> | <u>- 50 points</u> |
| Total | - 1000 points |

Dates of exams, as well as the due dates for written assignments, are listed on the course schedule below. **There will be no make-up quizzes except in the case of a bona fide (and verified) emergency! All late written assignments will be severely penalized (immediate loss of 10% of the grade, loss of an additional 10% for every following day that the assignment is late).** I do not care if you are only “a couple of minutes” late submitting the assignment - you will be penalized! All reviews are due at the BEGINNING of class on the due date noted below.

Grades will be assigned as follows:

- A = 905-1000 points
- B = 805-904 points
- C = 700-804 points
- D = 601-699 points
- F = 600 or below

COURSE SCHEDULE AND READING ASSIGNMENTS:

There are three required textbooks which you must purchase for this course. Additionally there will be some class handouts and other assigned readings. Please complete the assigned reading in a timely manner. Please note, the reading load in this course is heavier at the beginning of the semester. Please plan your studies accordingly. I reserve the right to make some adjustments to the assigned readings and the course schedule as the semester progresses -- I will do my best to keep any changes to a minimum and will announce them in class.

| Date(s) | Subject | Reading Assignment/Quizzes/Due Dates/Etc |
|----------------|---|--|
| 1/10 | Course Introduction | |
| 1/12 | Levels of Analysis and Security Studies | |
| 1/14 | Individual Security | |
| 1/17 | NO CLASS | |
| 1/19 | The Causes of War | Stoessinger, Chapters 1-3 |
| 1/21 | The Causes of War | |
| 1/24 | The Causes of War | |
| 1/26 | The Causes of War | Stoessinger, Chapters 4-7 |
| 1/28 | The Causes of War | |
| 1/31 | The Causes of War | Stoessinger, Chapter 9 |
| 2/2 | The US and Europe | |
| 2/4 | The US and Europe | Robert Kagan. 2003. <i>Of Paradise and Power: America and Europe in the New World Order</i> . Entire book. |
| 2/7 | The US and Europe | |
| 2/9 | The US and Japan | Charles M. Perry and Toshi Yoshihara. 2003. <i>The U.S.-Japan Alliance: Preparing for Korean Reconciliation & Beyond</i> . Sections of the book will be handed out in class. |
| 2/11 | The US and Japan | |
| 2/14 | The US and Japan | |
| 2/16 | Exam 1 - Part 1 | |
| 2/18 | Exam 1 - Part 2 | |

| | | |
|--------|--|--|
| 2/21 | NO CLASS | |
| 2/23 | Nuclear Weapons and Proliferation Concerns | Amy L. Woolf, "U.S. Nuclear Weapons: Changes in Policy and Force Structure." |
| 2/25 | Nuclear Weapons | |
| 2/28 | Nuclear Weapons | |
| 3/2 | Nuclear Weapons | |
| 3/4 | Nuclear Weapons | Scott D. Sagan and Kenneth N. Waltz. 2003. <i>The Spread of Nuclear Weapons: A Debate Renewed</i> . Entire book. |
| 3/7-11 | SPRING BREAK | |
| 3/14 | How nations Make Peace | Timm, Angelika. <i>Negotiating Arab-Israeli Peace: Patterns, Problems, Possibilities (review)</i> <i>Shofar: An Interdisciplinary Journal of Jewish Studies</i> - Volume 19, Number 3, Spring 2001, |
| 3/16 | How nations Make Peace | Anonymous. <i>Human Rights in Peace Negotiations</i> <i>Human Rights Quarterly</i> - Volume 18, Number 2, May 1996, |
| 3/18 | How nations Make Peace | |
| 3/21 | How nations Make Peace | First Short Paper is due at beginning of class |
| 3/23 | Humanitarian Concerns: Rape in War | Sara L. Zeigler and Gregory G. Gunderson, "Pernicious Patriarchy or Prosecutorial Progress?: The International Criminal Tribunals for the Former Yugoslavia and Rwanda." |
| 3/25 | Humanitarian Concerns: Rape in War | |
| 3/28 | Humanitarian Concerns: Child Soldiers | Reading TBA |
| 3/30 | Humanitarian Concerns: Child Soldiers | |
| 4/1 | Exam 2 - Part 1 | |
| 4/4 | Exam 2 - Part 2 | |
| 4/6 | Can War Be Prevented? | |
| 4/8 | Can War Be Prevented? | |
| 4/11 | Simulation Introduction | |
| 4/13 | Simulation | |
| 4/15 | Simulation | |
| 4/18 | Simulation | |
| 4/20 | Simulation | |
| 4/22 | Simulation | |
| 4/25 | Simulation | |
| 4/27 | Simulation | |
| 4/29 | Simulation Debriefing | |

The Research Paper is due by 10am on Monday, May 2.
The second short paper is due by 10am on Wednesday, May 4.

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| | | |
|---|--|---|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name <u>Government</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>POL 415</u> *Course Title <u>(30 characters)</u> <u>Terrorism & Political Violence</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal. | |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 4-11-08 | Graduate Council* <u>NA</u> |
| <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Council on Academic Affairs _____ |
| College Curriculum Committee | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>11/20/08</u> |
| General Education Committee* | 04-28-08 | Faculty Senate** <u>NA</u> |
| Teacher Education Committee* | NA | Board of Regents** <u>NA</u> |
| | | Council on Postsecondary Edu.*** <u>NA</u> |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| | |
|--|--|
| A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Course will become part of General Education, Block VIII (War and Peace Theme) | |
| A. 2. Effective date: (Example: Fall 2001) Spring 2009 | |
| A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) | |
| B. The justification for this action: The new Block VIII theme – War and Peace – will increase options for students in the general education program. | |
| C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Operating Expenses Impact: Equipment/Physical Facility Needs: Library Resources: | |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

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 415 Terrorism and Political Violence. (3) A. Examines terrorism and political violence as causes and consequences of cultural, social and political change. Gen. Ed. VIII.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| POL | 415 | SPRING 2009 | AS X 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 _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Equivalent Course(s): (credit not allowed with; or formerly:)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|-------------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) X |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Professor Gregory Gunderson
Political Science 415

TERRORISM AND POLITICAL VIOLENCE

Dr. Gregory G. Gunderson
McCreary 120
622-1027

E-mail: gregory.gunderson@eku.edu

Office hours:

MWF Noon-1:00 PM

TR 2:00-3:00 PM

Or by appointment

Course Description:

POL 415 -- Terrorism and Political Violence. (3) A. Examines terrorism and political violence as causes and consequences of cultural, social and political change.

Course Content: On September 10, 2001, most Americans went about their day not worrying about terrorism. Terrorism was something that happened, from time-to-time, on foreign soil or was carried out, very sparingly, by disgruntled “nuts” in the United States like Timothy McVeigh or the Unabomber. The very next day, Americans became instantly and traumatically aware of terrorism and its possible danger to their lives and way of life. Despite this “discovery” by Americans, terrorism is neither a new nor unique threat; it has been a readily apparent phenomenon of the post World War II world. This course is designed to introduce students to the study of terrorism and counterterrorism. We will address numerous aspects of terrorism including problems in defining terrorism, terrorist methods, terrorist motivations, the evolution of terrorism, the psychology of terrorists, case studies, and countering terrorism. As always, students are encouraged to discuss these issues with their classmates and to seek out the instructor in office hours with any questions or comments relating to these issues.

Required Texts:

1. Cindy C. Combs. *Terrorism in the Twenty-First Century*, fourth edition.
2. *Among Nations: Reading in International Relations* (Terrorism and Ethnic Violence). [Hereafter cited as Reader]

I also recommend that you buy *The Complete Idiot's Guide to Islam* which should be available at the bookstore or online.

General Education Block VIII Common Theme (War and Peace) Objectives:

1. Students will analyze the contexts (whether historical, political, ethical, literary, economic or technological) surrounding matters of war and peace..
2. Students will demonstrate an ability to interpret and assess materials concerning the causes and consequences of war and peace.
3. Students will demonstrate an understanding of the relationship between political power (especially as it is expressed through war- and peace-making) and common or global ethical standards.

Course Objectives and Assessment (from the Department of Government's Strategic Plan): By the completion of this course, students:

1. Will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science (including international relations) and through effective oral and written communication. Students will demonstrate competency by successfully completing a number of short "response" and through successful participation in classroom presentations on terrorism.
2. Will understand the institutions, processes and values that underpin political behavior and events. Students will demonstrate competency by successfully completing exams and through successful participation in classroom presentations on terrorism.
3. Will become more aware of the political impact that diversity can produce in political systems. Students will demonstrate competency through exams and papers.

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 (SSB Room 361) or by telephone at 859 622-1500 V/TTY. Upon individual request this syllabus can be made available in alternative forms.

Attendance: I believe, in general, that attendance policies should not be necessary at the university-level. University students are adults and I believe in treating you like adults. Therefore, during the "normal" classroom sections of this class I will not have an attendance policy that penalizes you for not attending. Even though I do not have an attendance policy per se, I expect you to act like an adult. This means each student is responsible for (1) any announcements and handouts distributed in class; (2) the content of lectures and multi-media presentations in class; and (3) any changes to the class schedule announced in class. Let me repeat this - students are expected to attend all classes. A missed class is not an acceptable excuse for not knowing about changes in assignments, the content of class sessions, etc. It is the student's responsibility to find out. Do not call the instructor to inform him that you will miss a class or an exam. If you can be there, it is assumed that you will be there and if you cannot attend, a telephone call will not change my policy in any way.

However, because student participation is absolutely essential during the classroom presentations, I will, in fact, enforce an attendance policy during the presentations portion of this class. The penalty for an unexcused absence during the presentations phase of the course *will be to lose fifty points for each unexcused absence during the presentations!* All excused absences MUST be verified.

** It is assumed you registered for this course because it does not conflict with other responsibilities, so work schedules, doctor's appointments, job interviews and other such "scheduled events" are NOT excusable reasons to miss class.

Academic Integrity. Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Retention of Course Materials: Usually, graded course materials will be returned to the student for disposal in whatever manner you choose. Unclaimed tests, papers, etc will be retained by me, in my office, for two weeks following the last day of final exam week. At that time, all unclaimed material will be discarded. It is your responsibility to find me and claim course material before I throw it away! If you cannot find me in person at the end of the semester, make sure to email me or phone me so we can make some arrangements for the return of your materials.

Course Requirements:

1. Discussion is important. Don't be afraid to speak up, ask questions, or challenge the information I give you. Education is not strictly a spectator sport -- you will find the class more interesting and informative if you participate. Discussion will also have an impact on your final course grade (see section below on grading).

2. Be nice, be patient, be tolerant.

3. Grading: Exams and papers and such

- Each student will be required to take two exams; a midterm and a final. The midterm will be worth 300 points and the final will be worth 200 points. The exams will be a combination of essays and identifications.
- Each student will also take eight quizzes during the semester. The quizzes will focus on the assigned readings. Each quiz will be worth 25 points. Only your six highest scores will count toward your final grade.
- Each student will participate in a group project – the “Terrorism Presentation.” It is explained in more detail below and will be discussed in class. Each presentation will consist of three elements; a philosophical statement, an in-class presentation and the preparation of a presentation portfolio. The Terrorism Presentation will be worth 300 points (statement = 50, presentation =175, portfolio = 75).
- Class participation will also be an important element in determining your final course grade – both during regular class periods and the presentations. Participation will be worth 50 points.
- To review - the distribution of points will be as follows:

| | |
|----------------------------|--------------------|
| Mid-term Exam | - 300 points |
| Final Exam | - 200 points |
| Quizzes | - 150 points |
| Terrorism Presentation | - 300 points |
| <u>Class participation</u> | <u>- 50 points</u> |
| Total | - 1000 points |

Dates of exams, as well as the due dates for assignments, are listed on the course schedule below.

There will be no make-up quizzes or exams except in the case of a bona fide (and verified) emergency! All late assignments will be severely penalized (immediate loss of 10% of the grade, loss of an additional 10% for every following day that the assignment is late). I do not care if you are only “a couple of minutes” late submitting the assignment - you will be penalized!

Grades will be assigned as follows:

A = 905-1000 points

B = 805-904 points

C = 700-804 points

D = 601-699 points

F = 600 or below

Mid-term Grades: The calculation of your mid-term grade will be based on your scores on the midterm exam and six of the twelve assigned response papers. Discussion, attendance, etc will not be counted until your final grade is calculated.

Terrorism Presentation:

If you know the enemy and know yourself you need not fear the results of a hundred battles.

-- Sun Tzu, *The Art of War*

I believe one of the highlights of the course this semester will be the Terrorism presentations. For the terrorism presentation you will actually be working as a terrorist cell and will plan an attack against a target in the United States. Trust me, **I am NOT trying to turn you into terrorists!** I want you to get an idea of the planning that is involved in a terrorist attack for the following reasons: (1) to better understand whether or not the United States is really vulnerable to such attacks; (2) to try to understand the motivations of actual terrorists; and (3) to better understand what government officials must protect against. This planning will help you to better know the enemy mind. For the terrorism presentation, the following steps will be taken:

- You will form terrorist cells.
- Your cell will create a terrorist organization (including name).
- Your cell will prepare a report on its particular organization
 - a. What type of terrorist organization are you?
 - b. What ideology do you espouse?
 - c. What are your goals?
 - d. Why would you choose to attack the United States instead of some other country or organization?
 - e. How does attacking the U.S help you reach your goals?
 - f. What resources are at your disposal?
 - g. How do you come by these resources?
 - h. How do you normally recruit members?
 - i. And so forth.
 - j. You will do a brief classroom presentation on your organization and give Dr. G an outline of the presentation.
- Your cell will choose a target in the United States – all targets must be approved by Dr. G so that we do not have any overlap in the class. Targets must be chosen by class time on February 6.
- Your cell will prepare an attack on that target:
 - a. When will the attack take place (and why that particular date and time)?
 - b. How will the attack be carried out? This should be the biggest section of the plan – who will do what, when and how?
 - c. What type of security will be in place?
 - d. Will there be an escape system?
 - e. What damages/casualties are expected?
 - f. What type of media coverage do you expect?
 - g. Remember, the plan must be realistic given the number of individuals in your cell (and who those individuals are) and the type of resources at your disposal.
- Your cell will prepare a classroom presentation for your classmates outlining your plan, goals, etc. In other words, the materials contained in your terrorist report and in the plan of attack. For your presentation, you should consider using PowerPoint, handouts, etc.

- Your cell will prepare a portfolio of the plan, the materials used, etc, to be turned in to Dr. G. The portfolio will be due at the end of your in-class presentation. The order of presentations will be determined by a random draw. The drawing will take place in class on February 6.

COURSE SCHEDULE AND READING ASSIGNMENTS:

I reserve the right to make some adjustments to the assigned readings and the course schedule as the semester progresses. I will do my best to keep any changes to a minimum and will announce them in class. As a member of this class you will also receive a free subscription to *Foreign Affairs* – I suggest you order yours and read it!

| DATE | SUBJECT | READING ASSIGNMENT |
|---------------|---|---|
| Jan 16 | Course Introduction – Terrorism: “What? Me worry?” | Michael Scott Doran, “Somebody Else’s Civil War;” Stephen E. Flynn, “America the Vulnerable” |
| Jan 23 | What is terrorism? Defining the Threat <i>Quiz One</i> | Combs, Chapters 1-2; David Fromkin, “The Strategy of Terrorism;” Walter Laquer, “Postmodern Terrorism” |
| Jan 30 | Why Terrorism? The Causes of Terrorism <i>Quiz Two</i> | Combs, Chapters 3-4; Fareed Zakaria, “Why Do They Hate Us?” |
| Feb 6 | What do Terrorists Do? Terrorist Tactics <i>Quiz Three</i> | Combs, Chapters 7-8; Robert A. Pape, “The Strategic Logic of Suicide Terrorism” |
| Feb 13 | Are All These People Religious Nuts? Religion and Terrorism <i>Terrorist Organization Presentations</i> <i>Quiz Four</i> | Jessica Stern, “The Protean Enemy” |
| Feb 20 | Financing Terrorism <i>Quiz Five</i> | Combs, Chapter 6 |
| Feb 27 | ***Mid-Term Exam*** | |
| Mar 6 | What Can Be Done? Counterterrorism | Combs, Chapter 10; Michael Howard, “What’s in a Name?” Jessica Stern, “Pakistan’s Jihad Culture” |
| Mar 13 | SPRING BREAK | |
| Mar 20 | What Can Be Done? Counterterrorism cont’d <i>Quiz Six</i> | Combs, Chapters 11-12; F. Gregory Gause III, “Can Democracy Stop Terrorism?” Robert S. Leiken, “Europe’s Angry Muslims” |
| Mar 27 | What Can Be Done? Counterterrorism cont’d <i>Quiz Seven</i> | Combs, Chapter 13; Grenville Byford, “The Wrong War” |
| Apr 3 | What’s Next? Future Threats, Trends, and Projections <i>Quiz Eight</i> | Combs, Chapters 14-15; Richard K. Betts, “The New Threat of Mass Destruction” |
| Apr 10 | Terrorism Presentations | |
| Apr 17 | Terrorism Presentations | |
| Apr 24 | Terrorism Presentations | |
| May 1 | Terrorism Presentations | |
| May 8 | Final Exam 6-8 pm | |

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 type="checkbox"/> New Course (Parts II, IV) | College | Arts and Sciences |
| <input checked="" type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | REL 360 |
| <input type="checkbox"/> Course Dropped (Part II) | *Course Title (30 characters) | Religion and Global Ethics |
| <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 | 1/16/2008 | Graduate Council* <u>Date</u> NA |
| <i>Is this a SACS Substantive Change?</i> | Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> | Council on Academic Affairs |
| College Curriculum Committee | 10/27/08 | Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08 |
| General Education Committee* | 4/28/08 | 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.) | To include REL 360 in the new GE Block VIII-3 theme on War and Peace |
| 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: | |
| REL 360 deals with the theory and practice of inter-religious dialogue and how to establish an understanding of, and consensus between, the ethical perspectives of diverse cultures and religious traditions. As such, it is closely related to issues of war and peace. | |
| 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 ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

REL 360 Religion and Global Ethics. (3) A. An examination of recent proposals for a global ethics (Peter Singer, Hans Kung, Dalai Lama), and on the theory and practice of interreligious dialogue as a possible means to arrive at cross-cultural ethical perspectives. Gen. Ed. VIII.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

| | | | | |
|---|--|---|---|--------------------|
| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
| REL | 360 | Fall 2008 Spring 2009 | AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ | PHRE |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ 0 | |
| | 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) | |
| | | | FR _____ JR _____ SO _____ SR _____ | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

Co-Requisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

| | |
|--|--|
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

Equivalent Course(s): (credit not allowed with; or formerly:)

| | |
|-----------------------|--|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|-------------|--------------|---------------|--------------|-------------|--------------|---------------|----------------|
| IA (3) | II (3) | IIIA (3) | IVA (3) | VA (3) | VI (3) | VII (3) | VIII (3) |
| IB (3) | | IIIB (3) | IVB (3) | VB (3) | | VII (3) | VIII (3) X |
| IC (3) | | | | VC (3) | | | |

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

General Education, Block VIII Option 3 Theme Approval Form

Theme Coordinator: Kevin Rahimzadeh

Current Semester/Year Fall 2008

1. Identify the theme and the constituent courses in the theme

Name of theme: War and Peace

Courses proposed for theme:

POL 325 International Security Affairs

POL 415 Terrorism and Political Violence

REL 360 Religion and Global Ethics

ENG 374 Shakespeare at War (Pending College Curric. Committee and CAA approval)

Identify which courses have already been approved for GE:

None

2. **What is the mission of the theme?** *Please write the mission in language that is appropriate for your student audience. The mission of the theme will be used by students to decide whether to take courses in the theme.*

Students will explore the causes and consequences of war and peace in a critical and interdisciplinary way. To this end, courses within the theme will focus on a handful of questions: Why do nations go to war? What are the external and internal conditions necessary to war? To peace? How is power gained, kept, and lost through war making and peacemaking? What role, if any, do individuals have in determining a nation's path toward or away from war?

3. How does the theme support the mission of General Education?

Because the US is currently at war, both in the Middle East and, more amorphously, in a “Global War on Terror,” it would be difficult to exaggerate the relevance of this theme, or its need. Central to the Mission of the General Education Program is enabling students “to make informed choices about matters of public and personal significance in a diverse, democratic society and global community.” By analyzing the individual and collective decisions that take nations to war—or conversely, how these decisions have led nations back to peace—courses within the theme will encourage students to consider their own public and personal responsibilities as citizens of a nation currently engaged in war. If students are indeed to make informed choices about any nation’s most momentous decision—whether to wage war; how to maintain peace—then a critical thinking process that stems from a more thoughtful understanding of the historical, social, political, and ethical issues surrounding matters of war and peace is essential.

Note: For each course in the theme, the following goals/objectives must appear on the syllabus, be addressed in the course, and be regularly assessed: Learning objectives for the theme, GE Goals appropriate for the course, course-specific learning objectives.

4. Identify the learning objectives for the theme. Each constituent course is expected to address these same objectives.

1. Students will analyze the contexts (whether historical, political, ethical, literary, economic or technological) surrounding matters of war and peace.
2. Students will demonstrate an ability to interpret and assess materials concerning the causes and consequences of war and peace.
3. Students will demonstrate an understanding of the relationship between political power (especially as it is expressed through war- and peace-making) and common or global ethical standards.

5. When will each course in the theme be offered?

At least one course per semester from the theme will be offered. Specific information regarding course rotation will become available once each course is approved for General Education.

6. Assessment:**A. Which faculty will develop the scoring rubric for the theme objectives? When?**

Kevin Rahimzadeh, Abraham Valez, and Gregg Gunderson will develop a final exam essay rubric once the theme and specific courses have been approved by the General Education Committee, most likely in Fall of '08. Other faculty will participate once they submit a course to the theme.

Note. GE money can be requested for faculty stipends.

B. How and when will faculty be trained to use scoring rubric?

All faculty participating in the theme will be trained to use the final exam essay rubric the semester before the first course is offered in the General Education program, most likely in Fall of '08.

Note. GE money can be requested for faculty stipends.

C. What type of assessment instruments will be used to assess the theme objectives?

Each instructor will consult with the theme coordinator when writing final exam essay questions tied to the learning objectives for the theme. At the end of each semester the course instructor will assess the work using the exam rubric to make certain that courses are meeting General Education goals in that area.

The team will also perform regular reviews of course syllabi and assignments (as courses are offered) to verify the inclusion of materials appropriate to the course objectives specific to this theme. The Theme Coordinator will maintain files of all assessment reports and course syllabi to assist the team in its ongoing assessment of the Theme's coherence, relevance and effectiveness.

D. When will data be collected?

Assessment will focus on final exam essays, which will be a significant part of the student's class grade; thus, data will be collected every time the course is taught.

E. For how many students will assessments be scored?

Faculty who teach the sections will grade all exams for class-grading purposes. Thus, all student papers will be scored and used for assessment.

F. Who will score the assessment instruments? How will reliability across different sections be assured?

Faculty who teach the sections will grade all exams for class-grading purposes. The theme coordinator will consult with each instructor either shortly after the end of each semester or early in the semester following, and review a random sampling of final exams. This review and consultation will ensure reliability of scoring across instructors and sections. The theme coordinator may request that other theme-course faculty help with the review process as needed.

Note. GE money can be requested for faculty stipends.

G. How will assessment data be disseminated to all instructors who teach courses in the theme? How will assessment data be used to improve the courses?

The theme coordinator will write an assessment report, based on the format provided on the GE website. The Coordinator will send the report to all instructors, and schedule a meeting once per year to discuss data. Data will be used in two ways: to determine whether the assessment instrument/scoring procedures need modification, and to discuss what changes could be made to class content/emphasis in order to improve student learning.

See Appendix A for theme approval example.

See Appendix B for sample scoring rubric.



University Policy Impact Statement

Date November 10, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ Policy Name Recording of Double Majors

(If known) _____

Originator(s) Office of the Registrar

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

A clarification of Catalog text is needed regarding recording of Double Majors on the diploma.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

| | | | | |
|--|---|-----------------------------|---|-------------------------------|
| <u>Council on Academic Affairs-Introduced for Discussion</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Other | Date <u>Oct 16, 2008</u> |
| <u>Council on Academic Affairs</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>11/20/08 Approved</u> |
| <u>Faculty Senate</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| <u>Provost Council</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| <u>President</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |

Executive Policy Group Only

Board Approval Required

Current *Catalog* language:

Multiple Majors/Minors

Students pursuing baccalaureate degrees may consider more than one major and/or minor at the same degree level and type (e.g., BA Art/BA English; BS Biology/BS Chemistry; not BA History/BS Math) if they intend to complete all requirements by the time the initial degree is awarded and their academic program is not General Studies. Associate degrees are not eligible for minors or second/multiple majors. Additionally, ECU does not allow the awarding of a subsequent major/minor/concentration after the initial degree is conferred unless the student is pursuing a subsequent degree program. While multiple majors, minors and certificates that are earned by a student are formally posted to a student's academic transcript, formatting challenges permit the acknowledgement of no more than two majors on each diploma. Students interested in pursuing multiple majors, minors, certificates and/or concentrations should contact the Office of Academic Advising or the departments of interest for additional information. (2008-09 Undergraduate Catalog, pg. 48).

Proposed Revised *Catalog* language:

Multiple Majors/Minors

Students pursuing baccalaureate degrees other than General Studies may consider more than one major and/or minor, at the same degree level and type (e.g., BA Art/BA English; BS Biology/BS Chemistry; BA History/BS Math) if they intend to complete All requirements for the declared major and/or minor must be completed by the time the initial degree is awarded. And their academic program is not General Studies. Students are required to declare a primary degree program (specific baccalaureate degree and first major). This program of study is that which will be recorded on the diploma, and which will determine the degree awarded by the University. A second or additional major represents a further emphasis of study and shall be designated on the student's academic transcript. Earning a second or other major, however, is not to be considered as completion of an additional or distinct degree program. Students who wish to earn additional baccalaureate degrees should refer to the Concurrent Degree policy.

Associate degrees are not eligible for minors or second/multiple majors. Additionally, ECU does not allow the awarding of a subsequent major/minor/concentration after the initial degree is conferred unless the student is pursuing a subsequent degree program. While multiple majors, minors and certificates that are earned by a student are formally posted to a student's academic transcript, ~~formatting challenges permit the acknowledgement of no more than two~~ the degree earned and only one majors will be printed on each the diploma. Students interested in pursuing multiple majors, minors, certificates and/or concentrations should contact the Office of Academic Advising and Retention or the departments of interest for additional information.



Corey Bray
Assistant Director of Athletics for Administration
corey.bray@eku.edu
www.ekusports.com • www.eku.edu

115 Alumni Coliseum
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-2125 • Fax (859) 622-5108

MEMORANDUM

TO: Council on Academic Affairs
Faculty Senate
Provost's Council

FROM: Corey Bray
Assistant Director of Athletics for Administration

SUBJECT: Early Registration for Designated Populations

DATE: September 5, 2008

On behalf of the University Athletics Committee, Student-Athlete Advisory Committee and the Office of Services for Individuals with Disabilities I would like to submit this memorandum, early registration policy proposal and supporting appendices for your review and comment. The policy document contains the regulation statement and supporting information in the areas of:

- 1) purpose
- 2) entities affected by the regulation
- 3) who should read the regulation
- 4) policy background
- 5) criteria for determining designated populations
- 6) definitions
- 7) responsibilities
- 8) procedures
- 9) violations of the regulation
- 10) interpreting authority.

This memorandum serves to provide other relevant information that does not fit the policy template but will undoubtedly be useful during your discussions of this proposal.

First, in addition to the stated purpose in the policy proposal (i.e., facilitate progress toward degree completion for students in designated populations who might be hampered by scheduling conflicts), below are additional reasons for such a policy:

- Increase the likelihood of retention and graduation for designated population students;
- Reduce the need for students to overload courses in certain semesters;
- Reduce the occurrence of registering for excessive free electives just to maintain full-time



student status;

- Advising for designated-population students can begin earlier;
- Reduce the University's (scholarships) and students' (tuition fees) expenditures on summer courses and taking courses during a fifth or subsequent year of enrollment;
- Reduce the probability of a varsity athletics team being assessed NCAA penalties for insufficient academic performance (ranging from the inability to award scholarships to loss of membership for the team in the NCAA); and
- Help student-athletes comply with NCAA progress toward degree rules.
- Allows the University staff members who serve these students to more prudently utilize their time and resources.
- Increases the likelihood of designated students to meet financial aid requirements that may otherwise be adversely affected by course withdrawals, incompletes, and failing grades.
- Aligns the University's commitment of accessibility, equity and accommodation to an operating regulation for students with disabilities; already matched by many sister institutions.

Second, under the policy background section the following information is also useful:

With the implementation of an early registration policy, designated-population students would be better able to satisfy course sequencing requirements in a timely manner. Furthermore, the need to enroll in summer classes or delay graduation by enrolling in a fifth year of study because of scheduling conflicts will be significantly reduced, if not eliminated. Retention may also be positively impacted as an unnecessary hurdle to timely graduation is eliminated. Fewer student-athletes taking summer courses or enrolling in a fifth year of study will also have a positive impact on the University's budget as the amount of money spent on summer school and fifth year scholarships will be reduced. Finally, the elimination, or at the very least the significant reduction of instances where practice/game and class schedules overlap, will be beneficial to all involved – faculty, student-athletes and coaches.

Third, under the policy adoption review and approval section the following information is also helpful:

- University Athletics Committee – This committee has reviewed the policy recommendation multiple times since November of 2004;
- Student-Athlete Advisory Committee – This committee has reviewed the policy proposal multiple times since November of 2006;
- Director, Office of Services for Individuals with Disabilities – This individual has reviewed the policy recommendation multiple times since April of 2007;
- Student Rights Committee – This committee reviewed the policy proposal on October 2, 2007;
- Student Senate – the Student Senate reviewed the policy proposal on October 30, 2007 and passed a resolution in support of the proposal (see Appendix C for the resolution).

Other groups designated by other universities for early registration are:

- Honors Students – removed from this proposal after conversations with other EKU administrators;
- Marching Band Members – removed from this proposal after conversations with other EKU administrators;
- Co-op Students – removed from this proposal after conversations with other EKU administrators;
- Student Government Participants – removed themselves from this proposal in October 2007;
- Resident Hall Advisors – removed from this proposal after conversations with other EKU administrators.

Examples of other universities with early registration policies:

- Auburn University
- California Polytechnic State University, San Louis Obispo
- Eastern Illinois University (Ohio Valley Conference Member)
- Jacksonville State University (OVC Member)
- University of Kentucky
- Ohio State University
- University of Maryland, Eastern Shore
- Morehead State University (OVC Member)
- University of North Carolina, Wilmington
- University of Oklahoma
- Sonoma State University (EKU Benchmark University)
- Southeast Missouri State University (OVC member)
- Stony Brook University
- Tennessee Tech University (OVC Member)
- Western Carolina University (EKU Benchmark University)
- Western Kentucky University
- Western Michigan University

Students Affected (Spring 2008 Data)

| Class | Student Body | Student-Athletes | Student-Athletes as Percent of Student Body |
|------------------|---------------------|-------------------------|--|
| Freshmen | 3,334 | 42 | 1.3% |
| Sophomore | 2,401 | 84 | 3.5% |
| Junior | 2,539 | 72 | 2.8% |
| Senior | 4,177 | 132 | 3.2% |
| Overall | 12,451 | 330 | 2.7% |

| Class | Student Body | Students with Disabilities | Students with Disabilities as Percent of Student Body |
|------------------|---------------------|-----------------------------------|--|
| Freshmen | 3,334 | 235 | 7.0% |
| Sophomore | 2,401 | 201 | 8.4% |
| Junior | 2,539 | 157 | 6.2% |
| Senior | 4,177 | 121 | 2.9% |
| Overall | 12,451 | 714 | 5.7% |

For Individuals with Disabilities:

Best estimates are that between 10%-15% of the total number of students with disabilities would qualify for early registration status; those that meet specific criteria. Specific criteria would include a careful discussion of the nature and severity of the disability, immediate need for early registration, consideration of staff resources (Interpreters) and providing the OSID with documentation of such an immediate need.



University Policy Impact Statement

Date Oct 2, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ (If known) Policy Name Early Registration for Designated Populations

Originator(s) University Athletics Committee, Student-Athlete Advisory Committee, Office of Services for Individuals with Disabilities

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

See attached memo from Corey Bray

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

See attached memo from Corey Bray

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

Registrar's Office will need to develop methods to identify and tag designated students.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

| | | | | |
|---|---|-----------------------------|---|---------------------------|
| <u>Committee & Offices of Sponsors (see memo)</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>Nov 30, 2004</u> |
| <u>Student Rights Committee</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>Oct 2, 2007</u> |
| <u>Student Senate</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>Oct 30, 2007</u> |
| <u>Provost Council</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Other | Date <u>Sep 3, 2008</u> |
| <u>Council on Academic Affairs</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Other | Date <u>Nov. 20, 2008</u> |
| <u>Faculty Senate</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |

Executive Policy Group Only
 Board Approval Required

Additional Pages Attached # of additional pages

Print Form



Eastern Kentucky University Policy Library

Policy #.#.#

Volume 4, Academic Affairs

Chapter #,

Section #, Early Registration for Designated Populations

Approval Authority:

Responsible Executive:

Responsible Office(s):

Effective:

Expires:

Last Revised:

Next Review Date:

Early Registration for Designated Populations

Policy Statement

The University acknowledges the need to make a reasonable accommodation for designated-population students who have traditionally encountered difficulty establishing academic schedules that also accommodate their special needs. Though early registration is not a right, reward, or privilege, the University will make accommodation for designated-population students by allowing them to register for classes in the following order:

- Group 1: Designated Populations, Graduates, Post Baccalaureates
- Group 2: Group 1 and Seniors
- Group 3: Group 2 and Juniors
- Group 4: Group 3 and Sophomores
- Group 5: Group 4 and Freshman
- Group 6: Group 5 and all Visiting Students, and Non-Degree Undergraduate Students

Purpose

The purpose of this policy is to facilitate progress toward degree completion for students in designated populations who might be hampered by scheduling conflicts.

Entities Affected by the Policy

- Students
- Registrar's Office
- Office of Services for Individuals with Disabilities
- Athletics Department

Who Should Read this Policy

- Office of the Registrar staff
- Office of Services for Individuals with Disabilities staff
- Athletics Department staff
- University Administrators
- Advisors
- Students

Policy #.#.#

Volume 4, Academic Affairs

Chapter #, XXXXXXXX XXXX

Section #, Early Registration for Designated Populations

Policy Background

Without a policy allowing early registration for designated populations, some students have been unable to maintain a reasonable pace toward degree attainment. Because ECU has an obligation to comply with external regulations and rules, the University determined the need to allow designated populations to register for classes prior to other student populations. Two initial designated population groups were identified.

Students with certain disability-related needs may not achieve their academic goals within a reasonable period of time because of difficulties related to scheduling classes. Examples of appropriate disability-related situations justifying early registration status include, but are not limited to:

1. Mobility impairments that adversely impact a student's ability to get from class to class in a timely fashion;
2. The need to frequently arrange for on and off-campus service providers (personal care assistants, etc.);
3. The inability to attend classes during certain parts of the day due to documented medical needs (chemotherapy, renal dialysis, etc.); and
4. The need for services requiring significant planning on the Office of Services for Individuals with Disabilities' part to arrange (sign language interpreting, Braille, etc.).

See Appendix A for additional information from the Office of Services for Individuals with Disabilities.

The difficulty in scheduling classes is especially important to ECU student-athletes because of their need to satisfy stringent National Collegiate Athletic Association (NCAA) progress toward degree requirements which the general ECU student population is not subject to (see Appendix B for a description of those academic progress requirements). Also, student-athletes are engaged in ongoing, regularly scheduled practices each afternoon that they do not have discretion in scheduling. Furthermore, the bulk of the competitions they participate in are scheduled by the Ohio Valley Conference, not the ECU Athletics Department, and therefore the scheduling of those competitions is out of the control of the student-athletes and the Athletics Department.

Criteria

Criteria for designated population status are:

1. Students who would not otherwise achieve their academic goals within a reasonable period of time due to a disability; and
2. Students involved in service groups that do not have discretion in scheduling frequently and regularly occurring University-sanctioned service activities which **significantly** benefit the University and who also encounter problems graduating in four years because of course scheduling difficulties related to their service activities.

The Council on Academic Affairs determines whether or not a group meets the criteria for granting early registration status.

Definitions

| | |
|-----------------------------------|--|
| Provost | Provost or his/her designee |
| Service Group Students | Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, University-sanctioned activity that significantly benefits the University and for which they do not have discretion in scheduling the activities. |
| Spirit Groups | Eastern Kentucky University cheerleading and dance teams. |
| Student-Athletes | Students who participate in intercollegiate sports governed by the NCAA and sponsored by the Intercollegiate Athletics Department. |
| Students with Disabilities | Students who are registered with the Office of Services for Individuals with Disabilities and would otherwise not achieve their academic goals within a reasonable period of time due to an on-going disability. |
| University | Eastern Kentucky University |

Policy #.#.#

Volume 4, Academic Affairs

Chapter #, XXXXXXXX XXXX

Section #, Early Registration for Designated Populations

Responsibilities

| | |
|---|---|
| Athletics Department | <ul style="list-style-type: none"> Develop a list of students who are eligible for early registration and send it to the Office of the Registrar |
| Council on Academic Affairs | <ul style="list-style-type: none"> Determine whether or not a group meets the criteria for granting early registration status |
| Office of the Registrar | <ul style="list-style-type: none"> Implement registration process |
| Office of Services for Individuals with Disabilities | <ul style="list-style-type: none"> Develop a list of students who are eligible for early registration and send it to the Office of the Registrar |
| Student Service Groups | <ul style="list-style-type: none"> Provide evidence to the Provost supporting request for designated population status |

Procedures

| | |
|--|--|
| Applying for Designated Population Status | <p>University service groups must apply for Designated Population Status by providing the following to the Council on Academic Affairs:</p> <ul style="list-style-type: none"> Evidence of their service component (e.g., constitution, mission statement, calendar of service events, and/or evidence of participation in those events) Evidence of the lack of discretion in scheduling the activities for the students involved (e.g., activities schedule, written statement by the EKU staff member verifying the student participant list describing how the activities are scheduled) |
| Determining Designated Population Status | Once an application for Designated Population Status has been submitted, the Council on Academic Affairs determines whether or not a group meets the criteria for granting early registration status. |
| Creating Designated Population Lists | Prior to the pre-registration period in a semester, the appropriate responsible authority for a designated population creates a current, accurate list of students who are eligible for early registration and sends it to the Office of the Registrar. |
| Creating Registration Priorities | The Office of the Registrar will take the necessary steps to create the registration priorities, including ensuring Designated Populations have first priority. |

Violations of the Policy

Repeated abuse of the ability to register for classes early as a member of a designated population may result in the temporary or permanent loss of the ability to register early for classes as determined by the Council on Academic Affairs.

Interpreting Authority

- Provost and Vice President for Academic Affairs

Relevant Links

NA

Policy Adoption Review and Approval

Draft August 29, 2008

Policy #.#.#

Volume 4, Academic Affairs

Chapter #, XXXXXXXX XXXX

Section #, Early Registration for Designated Populations

Appendix A
Office of Services for Individuals with Disabilities
Early Registration Proposal

Students with disabilities may be eligible for early registration for the purpose of class scheduling. Eligibility for early registration is determined on a case-by-case basis by the appropriate coordinator within the Disabilities Office (OSID).

Early registration status permits a student to access the registration system at any time that registration is open (regardless of number of hours earned). With assistance from the OSID, students with early registration status may be able to access the registration system at times when registration is not available to the general student population.

Eligibility is determined by examining the following questions:

1. Will early registration minimize or eliminate substantial barriers to the educational process experienced by the student due to disability?
2. Will early registration enhance the University's ability to provide appropriate accommodations for the student?

The specific nature of the disability and subsequent need for reasonable accommodation are considered when determining eligibility for early registration. Here are some examples that may warrant early registration:

1. Students who are deaf or hard of hearing who require interpreters and note-takers;
2. Students who are blind or visually impaired who require reading materials in alternate format; and
3. Students with significant mobility impairments who may require specific transportation arrangements.

Students are encouraged to contact the Office of Services for Individuals with Disabilities to discuss eligibility for early registration at 859-622-2933.

Policy #.#.#

Volume 4, Academic Affairs

Chapter #, XXXXXXXX XXXX

Section #, Early Registration for Designated Populations

**Appendix B
NCAA Progress toward Degree Requirements**

Each student-athlete must meet specific NCAA progress toward degree requirements that apply according to the student-athlete's year of initial full-time collegiate enrollment. The Office of the Registrar and the Chad Bratzke Student-Athlete Academic Success (Bratzke) Center staff regularly check each student-athlete for full-time matriculation, minimum credit hour requirements, satisfactory progress toward degree attainment and designated program of study. The Department of Athletics Compliance Office assists in that process. Student-athletes are ultimately responsible for keeping track of their own eligibility status.

NCAA Rules for Student-Athletes Who Enrolled On or After August 1, 2003

Entering Second Year of Collegiate Enrollment:

1. Earned at least 24 semester credits
2. At least 18 credits earned during the regular academic year
3. Achieved at least 90 percent of the GPA required for graduation
4. At least six credits earned per term
5. A maximum of six semester hours of remedial courses may be used in the first year

Entering Third Year of Collegiate Enrollment:

1. Earned at least 40 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 95 percent of the GPA required for graduation
4. At least six credits earned per term
5. Declaration of degree program

Entering Fourth Year of Collegiate Enrollment:

1. Earned at least 60 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 100 percent of the GPA required for graduation
4. At least six credits earned per term

Entering Fifth Year of Collegiate Enrollment:

1. Earned at least 80 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 100 percent of the GPA required for graduation
4. At least six credits earned per term



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Steffen Wilson, Ph.D.
Department of Psychology
Eastern Kentucky University
www.eku.edu

Department of Psychology
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1105

11/10/2008

MEMORANDUM

TO: Dr. Doug Whitlock, President, Eastern Kentucky University
Dr. Rodney Piercey, Provost & Vice-President for Academic Affairs

FROM: Ad Hoc Committee on Early Registration
Dr. David Eakin, Dr. Linda Frost, Dr. Karin Sehnann, & Dr. Steffen Wilson (Chair)

RE: Addressing the Needs of the Student with Exceptional Circumstances

ATTACHMENT: Comments from Faculty Indicating Concern for Students with Exceptional Circumstances

In their written comments on the Early Registration Policy made to the Ad Hoc Committee on Early Registration, many faculty mentioned their concern about students with exceptional circumstances. Such students were frequently described as: (1) single working parents balancing the demands of a family and work while completing their education, (2) students caring for seriously ill family members, and (3) students with unusual work circumstances. These comments are attached.

Because of the significant number of such comments, the Ad Hoc committee on Early Registration would like to recommend that a University-level committee be appointed by the President and/or Provost to investigate and design a policy to address the needs of such students.

Activities of this committee could include:

- Defining exceptional circumstances
- Estimating the size of this population of students
- Determine the types of services that can accommodate these students at EKU
- Investigate the methods our benchmarks and other Kentucky schools use the accommodate such students
- Design and implement a strategy for meeting the needs of these students

Such a committee could include representatives from the following units:

Distance Education
Counseling
Career Services
Extended Campuses
Registrar
University Research
Faculty representative

Thank you for your consideration of this request.



Comments from Faculty Indicating Concern for Students with Exceptional Circumstances

From informal conversations with the *SSEM department* faculty, they are evenly split with some indicating they have students who must work and we provide no special consideration for them. . . . I feel that some students must work to be able to earn enough tuition and gas money to attend but some students choose a lifestyle with new vehicles and expenses that force them to work to pay for their toys. I don't feel this latter group deserves any special registration consideration.

I am very strongly against special pre-registration accommodations for other groups, such as athletics and service-based situations. This goes to the heart of fairness for the student community at large. Many, perhaps most, students have other legitimate activities and distractions in their lives that affect course selection, academic progress, and registration concerns, e.g., necessary employment, student organizations, family-related matters, transportation issues, medical issues that do not fall within the stated policy, or myriad other "needs" that are expressed to us instructors on a weekly basis. Imagine how a working mother or father who is trying to earn a hard-fought degree feels as athletes or cheerleaders or students in designated service roles are permitted to advance in line ("butt in ahead") for registering, thereby potentially disenfranchising him/her from a fair chance at a necessary course, particularly one that may force another semester or two at the university in order to graduate. There are many, many "special needs" unrecognized by policy that could easily compete with the various discretionary special activities should fairness be used as a defining process in policy development. Athletes must maintain certain academic minima, but that parent must do so, also. Disabilities are not discretionary; the other policy-protected activities are. It appears that the policy-makers have made exceptions for those groups that have strong "lobbies" in the discussions, but have not given equitable consideration to many other situations that could deserve protection. For the sake of fairness to all of our 16,000 students, all non-disabled students should stand in line together according to the class level organization in place (seniors first, etc). I am willing to fight for this. *Bruce Davis*

There are many other students with family and job responsibilities who could use the advantage of early registration, and justify their cases just as strongly. Everyone can't be first! *Stewart Farrar*

Overall, I agree with the plan, but what about non-traditional students who have jobs or children (particularly if they have children with special needs). I completed my BS and MS and now PhD with kids and it can be very challenging to schedule classes so parents can be successful students. I did not see this population addressed. Was this group discussed as the policy was being revised? I realize that there are probably a lot of parents on campus and that might seem an unfair advantage, but anyone classified as non-traditional ought to be able to register early. *Stephanie Adamovich*

One of our faculty members questioned the early registration policy – as it pertains to student athletes. My colleague was wondering whether they get priority registration in semesters when they are not actively competing or traveling (e.g., football players in the spring semesters – or basketball players in the fall semesters). Her concern was that there are students out there (e.g., single parents) who might not be able to access classes because a cheerleader/spirit group member or athlete (who is not actively traveling/competing that semester) got a seat in a class. *Correctional and Juvenile Justice Studies*

There was some sympathy for the plight of student athletes and others, but the consensus was that there are many students who have difficulty fitting classes into their schedules (those who work full time or have primary responsibility for the care of children, for instance) and it would be unfair to favor some over others. Most of us think the fairest system is one in which students are allowed to register in order of their closeness to graduation, i.e. seniors/graduate students first (as you can see from the comments included below, one of us actually thought freshman should be allowed to register first, but no one else agreed with that!). *Chemistry*

This stirred up considerable discussion at the CAS chairs meeting last week. I have mixed feelings. I have sympathy for the athletes who often have a horrible game/practice schedule that they have to work around (hence the need to register early to get the classes that fit the athletics schedule the university creates). But, I also think it seems unfair that other groups with tricky schedules not get the same privilege. The problem then becomes where to draw the line without having so many groups included that it leaves the non-privileged students (which includes students who are working many hours or have family responsibilities) at a real disadvantage. *Robert Brubaker*

Rationale for non-support of groups other than those with disabilities

It is a hard line to draw and thus should be avoided. Why should the university try to judge the contributions of athletes vs. artists vs. musicians vs. etc. And why are any of these activities more noble than jobs? Many students have school-work-child care conflicts that we expect them to figure out on their own. *Health Promotion and Administration*



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Steffen Wilson, Ph.D.
Department of Psychology
Eastern Kentucky University
www.eku.edu

Department of Psychology
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1105

11/10/2008

MEMORANDUM

TO: Faculty Senate, Eastern Kentucky University

FROM: Ad Hoc Committee on Early Registration
Dr. David Eakin, Dr. Linda Frost, Dr. Karin Sehnann, & Dr. Steffen Wilson (Chair)
in consultation with Teresa Belluscio, Corey Bray, and Tina Davis

RE: Recommendation Regarding Early Registration Policy and Rationale

The Ad Hoc Committee on Early Registration would like to make several revisions to the Early Registration Policy proposal that is currently in circulation. Instead of considering the currently circulating proposal, we would like for the Faculty Senate to approve the recommendations outlined below.

Our recommendations are based upon: (1) The fact that 16 out of our 19 benchmark universities, 5 of 7 Kentucky state universities, and half of the schools in the Ohio Valley Conference have an early registration policy. (2) The feedback received from the Faculty Senate. And, (3) information gathered in consultation with the committee members and others listed above.

The Ad Hoc Committee on Early Registration recommends that EKU adopt an Early Registration Policy that includes the following revisions to the original proposal submitted by the University Athletics Committee, Student-Athlete Advisory Committee and the Office of Services for Individuals with Disabilities:

- I. These groups will be allowed to register prior to Senior Registration:
 1. Seniors with 102 hours completed/in progress
 2. Selected students with disabilities
 3. Honors program students
 4. Music students and non-music students who are members of a music service group
 5. Student-athletes and spirit groups

- II. The order of registration will be:
 1. Graduate students and Seniors with 102 hours completed/in progress
 2. Selected students with disabilities, honors program students, music service group students, student-athletes, spirit groups
 3. Seniors with fewer than 102 hours completed/in progress and post-baccalaureate students
 4. Juniors
 5. Sophomores
 6. Freshman
 7. Remaining Students

- III. The timeline for registration will be:
1. Group 1 would register 1 University business day (24 hours) before Group 2
 2. Group 2 would register 1 University business day (24 hours) before Group 3
 3. The remaining groups (3-7) would register 2-3 University business days apart. (This is the current timeline.)
- IV. Additionally, the committee would like to recommend:
1. The removal of early registration privileges for Undesignated Groups, as there was much faculty concern regarding the boundaries of an early registration policy.
 2. A comprehensive review by the Faculty Senate of the utility of the policy after 2 semesters (non-Summer) of the successful execution of this policy, with recommendations to be made to the Provost's Council and the Council on Academic Affairs. This is included because there was much faculty concern regarding possible negative outcomes of an early registration policy. We felt that faculty would be best able to provide information regarding the unintended consequences of this policy on the academic environment.
 3. A committee be appointed by the President/Provost to address the needs of students with exceptional circumstances (e.g., working single parents, students taking care of ill family members, etc.), as concern for this group was voiced by a large number of faculty in response to the consideration of this policy.
- V. In addition to the rationale put forth by representatives from each of the units mentioned in section I., the rationale for these recommendations is as follows:

The recruitment of high quality students will lead to higher retention and graduation rates. Therefore, ECU must recruit the highest possible quality of student in all areas of the University. The majority of our benchmarks and the majority of the state universities in Kentucky offer priority registration. Thus, adding priority registration for the students listed above is a no cost way to bring us in line with our competitors and facilitate our ability to recruit, retain, and graduate these groups of students.

Thank you for considering these recommendations.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Services for Individuals
with Disabilities

Teresa.belluscio@eku.edu

FAX (859) 622-6794

361 Student Services Building
521 Lancaster Avenue
CPO 66

Richmond, Kentucky 40475-3102
(859) 622-2933

Memorandum

TO: Faculty Senate Task Force on Priority Registration
Council of Academic Affairs
Faculty Senate
Provost Council

FROM: Teresa Belluscio, Director of the Office of Services for Individuals with Disabilities with Sandy Douglas, Disabilities Analyst

RE: Priority Registration for select Students with Disabilities

DATE: October 30, 2008

Approval of the proposed early registration policy is a much needed and a long overdue factor of accessibility that students with disabilities need for academic success. Allowing early registration for these select students with disabilities will become the centerpiece of which their academic success rests. These students are hard working and diligent but suffer immensely when poor schedules adversely affect attendance.

Kentucky regional Universities including WKU and NKU along with both UK and U of L have such policies in place for students with disabilities.

Class schedules which do not provide the needed access and do not help compensate for health challenges often result in the student dropping or withdrawing from the course, or failing the course. If difficulties are caught in time and discussed with a staff member with the OSID, courses may be dropped and mid-semester classes may then be added. This too adds its own set of problems for the student. These situations result in an increased number of phone calls, e-mails to and/or meetings with teachers, Disabilities Office staff, and Advisors and additional time is consumed for the Registrar's Office, Financial Aid, and OVR. In addition, the cost of education increases and graduation may be delayed.

In regard to deaf or hearing impaired students, a financial/staffing burden is placed on Deaf Student Services when deaf students cannot register for the same class and interpreting services are duplicated.

To further define the benefit that early registration would have on our staff efficiency when providing interpreting for students that are deaf as stated by our Interpreter Coordinator Shirley Rivard;

We have 22 registered deaf and Hard of hearing students this semester 10 that use American Sign Language as their primary mode of communication. This translates into 102 credit hours per week. In addition to these hours we also provide for all student/teacher conferences, study groups, tutoring or any outside activity that is required for the class. Any class or activity over one hour requires two interpreters, which means in reality the majority of the T/R classes should have a team especially since we work back to back classes. We do not have enough interpreters to provide 2 per class which increases the risk of interpreter injuries (i.e. repetitive motion, carpal tunnel) or may cause mental fatigue on the interpreter and result in strained translations.

I currently have 4 full time interpreters, myself and 9 “part-time” interpreters. These 9 interpreters either have full time jobs or service the community and some travel as far as Pikeville to provide services. Securing them for classes depends on when I have schedules available. Typically what I have found is by the time my students register, the majority of part time interpreters have prior commitments and cannot assist with covering classes. The earlier the students can register, the quicker I can secure interpreters.

Examples of cases where early registration may be of great benefit to our students with the OSID:

A student with Cystic Fibrosis needs classes 2 or 3 days per week in order to rest, receive breathing treatments, and prevent hospitalizations.

A student with severe and frequent migraine headaches requires a morning class schedule due to a history of debilitating pain in the afternoon.

A student with a rare autoimmune bone disease requires a T/R schedule due to difficulty getting out of bed and walking to classes on a daily basis. Rest is needed on the days between classes.

A student with Crohn’s Disease, Irritable Bowel Syndrome, or Ulcerative Colitis may require a M/W/F class schedule due to the shorter class time and may require a non-consecutive class schedule for restroom use between classes.

A student with Fibromyalgia, Multiple Sclerosis, Muscular Dystrophy, back pain, or lifting or walking restrictions requires a non-consecutive class schedule, as it takes longer than 15 minutes to walk or drive from building to building.

A student with a visual impairment requires all web classes due to not driving and not living in Richmond. Time is consumed sending e-mails on behalf of the student as an override is needed and the teacher needs confirmation from the Disabilities Office concerning the student’s status.

A student with severe anxiety and social phobia requires auditorium classes for isolated seating; or in smaller capacity classes utilizes the support of a close friend who also registers for the same courses in order to protect therapeutic goal progress made and prevent regression of symptoms.

A student with an anxiety disorder did not require extended test time with a M/W/F class schedule due to the shorter testing time in comparison to T/R class time.

A student with attendance concerns as a direct result of cancer, medical appointments, and hospitalization may need to register for the class with the course teacher who is known to be flexible with attendance or not take roll at all.

CRITERIA for Early Registration

Determining eligibility is not unlike using professional judgment based on documentation in assessing for reasonable accommodation. Decisions for early registration will be considered on a case-by-case basis by either the Director or the Disabilities Analyst and take the following into account:

Considerations:

1. What is the severity of the diagnosis and its direct impact on accessing an appropriate course schedule?
2. What functional limitations are present as they relate to establishing a course schedule?
3. What measures has the student taken on their own account to work out a reasonable and do-able course schedule?
4. What are the fixed variables that the student has to deal with that are imposed by the impairment or disorder that are in direct conflict with a course schedule?
5. What type of class schedule would provide access while best supporting the student's abilities, allowing the least amount of adverse impact, and equalizing the opportunity for success?
6. Is Early Registration necessary to provide the accommodated schedule based on the courses needed for this particular semester?

Specific Diagnoses that the OSID may consider when implementing this policy include:

Orthopedic/Mobility

Arthrogyrosis
Ehlers-Danlos syndrome
Herniated disc
King syndrome
Malignant chondrosarcoma
Osteosarcoma
Patellar maltracking and degenerative arthritis
Perthes Disease
Sacral level myelomeningocele (Spina Bifida)
Scoliosis
Spondylo epiphyseal dysplasia

Vision

Cone/rod dystrophy
Diplopia
Exotropia
Fleck-like macular lesions on funduscopy and the typical dark, choroidal pattern on fluorescein angiography
Myopic astigmatism
High Myopia and Myopic degeneration
Leber's Optic Neuropathy
Medium amplitude rotator nystagmus
Non-arteritic anterior ischemic optic neuropathy
Ocular misalignment
Optic atrophy
Retinosa pigmentosa
Rieger syndrome

Other Health Impairment

Adrenal failure
Asthma
Charcot-Marie-Tooth disease (muscular dystrophy)
Chemical sensitivity
Chronic Intractable Migraine
Crohn's disease
Cystic fibrosis
Epilepsy
Fibromyalgia
Hard of hearing
Hypoglycemia
Hypoparathyroidism
Irritable bowel syndrome
Laryngeal tumor
Muscular Sclerosis
Seizures
Sickle cell anemia
Type 1 diabetes
Ulcerative colitis disease
Vocal cord paralysis

Psychological

Bi-Polar Disorder
General Anxiety Disorder
Post Traumatic Stress Disorder
Social phobia

In essence, early registration is so crucial for some of our students that would be considered a “reasonable accommodation” under the American with Disabilities Act of 1990, the new ADA Reauthorization Act of 2008, and section of the Rehabilitation Act of 1973. Why then do we need a policy? We need this policy so that it is developed as a procedure, in an executed manner that is formally recognized by the University and its departments, advisors, offices and offered under special circumstances to our students with disabilities.





EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Academic Affairs and Research
Enrollment Management
Office of the Registrar
(859) 622-2320, FAX (859) 622-8031

www.eku.edu

M. Tina Davis, Interim Univ. Registrar
SSB CPO 58, 521 Lancaster Avenue
Richmond, KY 40475-3158
Tina.Davis@eku.edu

TO: FACULTY SENATE
FROM: M. TINA DAVIS, INTERIM UNIVERSITY REGISTRAR
SUBJECT: SENIORS WITH 102+ HRS SHOULD BE ALLOWED PRIORITY GRADUATION
DATE: OCTOBER 29, 2008

M. Tina Davis

Each term seniors registering for the final semester before graduation are placed in competition for needed courses with all students who have earned, or will be earning at the end of the current term, senior status. This may create a hardship on graduating seniors as students with less of an immediate need may secure the crucial and highly competitive seats in desired classes. I believe that even a 24 hr. period of preferential registration for graduating seniors would have a positive affect on these students.

The minimum hours to classify as a "graduating senior", i.e. 102 hr., was suggested based upon the logic that a student registering for 18 hr., and graduating in a degree program that requires only 120 hr., could be entering their final term before graduation.

Therefore, in keeping with the University's desire to facilitate progress towards degree, it is hoped that priority registration for graduating seniors will assist this group in securing required classes, and thereby ameliorate some of the situations which may force students into attending additional terms before completing their degree requirements.

With this memo I respectfully request the Faculty Senate to consider inclusion of "graduating seniors" into their recommendations on the proposed early course registration policy.





Corey Bray
Assistant Director of Athletics for Administration
corey.bray@eku.edu
www.ekusports.com • www.eku.edu

115 Alumni Coliseum
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-2125 • Fax (859) 622-5108

MEMORANDUM

TO: Faculty Senate

FROM: University Athletics Committee
Student-Athlete Advisory Committee
Office of Services for Individuals with Disabilities

SUBJECT: Early Registration for Designated Populations Policy Proposal

DATE: October 28, 2008

On behalf of the University Athletics Committee, Student-Athlete Advisory Committee and the Office of Services for Individuals with Disabilities (OSID) I would like to submit this memorandum, early registration policy proposal and supporting appendices for the Faculty Senate's review and comment. The proposed policy document contains the regulation statement and supporting information in the areas of: 1) purpose, 2) entities affected by the regulation, 3) who should read the regulation, 4) policy background, 5) criteria for determining designated populations, 6) definitions, 7) responsibilities, 8) procedures, 9) violations of the regulation, and 10) interpreting authority. This memorandum serves to provide other relevant information that does not fit the policy template but will undoubtedly be useful during the Faculty Senate's discussion of this policy proposal.

Purpose Section

First, in addition to the stated purpose in the policy proposal (i.e., facilitate progress toward degree completion for students in designated populations who might be hampered by scheduling conflicts), below are additional reasons for such a policy:

- Increase the likelihood of retention and graduation for designated population students;
- Reduce the need for students to overload courses in certain semesters;
- Reduce the occurrence of registering for excessive free electives just to maintain full-time student status;
- Advising for designated population students can begin earlier;
- Reduce the University's (scholarships) and students' (tuition fees) expenditures on summer courses and taking courses during a fifth or subsequent year of enrollment;
- Reduce the probability of a varsity athletics team being assessed NCAA penalties for insufficient academic performance (ranging from the inability to award scholarships to loss of membership for the team in the NCAA);
- Help student-athletes comply with NCAA progress toward degree rules;
- Allows the University staff members who serve these students to more prudently utilize their



time and resources;

- Increases the likelihood of designated students to meet financial aid requirements that may otherwise be adversely affected by course withdrawals, incompletes, and failing grades;
- Aligns the University's commitment of accessibility, equity and accommodation to an operating regulation for students with disabilities; already matched by many sister institutions; and
- The policy could be a retention and recruitment tool at no cost to the University.

Policy Background Section

Second, under the policy background section the following information is also useful.

With the implementation of an early registration policy, designated population students would be better able to satisfy course sequencing requirements in a timely manner. Furthermore, the need to enroll in summer classes or delay graduation by enrolling in a fifth year of study because of scheduling conflicts will be significantly reduced, if not eliminated. Retention may also be positively impacted as an unnecessary hurdle to timely graduation is eliminated. Fewer student-athletes taking summer courses or enrolling in a fifth year of study will also have a positive impact on the University's budget as the amount of money spent on summer school and fifth year scholarships will be reduced. Finally, the elimination, or at the very least the significant reduction of instances where practice/game and class schedules overlap, will be beneficial to all involved – faculty, student-athletes and coaches.

Early registration would be granted to designated populations for both fall and spring semesters but not the summer sessions. This is because, for example, NCAA Division I student-athletes participate (i.e., practice and compete) in their sport(s) in both the fall and spring semesters. This is unlike high school or NCAA Division III athletics where student-athletes only participate in their sport in the traditional season. Students with specific disabilities are typically more successful in the summer in registering for their needed classes; class enrollment is down and thus we cannot currently substantiate a need for early registration in the summer sessions.

Examples of OSID registered students with conditions that could warrant early registration status:

- A student with Cystic Fibrosis needs classes 2 or 3 days per week in order to rest, receive breathing treatments, arrange personal care and prevent hospitalizations.
- A student with severe and frequent migraine headaches requires a morning class schedule due to a history of debilitating pain in the afternoon.
- A student with a rare autoimmune bone disease requires a T/R schedule due to difficulty getting out of bed and walking to classes on a daily basis. Rest is needed on the days between classes or the student receives extensive treatment on alternate days.
- A student with Crohn's Disease, Irritable Bowel Syndrome, or Ulcerative Colitis may require a M/W/F class schedule due to the shorter class time and may require a non-consecutive class schedule for restroom use between classes.
- A student with Fibromyalgia, Multiple Sclerosis, Muscular Dystrophy, back pain, or lifting or walking restrictions requires a non-consecutive class schedule, as it takes longer than 15 minutes to walk or drive from building to building.

- A student with a visual impairment requires all web classes due to not driving and not living in Richmond. Time is consumed sending e-mails on behalf of the student as an override is needed and the teacher needs confirmation from the Disabilities Office concerning the student's status.
- A student with severe anxiety and social phobia requires auditorium classes for isolated seating; or in smaller capacity classes utilizes the support of a close friend who also registers for the same courses in order to protect therapeutic goal progress made and prevent regression of symptoms.
- A student with an anxiety disorder did not require extended test time with a M/W/F class schedule due to the shorter testing time in comparison to T/R class time.
- A student with attendance concerns as a direct result of cancer, medical appointments, and hospitalization may need to register for the class with the course teacher who is known to be flexible with attendance or not take roll at all or register for a class that does not conflict with frequent and regularly occurring cancer treatments.

Determining eligibility is not unlike using professional judgment based on documentation in assessing for reasonable accommodation. Decisions for early registration will be considered on a case-by-case basis by either the Director or the Disabilities Analyst and take the following into account:

- What is the severity of the diagnosis and its direct impact on accessing an appropriate course schedule?
- What functional limitations are present as they relate to establishing a course schedule?
- What measures has the student taken on their own account to work out a reasonable course schedule?
- What are the fixed variables that the student has to deal with that are imposed by the impairment or disorder that are in direct conflict with a course schedule?
- What type of class schedule would provide access while best supporting the student's abilities, allowing the least amount of adverse impact, and equalizing the opportunity for success?
- Is early registration necessary to provide the accommodated schedule based on the courses needed for this particular semester?

It is also important to note as background information the penalties associated with the NCAA Academic Progress Rate (APR). The APR is a semester-by-semester determination of scholarship student-athlete academic eligibility and retention at each NCAA Division I institution with the ultimate goal being graduation within five years of initial full-time enrollment. (By comparison, the federal graduation rate methodology uses a six-year deadline.) If teams do not meet the minimum standards for the APR they may be subject to contemporaneous or historical penalties.

Contemporaneous Penalty

Financial aid restriction(s)

Historical Penalties

Occasion one – Public warning

Occasion two – Public warning, financial aid and playing/practice restrictions

Occasion three – Public warning, financial aid

restrictions, playing/practice restrictions and
 postseason competition restrictions
 Occasion four – Public warning, financial aid
 restrictions, playing/practice restrictions, postseason
 competition restrictions and NCAA membership
 status restrictions

Policy Adoption Review and Approval Section

Third, under the policy adoption review and approval section the following information is also helpful:

| | |
|------------------------------------|--|
| University Athletics Committee | This committee has reviewed the policy recommendation multiple times since November of 2004 |
| Student-Athlete Advisory Committee | This committee has reviewed the policy proposal multiple times since November of 2006 |
| Director, OSID | This individual has reviewed the policy recommendation multiple times since April of 2007 |
| Student Rights Committee | This committee reviewed the policy proposal on October 2, 2007 |
| Student Senate | The Student Senate reviewed the policy proposal on October 30, 2007 and passed a resolution in support of the proposal (see Appendix C for the resolution) |
| Faculty Senate | This group formed an ad hoc committee to study the topic and then discussed the topic at a full senate meeting in November of 2008 |
| Council on Academic Affairs | This group discussed the topic on more than one occasion in the fall of 2008 |
| Provost’s Council | This group discussed the topic on more than one occasion in the fall of 2008 |

Comparison to Other Relevant Institutions

EKU Benchmark Institutions (16 of the 19 institutions have early registration)

| <u>Institution</u> | <u>Groups with priority registration</u> |
|--|--|
| Arkansas State University, main campus | Honors/student-athletes/students with disabilities/student ambassadors/work study students/music students/forensics students/judging |

| | |
|-------------------------------------|---|
| | teams/dance team/cheerleaders/mascots and historically other students who travel on behalf of the institution |
| California State University, Chico | (in this order) Disability Support Services students/Veterans/Graduating seniors/Student-athletes and some other small groups/Honors seniors/Seniors/Honors junior/Juniors/Honors sophomores/Sophomores/Honors freshmen/Freshmen |
| University of Central Missouri | Student-athletes/honors/students with disabilities register the first two days of registration before the general population. |
| Eastern Michigan University | Honors/students with disabilities/admission tours guides and residence hall assistants/student ambassadors/graduate students first/student-athletes register a day before their normal time |
| Indiana State University | Honors and presidential scholars register the first day of priority scheduling with seniors and graduate students/student-athletes receive a credit hour bonus that puts them a week ahead of their normal scheduling time/disabled students are accommodated on a case by case basis |
| Kennesaw State University | Joint enrollment honors high school students/student assistants (includes work study students, tutors, any student who gets a paycheck from the university) and graduate assistants/student-athletes and anyone on a NCAA team/students with disabilities |
| Minnesota State University, Mankato | Students with disabilities register one week prior to general registration/student-athletes/forensics (speech), theatre and music majors register 24-36 hours before general registration |
| Sam Houston State University | Honors and student-athletes before seniors/students with disabilities on a case by case basis |
| Sonoma State University | Students with disabilities/NCAA student-athletes/Presidential Scholars/other groups may apply for priority registration status if they meet the predetermined criteria |

| | |
|--|--|
| Western Carolina University | Honors/disabled (first); student-athletes, exchange, and Distanced Learning Program students (second); then seniors, juniors, etc. |
| University of Wisconsin, Oshkosh | Honors/certain disabled students/student-athletes involved in sports that share indoor gym space (i.e., women's and men's basketball) |
| University of Tennessee, Chattanooga | Student-athletes/honors/disabled students registered with the Office for Students with Disabilities |
| University of Southern Indiana | Student-athletes/Athletic groups (including cheerleaders)/student government members/Presidential and Dean's Scholars/Honors students/Student newspaper and radio workers/student employees of the Children's Center/student members of the Activities Programming Board/ROTC/Student Ambassadors/Dance Team members (student workers and all university employees of the university were initially part of the policy then dropped) |
| University of Northern Iowa | Special needs students first/student-athletes register first day of the period of their academic group (i.e. sophomores) |
| University of North Carolina at Greensboro | Student-athletes and honors students register a day before their allotted time/disabled students can register anytime during the registration period beginning with graduate students/student workers in the Registrar's Office/some student workers in the Office of Disability Services |
| University of Massachusetts Boston | Student-athletes/honors students/disabled students |
| University of Michigan-Flint | [U/Michigan-Flint has no formalized athletic program <i>per se</i> as they are largely a commuter campus; they have had no formal priority registration policy other than ordering registration in relation to credit hours earned. Special requests—i.e., a group of honors students or Student Ambassadors—have been granted on a relatively few number of occasions (according to the current |

Registrar with 11 years at the job, only 3 or 4 such requests have been made and granted).]

Northern Michigan University

No priority registration policy

Wichita State University

No priority registration policy

Ohio Valley Conference Institutions (5 of the other 10 institutions have early registration)

Institution

Groups with priority registration

Austin Peay State University

No priority registration policy

Eastern Illinois University

Honors students, student-athletes, students with specific disabilities

Jacksonville State University

Not publicly disclosed, student-athletes, students with specific disabilities

Morehead State University

No priority registration policy; under discussion at this moment

Murray State University

No priority registration policy

Southeast Missouri State University

Not publicly disclosed, governor's scholars, students with specific disabilities, student-athletes, cheerleaders, dance team members, student trainers

Southern Illinois University-Edwardsville

No response yet from this institution

Tennessee State University

No priority registration policy; under discussion at this moment

Tennessee Tech University

Not publicly disclosed, honors students, students with specific disabilities, student-athletes, agricultural program students who work on the TTU farm

University of Tennessee-Martin

Special needs students work through their academic department advisor

Kentucky State Institutions (5 of the other 7 institutions have early registration)

| <u>Institution</u> | <u>Groups with priority registration</u> |
|------------------------------|---|
| University of Kentucky | Graduate students/evening and weekend students/honors/disabilities |
| Kentucky State University | Student-athletes/graduates/honors |
| University of Louisville | Graduates/honors/disabilities/student-athletes |
| Northern Kentucky University | Graduates/post-grad/student-athletes/honors |
| Western Kentucky University | Student-athletes/honors/disabilities |
| Morehead State University | No priority registration policy; under discussion at this moment |
| Murray State University | No priority registration policy; registrar works with individual offices to ensure that students (primarily student-athletes) get the classes they need |

Students Effected (Spring 2008 Data)

| Class | Student Body | Student-Athletes | Student-Athletes as Percent of Student Body |
|------------------|---------------------|-------------------------|--|
| Freshmen | 3,334 | 42 | 1.3% |
| Sophomore | 2,401 | 84 | 3.5% |
| Junior | 2,539 | 72 | 2.8% |
| Senior | 4,177 | 132 | 3.2% |
| Overall | 12,451 | 330 | 2.7% |

| Class | Student Body | Students with Disabilities | Students with Disabilities as Percent of Student Body |
|------------------|---------------------|-----------------------------------|--|
| Freshmen | 3,334 | 235 | 7.0% |
| Sophomore | 2,401 | 201 | 8.4% |
| Junior | 2,539 | 157 | 6.2% |
| Senior | 4,177 | 121 | 2.9% |
| Overall | 12,451 | 714 | 5.7% |

For Individuals with Disabilities:

Best estimates are that between 10%-15% (i.e., 70-100) of the total number of students with disabilities would qualify for early registration status; those that meet specific criteria. Specific criteria would include a careful discussion of the nature and severity of the disability, immediate

need for early registration, consideration of staff resources (Interpreters) and providing the OSID with documentation of such an immediate need.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Department of Music
Rob James, Chair
Karin Sehmman, Associate Chair
www.music.eku.edu

Foster 101
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-3266
FAX: (859) 622-1333

Memorandum

TO: Faculty Senate Task Force on Priority Registration
Council on Academic Affairs
Faculty Senate
Provost's Council

FROM: Dr. Karin Sehmman, Associate Chair Department of Music with Professor Rob James, Chair
Department of Music

SUBJECT: Priority Registration for Music Students and Non-Music Students in Ensembles at EKU

DATE: 27 October 2008

I was asked to join the Task Force on Priority Registration as a representative of the Department of Music. Music students have been both included in and excluded from some drafts of the Priority Registration over several revisions. The Task Force has made a recommendation to include music students and music ensemble members as part of the group of students allowed priority registration. The EKU policy is an attempt to assist our actively involved students to complete their degrees and improve retention and graduation rates. Priority registration is found at a majority of our benchmark institutions and at a majority of institutions with similar music programs and accreditation. The most recent draft removed music students from the priority registration group, but the current proposal from the Task

Force on Priority Registration, recommends including music students.. I am also the Chair of the Music Ensemble Recruiting & Retention Task Force given the charge by the President to find ways the university can support and promote membership in music ensembles that include music majors and non-majors. Including music students in priority registration would support the students and encourage membership in music ensembles by allowing students to plan for the extra time required to be members while still fulfilling academic requirements. The Department of Music supports inclusion of music students in the priority registration group and finds it important for the success of our student musicians for the following reasons:

- Music majors are enrolled in a Bachelor of Music degree that requires more than the 128 credits required by the university for a degree (138 for music education students). We are accredited by the National Association of Schools of Music and due to that accreditation, music students are required to participate in ensembles. Music students have no choices of when to take classes. Other students who want to participate in ensembles have no choices of when to take classes. Music ensembles involve so many different disciplines, facilities, graduate assistants, faculty, parking, staff, and

university marketing that changing their scheduled times is impossible. Therefore, these students only have specific slots open on their MWF and TTR schedule to take all other academic courses. If allowed to have prioritized scheduling, it will increase student success, graduation rates, and especially it will enhance the EKU image.

- Music students are involved in performances and presentations both semesters including over 100 campus events provided to the campus community.
- Research in higher education has shown that students who are involved in courses and activities involved in campus life have better retention and graduation records. Our own First Year program supports the efforts of the marching band and choral area with funding to assist our Marching Colonel for a Day and High School Choral Festival. Priority registration makes it easier for non-music majors to get involved in music ensembles. We typically lose non-majors sophomore year due to scheduling conflicts. We have tracked the enrollment of the marching band over several semesters.
- Music students and ensemble members are required to spend a large amount of time outside class to travel for the university, host events. We traditionally think of the marching band and pep band as the service groups for the university, but members of the choral ensembles have already hosted 2 day long events on campus that brought 700+ students grades 5-12 to participate in music festivals. As of October, the marching band, orchestra and percussion ensemble have already traveled to present performances to hundreds of public school music students and residents of our service region. These performances are in addition to the numerous events on campus.
- Music ensemble members are considered members of “athletic” bands at some universities and given priority registration with the athletes.
- According to research of accredited music departments, several similar music departments are given priority registration just due to the rigorous requirements of music majors and ensemble schedules.
- President Whitlock stated at the first convocation that University will focus on student success, regional stewardship, and the QEP. He went on to say that there would be a restructuring of support services to focus on recruitment, retaining, graduating and prepare graduates to be successful. By allowing music students priority registration, this improves our ability to recruit new students through visible events/performances that the music department provides. Retention of students is higher in students that participate in an on campus organization. Music students will be more successful in graduating on time. Travel, on campus events, and performing experience also prepare students for success in future careers and offer a large component of regional stewardship.





EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Honors Program
Linda.Frost@eku.edu
(859) 622-2924
FAX 622-5089

168 Case Annex
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
www.honors.eku.edu

Memorandum

TO: Faculty Senate Task Force on Priority Registration
Council on Academic Affairs
Faculty Senate
Provost's Council

FROM: Dr. Linda Frost, Director of the Honors Program with Dr. Lisa Kay, Associate Director,
and Mr. Mustapha Jourdini, Honors Advisor

SUBJECT: Priority Registration for Honors Students at EKU

DATE: 21 October 2008

Not long after my arrival at Eastern Kentucky University as the university's new Director of the Honors Program, I was made aware of the drafted policy brought forward by the University Athletics Committee, the Student-Athlete Advisory Committee, and the Office of Services for Individuals with Disabilities regarding early or priority registration for student athletes, members of "spirit groups," and students with disabilities. The EKU policy is an attempt to further enable our students to complete their degrees in a timely fashion, and to increase retention and improve graduation rates, all of which are crucial concerns. Priority registration is indeed common practice at many if not most institutions of higher education including our benchmark institutions where 16 out of 19 universities allow designated groups to register prior to the general student population. While the EKU draft policy initially included honors students as members of one of the groups to be granted priority registration, they were apparently removed at the suggestion of EKU administrators. We in honors, however, feel it is crucial for honors students to be included in this policy for the following reasons.

- Honors students must complete a clearly defined roster of courses to fulfill their honors requirements, courses that are offered in very few sections at a necessarily limited range of times. It is much more difficult to arrange a schedule when a student must first register for one of 3 sections of a 6 credit-hour, 5-day a week HON 102 Rhetoric course than it is to arrange a schedule that provides the student with their pick of one of 68 sections of a 2- or 3-day-a-week ENG 101 or even one of 38 sections of ENG 102. As a result in part of scheduling difficulties like these, many of our students cannot complete their honors requirements and their major requirements in four or even five years—and it is important to keep in mind that honors students are also often more likely to pursue double majors. Priority registration would enable these students to progress in their degrees in a more timely fashion while also encouraging rather than discouraging them from completing an honors curriculum.
- A growing number of courses designated as honors are in fact cross-listed with other departments therefore offering even fewer seats to honors students in the courses they must take to complete their honors curriculum. Priority registration would ensure that honors students could indeed get the classes they need to remain in good standing with the EKU Honors Program.

- Honors students often take on greater leadership roles across the university and have additional research and service obligations. In fact, honors students tend to be more widely involved across campus than their peers in the general population. These activities add to the difficulty they often have scheduling their courses in a reasonable way.
- Priority registration has become a common benefit that honors administrators use to recruit new students. As a benefit with essentially no cost to the university, priority registration provides something to honors students that they understand to be invaluable to the successful completion of their degrees.
- Priority registration has in fact become so typical a policy for honors programs at universities across the country that the National Collegiate Honors Council has added priority registration to its list of “Basic Characteristics of a Fully Developed Honors Program,” benchmarks for honors programs nationwide. To omit honors students from EKU’s policy is to put EKU’s nationally recognized program behind our nationally equivalent institutions as well as to put us at a tremendous competitive disadvantage in the region. (According to this list, available at www.nchchonors.org/basicchonorsprogramcharacteristics.aspx, “A fully developed program will provide priority enrollment for honors students who are active in the program in recognition of their unique class scheduling needs.”) Robert Spurrier, Director of the Honors College at Oklahoma State University argues that, “the unique scheduling needs of honors students are recognized even at institutions with large numbers of honors courses because even under the best of circumstances honors students must juggle their honors courses around requirements in their academic majors. Honors students frequently pursue double (or triple) majors, multiple minors, study abroad options, and internships—all of which make it imperative that they be able to implement sometimes extremely complex plans of study in order to graduate on time. The newest Characteristic quite properly recognizes these unique scheduling needs” [“The Newest ‘Basic Characteristic’ of a Fully Developed Honors Program” in *Honors in Practice* (2008) 4: 191.]

Of the 7 Kentucky institutions considered by our task force (University of Kentucky, Kentucky State University, Murray State University, Morehead State University, Western Kentucky University, Northern Kentucky University, and the University of Louisville), only 2 (Morehead and Murray) have no such policy; of the 5 that do, all include honors as one of the groups receiving priority registration. Of the 19 benchmark institutions we surveyed, only 3 had no formal priority registration policy. Of the 16 that did, 13 included honors as one of the groups receiving priority registration.

We therefore request that EKU honors students in good standing with the program (actively taking honors courses and maintaining the relevant GPA per hours of coursework completed) be included in whatever priority registration policy the university adopts.

Overview of Departmental Response to Early Registration Policy

Departments in Favor of Policy as Written

Correctional and Juvenile Justice Studies
Curriculum and Instruction-2 responses
Geology and Geography-6/10 surveyed
Occupational Therapy
Safety, Security, and Emergency Management – ½ favor
Special Education-2 responses

Departments in Favor of Adaptation of Policy (adaptation follows department name)

Music Department-add band members
Psychology-remove athletes, selected students with disabilities only
Technology-remove athletes, selected students with disabilities only
Health Promotion and Administration-students with disabilities only
History-remove athletes, spirit groups, selected students with disabilities only-register with
Seniors-if all groups included add honors and band
Math & Stats-add honors program students

Departments Not in Favor of Policy

Biology
Chemistry-12/12
Geology and Geography-4/10 surveyed
Safety, Security, and Emergency Management – ½ not in favor

Overview of Faculty Comments Regarding Early Registration Policy

| <u>Comment Type</u> | <u>Number</u> |
|---------------------|---------------|
|---------------------|---------------|

Note: Some individual's comments were broken into several categories.

| | |
|---|----|
| Support Current Policy | 8 |
| Remove Athletes, Then Will Support Policy for Disabilities Students | 12 |
| Add Another Group | |
| Honors Students | 3 |
| Marching Band | 1 |
| Students in Athletic Training | 1 |
| Not in Support of Current Policy (Or Any Policy) | 11 |
| Requested Policy Clarification | 4 |
| Concern about Students in Exceptional Circumstances | 9 |
| Presented Alternatives to an Early Registration Policy | |
| Open Policy-Each Group or Individual Must Apply | 2 |
| Give RAC Numbers Early Instead of Early Registration | 2 |
| Disabilities and Athletes Submit Separate Proposals | 1 |
| Grant Overrides When Needed | 1 |
| Designated Groups Register at Same Time as Seniors | 2 |

Priority Registration Policies at Kentucky Universities

| <u>Institution</u> | <u>Groups with priority registration</u> |
|------------------------------|---|
| University of Kentucky | Graduate students/evening and weekend students/honors |
| Kentucky State University | Athletes/graduates/honors |
| University of Louisville | Graduates/honors/disabled/athletes (some) |
| Northern Kentucky University | Graduates/post-grad/athletes/honors |
| Western Kentucky University | Athletes/honors |
| Morehead State University | No priority registration policy; under discussion at this moment |
| Murray State University | No priority registration policy; registrar works with individual offices to ensure that students (primarily athletes) get the classes they need |

Priority Registration Policies at EKU Benchmark Institutions

| <u>Institution</u> | <u>Groups with priority registration</u> |
|--|--|
| Arkansas State University, main campus | Honors/athletes/students with disabilities/student ambassadors/work study students/music students/forensics students/judging teams/dance team/cheerleaders/mascots and historically other students who travel on behalf of the institution |
| California State University, Chico | (in this order) Disability Support Services students/veterans/graduating seniors/athletes and some other small groups/honors seniors/seniors/honors junior/juniors/honors sophomores/sophomores/honors freshmen/freshmen |
| University of Central Missouri | Athletes/honors/students with disabilities register the first two days of registration before the general population |

| | |
|--------------------------------------|---|
| Eastern Michigan University | Honors/students with disabilities/admission tours guides and residence hall assistants/student ambassadors/graduate students first/athletes register a day before their normal time |
| Indiana State University | Honors and presidential scholars register the first day of priority scheduling with seniors and graduate students/athletes receive a credit hour bonus that puts them a week ahead of their normal scheduling time/disabled students are accommodated on a case by case basis |
| Kennesaw State University | Joint enrollment honors high school students/student assistants (includes work study students, tutors, any student who gets a paycheck from the university) and graduate assistants/athletes and anyone on a NCAA team/students with disabilities |
| Minnesota State University, Mankato | Students with disabilities register one week prior to general registration/athletes/forensics (speech), theatre and music majors register 24-36 hours before general registration |
| Sam Houston State University | Honors and athletes before seniors/students with disabilities on a case by case basis |
| Sonoma State University | Students with disabilities/NCAA athletes/Presidential Scholars/other groups may apply for priority registration status if they meet the predetermined criteria |
| Western Carolina University | Honors/disabled (first); athletes, exchange, and Distanced Learning Program students (second); then seniors, juniors, etc. |
| University of Wisconsin, Oshkosh | Honors/certain disabled students/athletes involved in sports that share indoor gym space (i.e., women's and men's basketball) |
| University of Tennessee, Chattanooga | Athletes/honors/disabled students registered with the Office for Students with Disabilities |

| | |
|--|--|
| University of Southern Indiana | Athletes/Athletic groups (including cheerleaders)/student government members/Presidential and Dean's Scholars/honors students/student newspaper and radio workers/student employees of the Children's Center/student members of the Activities Programming Board/ROTC/Student Ambassadors/Dance Team members (student workers and all university employees of the university were initially part of the policy then dropped) |
| University of Northern Iowa | Special needs students first/athletes register first day of the period of their academic group (i.e. sophomores) |
| University of North Carolina at Greensboro | Athletes and honors students register a day before their allotted time/disabled students can register anytime during the registration period beginning with graduate students/student workers in the Registrar's Office/some student workers in the Office of Disability Services |
| University of Massachusetts Boston | Athletes/honors students/disabled students |
| University of Michigan-Flint | [U/Michigan-Flint has no formalized athletic program <i>per se</i> as they are largely a commuter campus; they have had no formal priority registration policy other than ordering registration in relation to credit hours earned. Special requests—i.e., a group of honors students or Student Ambassadors—have been granted on a relatively few number of occasions (according to the current Registrar with 11 years at the job, only 3 or 4 such requests have been made and granted).] |
| Northern Michigan University | No priority registration policy |
| Wichita State University | No priority registration policy |



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Academic Affairs and Research
Office of the Dean
University Programs

201 Keen Johnson
521 Lancaster Ave.
Richmond, KY. 40475-3163
Phone: (859) 622-2222 Fax (859) 622-5018

TO: Council on Academic Affairs

FROM: Dr. Onda Bennett, Interim Dean, University Programs
Dr. William E. Davis, Associate Dean, College of Business and Technology

DATE: Nov. 11, 2008

RE: Agenda Items for 11/20/08 Council on Academic Affairs meeting

The following items are being submitted to the Council on Academic Affairs for consideration at the November, 2008 meeting:

Proposed Policy Change

Proposal brought forward to change the status of writing intensive courses in the major.





University Policy Impact Statement

Date October 2, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ (If known) Policy Name Writing Intensive Course Requirement

Originator(s) Onda Bennett, University Programs, Ed Davis, College of Business and Technology

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

A revision of the policy to require all students to take a writing intensive GENERAL EDUCATION course is needed to expand the opportunities for students to complete the required W course prior to graduation. This is a temporary revision to allow time for the implementation of W courses to meet the requirement. (See Attached for time line and motion)

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

CAA and Senate Approved original motion on 3/07
Approved and funded through EKU's Quality Enhancement Program
Supports mission focusing on student success and QEP

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

TCAC course proposal process
Funding for faculty to develop the course (existing QE budget to support faculty while designing implementing and assessing the course).
Department/faculty required to submit a proposal for Writing Intensive course description.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

| | | | | |
|---|---|-----------------------------|--------------------------------|----------------------------|
| <u>Director, TCAC</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>Sept. 29, 2008</u> |
| <u>University Programs</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>Sept. 29, 2008</u> |
| <u>College of Business and Technology</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>Sept. 29, 2008</u> |
| <u>Associate Deans</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>Oct. 2, 2008</u> |
| <u>General Education Committee</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| <u>Council on Academic Affairs</u> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date <u>Nov. 20, 2008</u> |

Executive Policy Group Only
 Board Approval Required

Additional Pages Attached # of additional pages

Print Form

Motion for CAA

The following CAA activities resulted in the approved policy for the writing intensive courses reflected in the 2008-2009 *Catalog*.

3/29/07 CAA Approved the original proposal
4/9/07 Senate approval

If SACS approves the QEP, then all baccalaureate students who matriculate Fall 2007 or after will successfully complete one writing intensive general education course following completion of ENG 102, ENG 105, or HON 102 and during the second year baccalaureate program. This requirement will not be implemented if SACS fails to approve the QEP.

10/18/07 Procedure for proposing the “W” designation approved by CAA

1. Faculty prepare a course for the designation “S” or “W” in collaboration with the Service Learning or TCAC committee. Approval of the designation “S” or “W” is given by the committee, contingent on the approval of the home department.
2. Prepare the curriculum form, indicating the specific change and the justification.
3. The form/request begins at the home department level, and then goes to the home college.
4. The colleges forward the curriculum proposals for CAA, Gen Ed, and Teacher Ed, as applicable.
5. After approved by CAA, certain proposals go to Faculty Senate.

5/7/08 Current Catalog copy approved

Writing Intensive General Education Courses

All baccalaureate degree seeking students who enter the University in fall 2007 or later are required to successfully complete one writing intensive general education course following completion of ENG 102, ENG 105 or HON 102. Students are strongly encouraged to complete their writing intensive general education courses before the conclusion of their second year of study. Writing intensive general education courses are designated with the suffix “W” following the course prefix and number

(e.g., HUM 300W). W and non-W versions of the same course (e.g., HUM 300W and HUM 300) are considered equivalent for the purposes of satisfying course requirements for prerequisites, major courses, minor courses, and supporting courses. Credit will not be awarded for W and non-W versions of the same course.

Transfer students who are (full) general education certified and students who have earned any associates degree (including AAS), and baccalaureate degrees are not required to complete a writing intensive general education course.

5/14/07 Clarification to registrar through Associate Provost

1. The WI requirement will be waived for students whose graduation is pending for May 2008, Summer 2008, Fall 2008, Spring 2009, and Summer 2009.
2. The Registrar's Office will apply the waiver to the CARES report for each student within the aforementioned cohorts after each graduation application deadline. The colleges do not need to initiate individual exception requests for these students.
3. Students who graduate Fall 2009 and thereafter are not eligible for this waiver.

9/08 Current Proposal to allow designation of major courses as writing intensive.

MOTION

That department's be permitted to submit courses in the major through the TCAC process in order to be considered for the mandatory writing intensive course designation. And, that the policy will be reviewed for continuation in Fall of 2011 or at the time of the SACS QEP review.

CATALOG COPY REVISION

Writing Intensive ~~General Education~~ Courses

All baccalaureate degree seeking students who enter the University in fall 2007 or later are required to successfully complete one writing intensive ~~general education~~ course or a "w" course in the major following completion of ENG 102, ENG 105 or HON 102. Students are strongly encouraged to complete their writing intensive ~~general education~~ courses before the conclusion of their second year of study. Writing intensive ~~general education~~ courses are designated with the suffix "W" following the course prefix and number (e.g., HUM 300W). W and non-W versions of the same course (e.g., HUM 300W and HUM 300) are considered equivalent for the purposes of satisfying course requirements for prerequisites, major courses, minor courses, and supporting courses. Credit will not be awarded for W and non-W versions of the same course.

Transfer students who are (full) general education certified and students who have earned any associates degree (including AAS), and baccalaureate degrees are not required to complete a writing intensive ~~general education~~ course.



University Policy Impact Statement

Date November 10, 2008 Check One: Revision of Existing Policy New Policy

Policy Number (If known) _____ Policy Name Comprehensive Baccalaureate Degree Requirements

Originator(s) Enrollment Management

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

The recently-approved policy change from a minimum degree requirement of 128 to 120 hours necessitates revision of the 43 credit hours requirement for 300-level courses.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

| | | | | |
|------------------------------------|------------------------------|-----------------------------|--------------------------------|------------|
| <u>Council on Academic Affairs</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| <u>Faculty Senate</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| <u>President</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |

Executive Policy Group Only

Board Approval Required

Proposed revised *Catalog* language:
(Current *Catalog* language is found on page 48 of the *Undergraduate Catalog*).

DEGREE information

Comprehensive Baccalaureate Degree Requirements

To qualify for a baccalaureate degree, students must satisfy the following requirements:

1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics; and general education; as established by appropriate University committees for each degree program.
3. Complete a minimum of ~~128~~ 120 semester credit hours, ~~with at least 43 hours at the 300 level or above.~~
4. Complete at least 36 hours at the 300 level or above.
5. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
6. Earn a minimum of 32 semester hours through EKU.*
7. Earn the credits applicable to the degree within eight years prior to the date the degree is awarded. Credits more than eight years old may be validated by the college dean.
8. Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT , PHY, SCI or STA .
9. According to AACSB International business accreditation standards, students enrolled in University baccalaureate degree programs, other than those within EKUBusiness, will not receive credit toward their degrees for more than 25 percent of their undergraduate programs in credit hours in courses offered through EKUBusiness and/or business courses (courses commonly taught in school of business) transferred from other colleges and universities or taken from other units within Eastern Kentucky University. Students who desire to take business courses are encouraged to enroll in the Business minor.

*Degree programs offered by the College of Business and Technology have more stringent residency requirements. Please refer to degree requirements in the College of Business and Technology section of this *Catalog*.



University Policy Impact Statement

Date November 11, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ (If known) Policy Name Concurrent and Subsequent Degree Requirements

Originator(s) Enrollment Management

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

The recently-approved policy change from a degree requirement of 128 to 120 hours necessitates revision of the Catalog text regarding required hours for Subsequent and Concurrent Degrees.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

| | | | | |
|------------------------------------|------------------------------|-----------------------------|--------------------------------|------------|
| <u>Council on Academic Affairs</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| <u>Faculty Senate</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| <u>President</u> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |
| _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Other | Date _____ |

Executive Policy Group Only

Board Approval Required

Additional Pages Attached # of additional pages 2

Current *Catalog* language (*Undergraduate Catalog*, page 49)

Subsequent Degrees

Students having earned one degree, either from Eastern Kentucky University or from another regionally accredited institution, may subsequently pursue an additional degree, either associate or baccalaureate, by completing all requirements of the subsequent degree, including major, supporting, and general education requirements. Hours earned prior to the awarding of a first baccalaureate or associate degree may be counted toward the minimum required to earn a subsequent baccalaureate or associate degree. Students must earn at least 16 approved semester hours for an associate degree beyond those required for the earlier degree. A subsequent baccalaureate degree requires at least 32 approved hours beyond those required for the earlier degree. Hours required for both degrees must be taken at Eastern Kentucky University or, as approved by the dean of the college awarding the subsequent degree, at another regionally-accredited institution. Students who have completed a previous degree elsewhere and apply to Eastern Kentucky University, should have official transcripts from the institutions previously attended sent to Eastern Kentucky University's Admissions Office.

Concurrent Degrees

A student may qualify to earn two degrees concurrently by completing all requirements for both degrees, including major, supporting, and general education requirements. Courses used in one degree program may also be used in the other. The minimum number of hours that must be earned for two associate degrees is 80; the minimum for two baccalaureate degrees is 160. The minimum number of hours required for concurrently earning an associate and a baccalaureate degree is the number required by the baccalaureate degree. It is the student's responsibility to file a separate graduation application for each degree being sought. If the two degrees are in the same college, the student must file two applications in the office of the college dean. If they are different colleges, one application must be filed in each dean's office. See "Application for Graduation" section.

Proposed revised *Catalog* language:

Subsequent Degrees

Students having earned one degree, either from Eastern Kentucky University or from another regionally accredited institution, may subsequently pursue an additional degree, either associate or baccalaureate, by completing all requirements of the subsequent degree, including major, supporting, and general education requirements. Hours earned prior to the awarding of a first baccalaureate or associate degree may be counted toward the minimum required to earn a subsequent baccalaureate or associate degree. Students must earn at least 16 approved semester hours for an associate degree beyond those required for the earlier degree. ~~A subsequent baccalaureate degree requires at least 32 approved hours beyond those required for the earlier degree~~ The number of additional hours required for a subsequent baccalaureate degree is that number which constitutes 25% of the total prescribed degree program. Hours required for both degrees must be taken at Eastern Kentucky

University or, as approved by the dean of the college awarding the subsequent degree, at another regionally-accredited institution.

Students who have completed a previous degree elsewhere and apply to Eastern Kentucky University, should have official transcripts from the institutions previously attended sent to Eastern Kentucky University's Admissions Office.

Concurrent Degrees

A student may qualify to earn two degrees concurrently by completing all requirements for both degrees, including major, supporting, and general education requirements. Courses used in one degree program may also be used in the other. The minimum number of hours that must be earned for two associate degrees is 80; the minimum for two baccalaureate degrees is ~~160~~ 25% of the total prescribed second or concurrent degree program, but no less than 150 credit hours.

The minimum number of hours required for concurrently earning an associate and a baccalaureate degree is the number required by the baccalaureate degree. It is the student's responsibility to file a separate graduation application for each degree being sought. If the two degrees are in the same college, the student must file two applications in the office of the college dean. If they are different colleges, one application must be filed in each dean's office. See "Application for Graduation" section.

Memorandum of Agreement for Awarding Academic Credit
For Non-Collegiate Instruction
Between
Eastern Kentucky University and
And
The Loss Prevention Foundation

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

The Loss Prevention Foundation develops, directs, oversees, manages and ensures the LP Qualified (LPQ) and LP Certified (LPC) programs and their policies and procedures.*

The LP Qualified (LPQ) certification is designed to be a benchmark educational program for individuals within the Loss Prevention profession. The LP Certified (LPC) is a program designed as advanced education for Loss Prevention professionals interested in career advancement.

The Loss Prevention Foundation is a non-profit 501c (6) organization founded in 2006 in industry leading professionals to serve the Loss Prevention industry. Companies currently represented on the board of directors include A C Moore, ADT, AutoZone, Best Buy, Brinker International, ChoicePoint, Enable-U Technologies, Food Lion, The Gap, Home Depot, IBM, J C Penney's, KPMG, Loss Prevention Magazine, Lowe's Home Improvement, Michael's, Nike, NRS, Polo Ralph Lauren, Retail Leaders Industry Association, Sterling Jewelers, Target, TJX Companies, Vector Security, Walgreens, and Wal-Mart.

III. Recruitment, Admission, and Advisement of Students

EKU will provide a dedicated team of “enrollment advisors” and “marketing staff” through an existing educational services agreement with Compass Knowledge Group. Marketing efforts will consist of online educational directories, internet advertising, print publications, direct mail and outreach initiatives. Such activities are geared toward generating inquiries for the online Master of Science Safety, Security, and Emergency Management program. All inquiries will be directed to an enrollment advisor. The role of the enrollment advisor is to provide prospective students with information regarding admission to the University and to the SSEM program. Individuals who wish to receive academic credit at EKU must be admitted to the University based on the normal requirements outlined in the Graduate Catalog. If they are matriculating as degree-seeking students, prospective students may also need to meet specific program admission requirements. Students will be advised by EKU faculty/advisors concerning the process for receiving academic credit for the LP Certified and LP Qualified Programs.

IV. Awarding and Transcribing of Credit

Eastern Kentucky University agrees to accept the certificates of successful completion of the LP Certified and LP Qualified Program, the candidate must apply for and be accepted in the online or on campus Master of Science degree in Safety, Security and Emergency Management and present their certificate of completion of the LP Certified or LP Qualified programs. Upon verification, the graduate student may register for SSE 890 – Topical Seminar in LPQ/LPC. Utilizing the knowledge the graduate student acquired in the LPQ or LPC program, the graduate student will be required to develop and submit a summary of the knowledge acquired in a paper of not less than 20 pages.

V. Curriculum and Faculty

The development and delivery of the curriculum as well as the determination of the qualifications and appointment of faculty for the SSE 890 – LPC/LPQ course is the responsibility of the Eastern Kentucky University. Eastern Kentucky University has been provided access to and has conducted a thorough review of the LPQ and LPC courses and content by the graduate faculty of the MS in SSEM program. Given the rigor and content of the LPQ and LPC courses, the graduate faculty has recommended three (3) graduate hours for successful completion of the SSE 890 – LPC/LPQ course.

Furthermore, EKU and The Loss Prevention Foundation agree that the graduate faculty of the MS in SSEM program will be permitted to monitor and assess all aspects of the Loss Prevention Foundation program, including but not limited to the content, delivery and program changes, on a periodic basis.

VI. Recordkeeping

An original signed copy of this MOA will be maintained 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. The Loss Prevention Foundation will be responsible for ensuring that it maintains and distributes its copies of this agreement.

VII. Term, Review, Renegotiation, and Review of MOA

A. Terms of the MOA

This Agreement shall become effective upon its execution by the parties and shall have an initial term ending on June 30, 2010.

B. Renewal and Renegotiation of the MOA

Upon expiration of the initial term, this Agreement shall automatically renew four times for one-year terms unless either party terminates, with or without cause, by adequate written notice in compliance with the termination provisions of paragraph C, of this Section VII. Any changes, alterations, modifications, or qualifications to the terms of this Agreement shall be made in writing signed by both parties.

C. Termination of the MOA

Eastern Kentucky University and The Loss Prevention Foundation may terminate this agreement with adequate written notice. Adequate notice is defined as providing sufficient time to implement the “affected students” agreement below. Termination of the MOA may occur for various reasons, including but not limited to, changes in EKU’s mission, state or federal regulations or accrediting policies which may affect the University’s ability to award credit for SSE – 890 – Topical Seminar in Loss Prevention (LPC/LPQ).

D. Affected Students Agreement

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 path. To the extent possible, students admitted to EKU or, students who have a reasonable expectation of receiving credit for the SSE 890 – Topical Seminar in Loss Prevention (LPC/LPQ), will be accommodated. When this is not possible, students will be advised by EKU advisors as to their options.

The undersigned agree to the terms and conditions set forth in this document.

Eastern Kentucky University _____ **Date** _____

_____ **Date** _____

This MOA has been reviewed by ECU Council

University Counsel

Eastern Kentucky University _____ **Date** _____

Loss Prevention Foundation _____ **Date** _____

_____ **Date** _____

_____ **Date** _____

Syllabus

SSE 890 – Special Topics in Loss Prevention

INSTRUCTOR

Thomas D. Schneid

Assistant: Mrs. Sheila Patterson & Mrs. Kate Johnson

Office: 245 Stratton

Mailing Address: 250 Stratton Building
Richmond, Kentucky 40475

Phone: (859) 622-1051 or 2385

Email: Tom.schneid@eku.edu

COURSE DESCRIPTION:

** Student must have successfully completed the LPC or LPQ certification program and submit their certificate to the SSEM Graduate Office before registering for this course.

This topical seminar will require a complete assessment and analysis of the numerous loss prevention topics addressed in the LPC or LPQ certification program which was specifically designed for the private sector loss prevention professional. Students will utilize the knowledge acquired through the LPC and LPQ programs to identify the appropriate risk factors, current legal and regulatory requirements as well as policy development and effective loss prevention and safety management techniques. This analysis and assessment will culminate in a thorough and concise research paper on an approved topic of a minimum of 20 pages

TEXT

1. LPC and/or LPQ materials provided by the Loss Prevention Foundation.
2. National Institute on Occupational Safety and Health. Website located at www.cdc.gov/HIOSH.
3. [29 CFR 1910](#) (does not have to be purchased but can be referenced on the OSHA website at www.osha.gov) or may use individual state plan regulations correlating to the federal OSHA regulations.
4. Equal Employment Opportunity Commission website located at www.eeoc.gov.
5. U.S. Department of Labor website located at www.dol.gov.

SUPPLEMENTAL RESOURCES

1. Familiarize yourself with the External Links section of the Blackboard course site. Here you will find a number of websites that address various issues associated with the content of this course.
2. Loss Prevention Foundation website.

COURSE OBEJCTIVES

At the end of this course, students will be able to:

1. Identify and critically evaluate the risks associated with loss prevention risk factors.
2. Identify and evaluation the various safety and security related legal issues.
3. Identify the sources of governmental guidelines/regulations and use these sources to perform critical analysis in developing creative solutions to loss prevention situations.

4. Increase previous knowledge of occupational safety related policies and procedures.
5. Use critical and creative thinking to develop written loss prevention compliance programs that meet the regulatory requirements.
6. Use critical and creative thinking processes to research, audit and evaluate emerging issues and regulatory compliance requirements of extant industries.
7. Enhance loss prevention research skills as well as written communication skills.

COURSE OUTLINE

Week 1: Review LPC or LPQ materials and identify an appropriate research topic. Acquire approval of your research topic from the course instructor.

Week 2: Initiate research. Weekly communications as directly by your course instructor.

Week 3: Continue Research. Weekly update to your course instructor.

Week 4: Continue Research. Weekly update to your course instructor.

Week 5: Continue Research. Weekly update to your course instructor.

Week 6: Complete research. Initiate development of your written paper.

Week 7: Finalize development of your written paper.

Week 8: Review of Content and Submission of work to your course instructor.

COURSE METHODOLOGY

This course is 100% online, with students expected to use EKU's Blackboard Learning System for all coursework unless otherwise directly by your course instructor. The course may include discussion boards, weekly progress reports and a research paper. Students are expected to complete all assigned readings from the identified websites, review of LPC or LPQ materials and other related assigned materials which the course instructor may require.

On-Line format: Students must have an adequate working knowledge of Blackboard.

If you encounter any computer or Blackboard related problems, please contact Nedim Slijepcevic at nedim.slijepcevic@eku.edu

COURSE CORRESPONDENCE POLICY

1. Any email correspondence regarding the course must include the specific course ID (SSE 890) as the first letters of the subject line. Use SSE 890 as the first letters of the subject line.
2. The course ID (SSE 890) should be followed by a space and a distinctive subject (e.g., SSE 890 discussion board question 1).
3. You are strongly encouraged to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information.
4. All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will NOT be accepted.

5. All emails should be directed to your course Instructor/ Facilitator. He or she will respond to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor of Record for assistance.

ASSIGNMENT LOCATION ON BLACKBOARD

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have any trouble downloading course documents, please let your Course Instructor know as soon as possible. Students should be aware that all research papers will be assessed by SAFEBOOKS to ensure compliance with the ECU Plagiarism Policy.

RESEARCH PAPER

Please select a Loss Prevention topic identified during the completion of your LPC or LPQ program which is of interest to you and applicable to your current loss prevention situation. Identify the sources of your research and acquire approval from your course instructor prior to initiating your research.

Your research paper should include, but not be limited to, the following:

1. Synopsis of the issue researched or the applicable guideline.
2. Effects of the loss prevention issue on the workplace
3. Risk factors and potential solutions
4. Critique of research or guideline
5. Overall assessment of the situation

The paper should be a MINIMUM of 20 pages in length and submitted at the end of your course term. You will not be penalized for exceeding the page limit if it becomes necessary to do so.

COURSE REQUIREMENTS

| | |
|--|-------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. Completion of 20+ page Research Paper | 100 points |
| 5. | |
| 6. | |
| Total Points | 100 points |

GRADING SCALE

A = 100-90%
 B = 89-80%
 C = 79-70%
 D = 69-60%

*Any course in which you receive a grade of C (79%) or lower will have to be retaken per ECU Graduate School policy.

VIEWING YOUR GRADE IN BLACKBOARD

Under the Tools button on Blackboard is the My Grades link. If you go into this section, you will be able to view any grades posted by the Facilitator.

FALL 2006 TERM B DATES:

Classes Begin:

Add/ Drop Deadline:

Withdraw Period:

75% Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Classes End:

ACADEMIC HONESTY POLICY

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course.

Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.

Taken from Eastern Kentucky University Student Handbook (UHS) Page 31.

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course.

STUDENTS WITH DISABILITES

If you are registered with the Office of Service for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office 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.



Eastern Kentucky University
Policy Library

Dead Week Policy

DRAFT

Policy #.#.#

Volume 3, Academic Affairs

Chapter #, Chapter Title

Section #, Policy Name

Approval Authority:

Responsible Executive:

Responsible Office(s):

Effective:

Revised:

Expires:

Next Review Date:

Policy Statement

Eastern Kentucky University prohibits assignments totaling more than 10% of a total course grade from being originally scheduled during Dead Week.

Graduate courses, lab courses, partial semester courses, and practicum courses are exempt from this policy. This policy is not intended to prohibit the completion of coursework and instruction, therefore further exemptions are allowed by the policy in these specific situations:

- Presentations or projects that were scheduled to be due before Dead Week in the syllabus can continue during Dead Week if the presentations have not been completed.
- The final portion of an assignment with incremental due dates can come due during Dead Week if no more than 10% of the course grade is determined by the final portion.
- Courses with a specific focus on presentation or performances can get exemptions on the policy by approval of the Department Chair.
- Courses that administer their final on Blackboard may be encumbered by a lack of computer lab space. If the size of a course requires that labs must be reserved for more than one date, the final may be given during Dead Week.
- A professor may move any assignment to Dead Week by the unanimous consent of the class present during the class period.

Purpose

The Dead Week Policy is designed to create a clear and consistent practice for assignments or grades acceptable during dead week for the mutual benefit of the students and faculty.

Policy #.#.#

Volume #, XXXXXXXXXX

Chapter #, XXXXXXXX XXXX

Section #, XXXXX XXXX

Entities Affected by this Policy

- Faculty
 - Students
 - Colleges
 - Departments
 - Academic Practices Committees
-

Who Should Read this Policy

- Students
- Faculty
- Deans
- Academic Practices Committees
- Department Chairs

NOTE: The first page of the policy should contain the above information. Do not let this information expand beyond the first page.

Policy #.#.#

Volume #, XXXXXXXXXX
 Chapter #, XXXXXXXX XXXX
 Section #, XXXXX XXXX

Policy Background

Since most students are enrolled in multiple courses each semester, inconsistent assignment practices during Dead Week may cause a students' workload to become excessive. A well defined Dead Week Policy accommodates student's ability to manage their work and maintain a high quality of work. Therefore, the University deems it appropriate to establish the following procedures for workloads appropriate during Dead Week.

Since lab course and practicum courses often have no scheduled time during finals week that will not conflict with another scheduled class, they are permitted to give major assignments during Dead Week. Further exemptions of the policy are detailed to facilitate the needs of instructors when required by the structure or nature of the course, or when they cause no additional strain to the students.

Definitions

Dead Week

The specific week designated as Dead Week by the Academic Calendar beginning on the Sunday at 12:00 AM and ending the following Sunday at 11:59 PM.

Major assignments

Any assignment that is weighted at 10% or more of the course grade, or any group of assignments that together are weighted at 10% or more of the of the course grade.

University

Eastern Kentucky University

Lab Course

An academic period designated for lab work as opposed to lecture

Practicum

An academic period designated for work in practical applications of course material

Partial Semester Course

A Course that is not scheduled for the full duration of a semester

Policy #.#.#

Volume #, XXXXXXXXXX

Chapter #, XXXXXXXX XXXX

Section #, XXXXX XXXX

Responsibilities

| | |
|--------------------------|---|
| Faculty | <ul style="list-style-type: none"> Assuring that no more than 10% of a student's grade will be determined by assignments given during Dead Week. |
| Department Chairs | <ul style="list-style-type: none"> Hearing students' complaints about violations of the Dead Week Policy and determining the appropriate action. |
| Students | <ul style="list-style-type: none"> Reading the Course Syllabus and the Dead Week Policy. |

Procedures

Filing a Complaint about an Dead Week Assignments

Students may address complaints about assignments first with the appropriate faculty member.

Appeals

Appeals of the faculty member's decision about the assignment can be made first to the Department Chair. Subsequent appeals will go to the Academic Practices Committee, Dean, and finally to the Provost.

Violations of the Policy

Upon the decision of the Department Chair, Academic Practices Committee, Dean, or Provost, grades for the class can be recalculated without the inclusion of the assignment in question. The student filing the complaint has the right to accept or decline a recalculated grade.

Interpreting Authority

Policy #.#.#

Volume #, XXXXXXXXXX

Chapter #, XXXXXXXX XXXX

Section #, XXXXX XXXX

-
- Provost

Relevant Links

NA

Policy Adoption Review and Approval

This section lists the bodies/individuals that reviewed and/or approved the policy as well as the dates of the review/approval.

Example:

Faculty Senate: Recommended on April 15, 2005

Board of Regents: Approved on May 10, 2005

This email is being sent on behalf of President Doug Whitlock.

This is to inform you of some important enhancements regarding our university planning and budgeting process. As I mentioned in my convocation remarks, I have a strong belief that we should formalize a process which aligns financial and policy recommendations with the strategic direction and operational needs of the university.

With input from across campus, such a process has been proposed. It includes the formation of a Financial Planning Council (FPC) and a Strategic Planning Council (SPC) to replace the current Budget Advisory Council and Strategic Planning Committee. It has a new structure which aligns with current organizational responsibility and is designed to provide meaningful participation by all campus groups and constituencies. It will promote transparency and accountability in our priority setting and resource allocation decisions. With this communication, I am approving and implementing this new process.

I have asked Executive Vice President Moberly to serve as Chair of the Financial Planning Council. An initial meeting will soon be convened to set timelines for the budget process and to establish expectations for alignment between our strategic plan and budget objectives. Complete information regarding the new process will soon be forthcoming through training and informational sessions.

Thanks to everyone who provided input into this enhanced planning and budgeting process. I look forward to its successful implementation and the meaningful participation of the entire campus.

Doug Whitlock
President

From: President's Office
Sent: Friday, November 14, 2008 3:36 PM
Subject: Interim Policy on Policies

Follow Up Flag: Follow up
Flag Status: Flagged

This email is being sent on behalf of President Doug Whitlock.

I am pleased to announce that ECU has implemented on an interim, test basis a Policy on Policies, effective November 10, 2008.

Through the practice of shared governance, the Policy on Policies allows for the formal development, approval, and dissemination of University policies using a transparent and inclusive vetting process. The formalization of a policy process will enable ECU to manage university-level policies in a consistent manner and in a way that will make policies more accessible. All members of the University community may be called upon to assist in policy development.

This Policy on Policies itself has received a high degree of vetting, but before declaring it a mission accomplished, it was recommended to me that we "test drive" it and test it. So in the vernacular of computer program development, consider this a Beta testing exercise. Implementing this policy on an interim basis will afford the University the opportunity to use the new process for several pending policies, while allowing us to monitor the efficacy of the process. At the same time, we will continue to vet the Policy on Policies through the newly established process, with a goal of adopting a final version that will well serve our needs.

On a related matter, to assist with locating policies, a policy website (<http://www.policies.ecu.edu/>) is in development which will house all existing official University policies and associated regulations.

Please click on the policy website link above to review the Policy on Policies and the associated documents. If you have any questions or comments, please contact Sherry Robinson or Val Parks.



Policy 1.1.1

Volume 1, Governance
Chapter 1, Policies, Regulations, and Guidelines
Section 1, Policy on Policies
Approval Authority: Board of Regents
Responsible Executive: President
Responsible Office(s): Policy, Compliance, and Governance
Effective: November 10, 2008 Expires: December 31, 2009
Last Revised: Next Review Date:

Policy on Policies

Policy Statement

Eastern Kentucky University, through the practice of shared governance, formally develops, approves, disseminates, implements, and maintains policies, as defined in this document, through a uniform process. All members of the University community may be involved developing, updating, recommending, and disseminating University policies and thus must adhere to the precepts set forth in this policy. This document defines a University policy, and also provides a format for the development, approval, and dissemination of policies. Additionally, it describes the responsibilities of the parties involved in the formulation and adoption of University policies.

This policy enables the University to make policy development and retrieval efficient and consistent. Further, a comprehensive document that outlines the development, approval, dissemination, implementation, and maintenance of University policies allows for more consistent enforcement, greater accessibility, and timelier review. This process will enhance communication, organizational operations, compliance, and accountability.

Eastern Kentucky University will be guided by the following principles:

- Policies will
 - be designed to encourage students' success in achieving their goals while at the same time be intended to maintain the mission of a high quality educational experience.
 - support the University's mission, values, initiatives, and strategic goals;
 - align ownership with authority, responsibility, and accountability;
 - comply with federal and state laws and regulations as well as accrediting standards;
 - be consistent with other university policies; and
- The policy process will
 - be transparent;
 - honor shared governance by seeking participation from stakeholders;
 - have a mechanism for evaluation and improvement in a timely manner; and
 - avoid bureaucratic gridlock.

Entities Affected by the Policy

- Entire university community, including all campuses and extended sites

Policy Background

The implementation of a policy on policies enables the University to more effectively and efficiently manage its body of policies. No previous policy concerning the formulation and adoption of policies existed.

Definitions

| | |
|------------------------------------|--|
| 7 Day Public Comment Period | As part of the policy development process, a period of 7 days (including weekends and holidays) will be allotted to allow the University community comment on proposed policies. |
| Academic University Policy | University policies that pertain to the academic mission and issues of the University. |
| Administrative Council | The Administrative Council is made up of direct reports to the President and others as appointed by the President. As it pertains to this policy, the Administrative Council will review University (non-academic) policy drafts and make recommendations to the President. |
| Approval Authority | The entity holding final authority to approve a particular policy. For University policies, the approval authority is with the Board of Regents or the President. |
| Board of Regents | The legal and active policy making body of the University. |
| Chapter | The designation for a sub-unit of a University policy volume. This designation indicates the broad category under which individual related policies will be found. |
| Council on Academic Affairs | The Council on Academic Affairs is a University body that is charged with oversight of the curriculum and academic programs of the University. As it regards this policy, the Council reviews and recommends policies that affect curriculum, academic programs, or academic requirements for students. |
| Drafting Team | A drafting team is a small workgroup formed for the purpose of writing and editing a policy draft and in placing that draft in a University policy template.. |
| Departmental Policy | A policy that pertains only to the internal procedures of a given department. Departmental policies are not subject to this policy. However, departmental policies must be consistent with University policies. |
| Effective Date | The date the University policy is approved by the Board of Regents or University President unless otherwise specified. |
| Faculty Senate | The Faculty Senate is the delegate assembly of the University faculty through which the faculty normally exercises its responsibilities as a group. As it pertains to policy, the Faculty Senate reviews and recommends policies that affect academics, including admissions, curriculum, instruction, and criteria for granting degrees; faculty welfare; student affairs in the areas where the proposed policy concerns the students' academic achievement; and other policies as referred to the Senate. |
| Impact Statement | Document to be completed by the Policy Originator describing the justification for developing a new policy or revising a current policy and the impact of such on the University. |
| Interim Policy | This is a provisional policy issued when a University policy is needed before the standard |

Policy 1.1.1

Volume 1, Governance
Chapter 1, Policies, Regulations and Guidelines
Section 1, Policy on Policies

process can be completed. An interim policy must carry an expiration date and will either be allowed to expire without additional action or will be replaced by a standard University Policy.

| | |
|--|---|
| Interpreting Authority | The authority to interpret the intent of the policy when questions or conflicts arise concerning its application, compliance, or scope. |
| Non-Academic University Policy | University policies that pertain to matters not considered academic. |
| Policy Originator | An individual or group identifying a need for a policy or policy revision and assisting in the development of that policy. An originator may be a representative from an administrative or academic unit; a committee, senate, association, or council; or an individual member of the campus community. |
| Policy Vetting and Approval Process | The formal process by which the University develops, recommends, and approves University policies. (See link.) |
| Policy Website | A University website dedicated to housing University policies and all related information. |
| President's Cabinet | <p>The President's Cabinet consists of the Provost and Vice President for Academic Affairs, the Associate Provost and Vice President for Student Affairs, the Executive Vice President for Administration, the Vice President for Financial Affairs, the Interim Vice President for Institutional Advancement, and the Chief of Staff.</p> <p>As it pertains to this policy, the Cabinet functions as a senior level policy advisory body to the President.</p> |
| Provost Council | The Provost's Council is the major advisory body to the Provost for the development and review of policies and procedures in the area of academic affairs. |
| Guideline | A statement of desired best practice that recommends procedures, processes, outcomes, and the like that have been endorsed or approved by the University to achieve a particular outcome or goal. Guidelines may or may not be affiliated with policies and regulations. Guidelines may or may not apply institution wide. |
| Regulation | A standard or statement that either 1) articulates procedures or reporting requirements related to implementation or compliance with University policies or 2) addresses matters not specifically addressed in such policies. Does not require Board of Regents approval, but may require presidential approval. Regulations may or may not apply institution wide. |
| Responsible Executive | The University executive under whose jurisdiction a University policy falls. Depending on the scope, a policy may have more than one responsible executive. |
| Responsible Office(s) | University office(s) designated with the responsibility of administering a policy, communicating with and training the university community its requirements, and executing its timely review and updating. |
| Shared Governance | As it relates to this policy, a joint effort of the university community for the development of University policies. |
| Section | The designation for University policy that provides the name of the individual policy. |

Policy 1.1.1

Volume I, Governance
Chapter 1, Policies, Regulations and Guidelines
Section 1, Policy on Policies

| | |
|-----------------------------------|---|
| Stakeholder | Any individual or group who might be impacted by or might have knowledge related to a particular policy. |
| Template | The official format for all University policies. See Related Links for a copy of the template. |
| Volume | The designation for the broadest unit of University policy. Volumes typically correspond to University units (i.e. Academic Affairs, Financial Affairs, Student Affairs, Facilities, etc.). |
| University | Eastern Kentucky University |
| University Policy | <p>A University policy includes the following characteristics:</p> <ul style="list-style-type: none"> • Assists the University in achieving its mission through the promotion of operational efficiency • Applies broadly across the University • Complies with federal, state, and local laws as well as accrediting bodies • Mandates actions or limitations • Ensures responsibility and accountability • Requires approval by the President and/or the Board of Regents for substantive changes or implementation • Reflects University values |
| University Policy Document | <p>All official policy documents have the following characteristics:</p> <ul style="list-style-type: none"> • Are reviewed and approved by the appropriate process • Are under the authority of a university executive to execute and interpret • Are in a standard format (template) • Contain on the first page the university seal • Include procedures for compliance • Include a review and approval history • Are catalogued and numbered in the University Policy Library on the University policy website |

Responsibilities

| | |
|------------------------------------|---|
| Administrative Council | <ul style="list-style-type: none"> • Review and provide feedback to the Non-Academic University Policy Drafting Team and provide recommendations to President's Cabinet. • Identify additional stakeholders as needed and seek input. |
| Associate Provost | <ul style="list-style-type: none"> • Review Impact Statements and provide feedback to the policy originator(s). • Determine the appropriate process path (academic or non-academic). Refer to Policy, Compliance, and Governance Executive Director if a non-academic policy. • Identify stakeholders and provide a list to the appropriate review group(s). • Identifies need for policy development or revision as needed |
| Board of Regents | <ul style="list-style-type: none"> • Review and approve University policies for adoption. |
| Council on Academic Affairs | <ul style="list-style-type: none"> • Review policies that affect curriculum, academic programs, or academic requirements for students. • Identify additional stakeholders as needed and seek input. • Make recommendations to Faculty Senate and/or Provost Council regarding |

| | |
|---|---|
| | <ul style="list-style-type: none"> such policies Recommend appropriate Catalog language as necessary |
| Drafting Team | <ul style="list-style-type: none"> Work with the policy originator to draft a new policy or make revisions to an existing policy. Use the template to create a draft based on the PAC's feedback. Submit policy draft, as instructed, to the appropriate group(s). Edit policy draft based on input from review groups, stakeholders, and the 7-day public comment period. |
| Faculty Senate | <ul style="list-style-type: none"> Review policies that affect curriculum, academic programs, or academic requirements for students, or faculty welfare. Review other policies referred to or originated by the Senate. Provide input as requested. Identify additional stakeholders as needed and seek input. Make resolutions of support or recommendations to the Provost Council, to the Council on Academic Affairs, or to the President regarding such policies. |
| Interpreting Authority | <ul style="list-style-type: none"> Make sound judgments on the intent of the policy when questions or conflicts arise concerning its application, compliance, or scope. Review precedents, if any, to ensure consistent interpretation. Render an interpretation when called upon to do so and communicate the decision to the appropriate parties. Document all interpretation decisions. |
| Office of Policy, Compliance, and Governance—Policy Compliance Analyst | <ul style="list-style-type: none"> Facilitate the development and processing of non-academic policies. Serve on non-academic university Policy Drafting Teams as needed. Ensure that policy is disseminated to the University Community. Ensure that the University community is trained concerning policy development and compliance matters. Maintain website with a listing of all University policies and the tools for the development of policies. Archive policies that have been revised, suspended, or superseded. Identifies need for policy development or revision as needed |
| Policy, Compliance, and Governance Executive Director | <ul style="list-style-type: none"> Review Impact Statements and provide feedback to the policy originator(s). Determine the appropriate process path (academic or non-academic). Refer to Associate Provost if an academic university policy. Identify stakeholders and provide a list to the appropriate review group(s). |
| Policy Originators(s) | <ul style="list-style-type: none"> When Faculty Senate is the Policy Originator, draft Impact Statement may be submitted to the Associate Provost or to the President All other Policy Originators, complete the Impact Statement and submit to the Office of Policy Compliance and Governance or to the Associate Provost to begin the policy process. Consult key stakeholders during the development process, and considers all suggestions. |
| President's Cabinet | <ul style="list-style-type: none"> As it pertains to this policy, recommends or advises President on policy matters. |
| President | <ul style="list-style-type: none"> Review and approve policies not required to be submitted to the Board of Regents. Review and submit policies to the Board of Regents for approval. |
| Provost | <ul style="list-style-type: none"> Recommend Academic Affairs policies to the President. Participate in policy recommendations as a member of the President's cabinet. |

| | |
|---|--|
| Provost Council | <ul style="list-style-type: none"> • Review policies that affect Academic Affairs. • Provide input on other policies as requested. • Identify additional stakeholders as needed and seek input. • Make resolutions of support or recommendations to the Provost. |
| Responsible Executive | <ul style="list-style-type: none"> • Be accountable for substance of policy documents. • Review final draft of the policy document before submission to the Approval Authority. • Conduct timely reviews of existing policies under his or her jurisdiction. • Assist, as needed, in the development, updating, or revision of policy within his or her jurisdiction. |
| Responsible Office(s) | <ul style="list-style-type: none"> • Lead in the establishment of support systems needed to achieve compliance of policies. • Inform and train the university community concerning new and substantially revised policies. • Consult with the Responsible Executive(s) to update existing policies. |
| Special Assistant to the Provost for Academics | <ul style="list-style-type: none"> • Facilitate the development and processing of academic university policies. • Serve on Drafting Team as needed. • Ensure that the University community is trained concerning policy development and compliance matters. • Assist with the maintenance of the University Policy website, particular as it regards academic policies. • Assist with the archiving of policies that have been revised, suspended, or superseded, particularly as it regards academic policies. |
| Stakeholder | <ul style="list-style-type: none"> • Assist with drafting and formulation of policies. |

Procedures

Any individual or group may identify the need for a new policy or the revision of an existing policy. Once a need is identified, the policy originator(s) should:

1. Complete a policy Impact Statement (see LINK) and forward to the Office of Policy, Compliance and Governance or to the Associate Provost. When the Faculty Senate is the Policy Originator, an Impact Statement and policy draft may be submitted to the Associate Provost or to the President.
2. The Office of Policy, Compliance and Governance or the Associate Provost will review the Impact Statement and work with the Policy Originator to make revisions as necessary to the Impact Statement. This does not apply for policies originated by Faculty Senate when submitting directly to the President, unless required by the President.
3. The Office of Policy, Compliance and Governance or the Associate Provost will form a Drafting Team. This does not apply when the Faculty Senate is the policy originator unless so designated by the President or unless submitted through the full process.
4. The Drafting Team will create a draft policy in the template format. This does not apply when the Faculty Senate is the policy originator unless so designated by the President or unless submitted through the full process.

5. The Drafting Team will submit the draft policy, as instructed, to the appropriate review group. This does not apply when the Faculty Senate is the policy originator unless so designated by the President or unless submitted through the full process.
6. The Office of Policy, Compliance and Governance or the Provost Office will post the draft policy on the University policy website for a 7-day public comment period. This does not apply when the Faculty Senate is the policy originator unless so designated by the President or unless submitted through the full process.

University Non-Academic Policies (not originated by Faculty Senate)

7. The Administrative Council reviews University Non-Academic policy drafts and determines if further drafting or stakeholder feedback is necessary, or makes a recommendation to the President. The Administrative Council may reconvene the Drafting Team to incorporate feedback from stakeholders or from the 7-day public comment period.

When Faculty Senate is the Policy Originator of a University Non-Academic Policy proposal, the Impact Statement and Policy Draft may be submitted to the President.

University Academic Policies

7. (a) The Council on Academic Affairs reviews policy drafts that affect curriculum, academic programs, or academic requirements for students and determines if further drafting or stakeholder feedback is necessary, or makes a recommendation to the Faculty Senate. The CAA may reconvene the Drafting Team to incorporate feedback from stakeholders or from the 7-day public comment period.

and/or

(b) The Faculty Senate reviews policy drafts that affect academics, including admissions, curriculum, instruction, and criteria for granting degrees; faculty welfare; student affairs in the areas where the proposed policy concerns the students' academic achievement; and other policies as referred to the Senate. The Senate determines if further drafting or stakeholder feedback is necessary, or makes a recommendation to the Provost Council or the President (under Part VII, Section VII, A4a, Faculty Handbook). The Faculty Senate may reconvene the Drafting Team to incorporate feedback from stakeholders or from the 7-day public comment period.

and/or

(c) The Provost Council reviews policy drafts that affect Academic Affairs or that are referred to the Council. The Provost Council determines if further drafting or stakeholder feedback is necessary, or makes a recommendation to the President. The Provost Council may reconvene the Drafting Team to incorporate feedback from stakeholders or from the 7-day public comment period.

8. For all policy proposals including those originated by Faculty Senate, the President may:
 - i. submit to Cabinet for advisement and/or to others identified in the policy process for further review, drafting, or stakeholder feedback;
 - ii. approve where BOR approval is not required;
 - iii. recommend approval and submit to the BOR for adoption;

- iv. not approve and not recommend approval for submission to the BOR;
- v. take other action as President deems appropriate. Upon adoption, the policy is promulgated to the University Community and posted on the University policy website.

See LINK for a diagram of this policy process.

ESTABLISHING AN INTERMIM POLICY

On occasions when an Interim Policy is necessary, a Drafting Team will be formed and the Interim Policy will be recommended for approval by the President. The chairs of the Faculty Senate, the Staff Council, and the Student Senate will be notified upon adoption.

An interim policy must carry an expiration date and will either be allowed to expire without additional action or will be replaced by a standard University Policy, which must be vetted through the process as stated within this policy.

UPDATING OR REVISING A POLICY

1. On an as-needed basis, the Office of Policy, Compliance & Governance will make routine changes (such as position or unit titles, links, etc.). These changes will not substantively affect the policy. The Office of Policy, Compliance & Governance will note the date of such changes (as Updated) on the first page of the policy.
2. Editorial changes that do not substantive affect the policy may be suggested to either the Office of Policy, Governance and Compliance or to the Special Assist to the Provost for Academics. Such changes will be made to the policy and updated on the university policy website.
3. Procedures for substantive revisions to an existing policy are the same as for reviewing and approving a policy (see above).

IMPLEMENTING, DISSEMINATING, AND TRAINING

Unless otherwise stated in the policy, a policy is in effect immediately after it is adopted by the Board of Regents or President. Once adopted, the Office of Policy, Compliance & Governance will ensure that the policy is disseminated to the university community by either communicating this information directly or will charge the Responsible Executive with the dissemination. The Responsible Office(s) will assist the Responsible Executive in establishing any support systems to train the community to ensure ongoing compliance.

INTERPRETING A POLICY

When questions or conflicts arise concerning the application, compliance, or scope of a policy, the affected parties will provide the details (in writing) of the question or conflict to the Interpreting Authority designated in that policy.

The Interpreting Authority will review the case as well as any precedents to ensure consistent interpretation. Once an interpretation has been determined, the Interpreting Authority will communicate the decision in writing to the appropriate parties. The Interpreting Authority will ensure that proper records are kept of interpretation decisions.

PERIODIC REVIEW OF POLICIES

University policies should be reviewed on a periodic basis (a five-year cycle is recommended) to ensure the currency and accuracy of the policies. The Responsible Executive will devise a mechanism that includes representatives from key stakeholders and that ensures policies under his/her jurisdiction are so reviewed.

Policies will be reviewed for the following:

- Continued relevance to the University mission and values
- Consistency with other University policies
- Reflection of changes in laws, regulations, accreditation standards, educational goals/practices, university practices, etc.
- Errors in fact or in language
- Other potential problems

If changes in the policy are deemed necessary, the appropriate process (revising, updating, or repealing) should be initiated.

REPEALING A POLICY

If a policy is deemed no longer relevant or necessary after undergoing the appropriate review process (see Reviewing and Approving, above), then a policy will be repealed

ARCHIVING A POLICY

If a policy is updated, revised, superseded, or repealed, the Office of Policy, Compliance & Governance will archive the older version of the policy. These archived policies will be made available upon request.

Violations of the Policy

Violations of this policy may result in the delay of the approval process or in the official University recognition of the policy's effect

Interpreting Authority

- President
- Chief of Staff and Unit Head for Policy, Compliance & Governance, if so delegated
- Provost and Vice President for Academic Affairs, if so delegated
- Vice President or other Direct Report to the President, if so delegated

In the event there is a conflict between interpreting authorities, the President will make the final interpretation decision.

Relevant Links

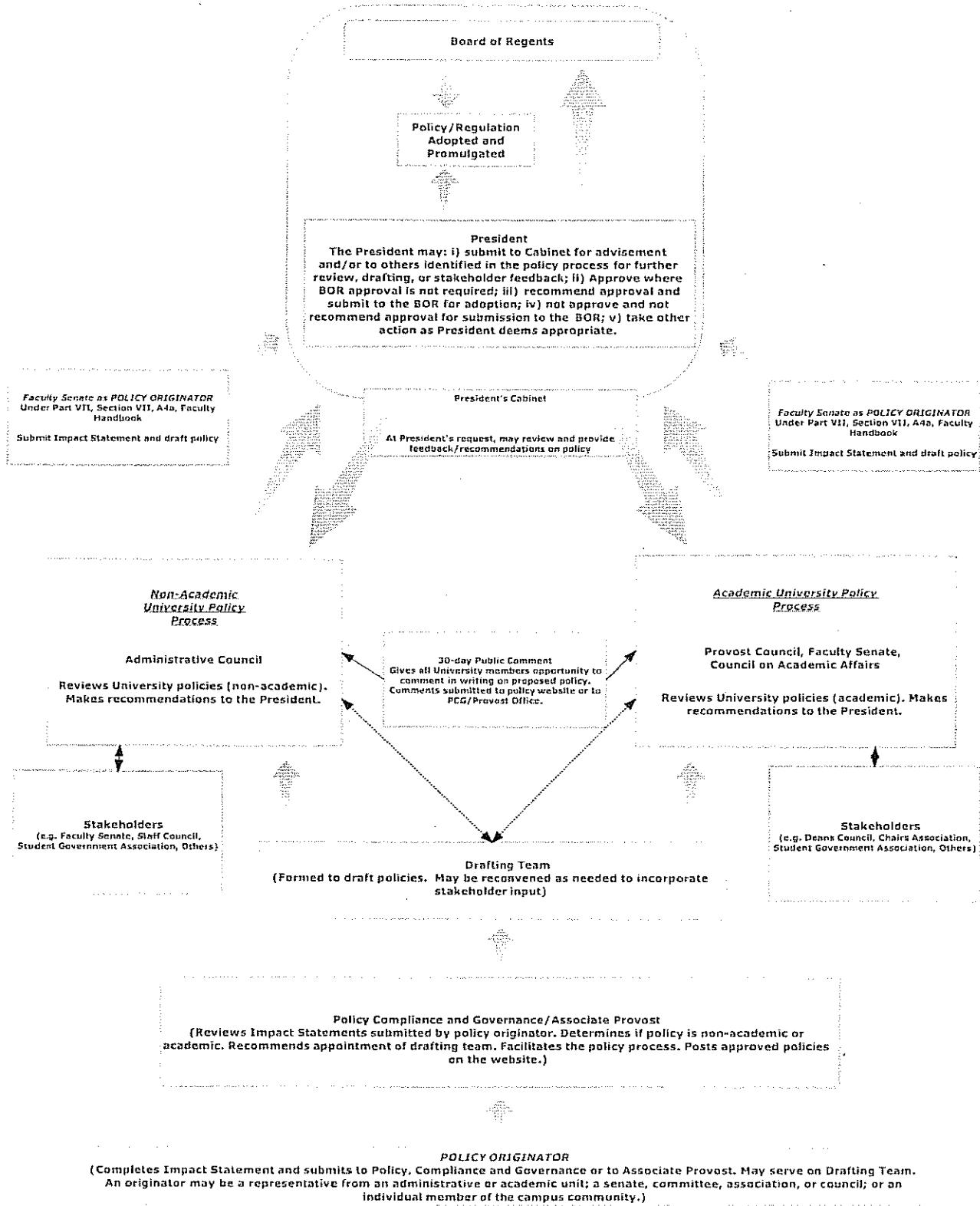
Policy template

Impact Statement

Process Diagram

Policy Adoption Review and Approval

EKU Policy Process Overview





Eastern Kentucky University
Policy Library

Policy #.#.#

Volume #, Volume Title

Chapter #, Chapter Title

Section #, Policy Name

Approval Authority:

Responsible Executive:

Responsible Office(s):

Effective:

Expires:

Last Revised:

Next Review Date:

Policy Name

Policy Statement

[This will contain the policy statement. This should be a concise statement of no more than a couple of paragraphs. This section also explains the purpose of the policy.]

For all sections, use Arial 9 pt.]

Entities Affected by the Policy

[List each person, committee, or entity affected by this policy. In many cases, it will be all members of the University.]

Policy Background

[This section provides the background of the policy development. In some cases, this section may be unnecessary. Simply put an NA if that is the case.]

Policy Procedures

[This section lists the procedures or steps necessary for this policy.]

Definitions

[Define any unique terms that may aid in the understanding of this policy that apply to this policy. This section includes the identification of the responsible executive and responsible office. This information should be formatted as:]

| | |
|------|------------|
| Term | Definition |
| Term | Definition |
| Term | Definition |

Responsibilities

[This section should contain the responsibilities for each person, committee, or entity affected by the policy. This information should be formatted as:]

| | |
|---------------------|----------------------|
| Person or Committee | Responsibility (ies) |
| Person or Committee | Responsibility (ies) |
| Person or Committee | Responsibility (ies) |

Violations of the Policy

[This section describes consequences if this policy is violated.]

Interpreting Authority

[Executive who has the authority to interpret the policy when questions arise.]

Statutory or Regulatory References

[List any statutes, regulations or laws that may be associated with this policy, if necessary.]

Relevant Links

[This section can be used, if necessary, to link to internal or external documents or information or other policies. Put NA if it is not applicable.]

Policy Adoption Review and Approval

[This section lists the bodies/individuals that reviewed, recommended and/or approved the policy as well as the dates of the review, recommendation, or approval.]

Example:

*Faculty Senate: Recommended on April 15, 2005
Board of Regents: Approved on May 10, 2005]*

NOTE: Sections may be added to the template as needed. For example, a policy may have criteria or principles.