

12-17-2009

## Council on Academic Affairs Minutes, Dec 17, 2009

Eastern Kentucky University

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**COUNCIL ON ACADEMIC AFFAIRS MINUTES**  
**December 17, 2009**

Members Present: Allen Ault, Onda Bennett, Robert Brubaker, Ed Davis, Michael Foster, Verna Freer, Linda Frost, Claire Good, DaJuane Harris, Luke Morgan, Kim Naugle, Jaleh Rezaie, Claire Schmelzer, Benton Shirey, Sherwood Thompson, Janna Vice, Deborah Whitehouse

Members Absent: Rich Boyle\*, Steve Byrn, Tina Davis\*, Linda Fossen, E.J. Keeley, Sandra Moore, Mixon Ware  
\*indicates prior notification

Non-Members Present: Sandy Cain, Kimberly Hale, Laurence Hayes, Vic Kappeler, Derrick Morton, Shirley O'Brien, Julie Patterson, Karen Petronio, Doris Pierce, Jack Rutherford, Colleen Schneck, Bill St. Pierre, Linda Turner

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Dr. Janna Vice called the Council on Academic Affairs to order at 1:00 p.m. on December 17, 2009.

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Approval of the Minutes – November 19, 2009

The minutes were approved as distributed.

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**CURRICULUM ITEMS**

***Health Sciences***

Occupational Therapy – Discussion Item

Doctorate in Occupational Therapy

Distributed for preliminary discussion. Program background was provided by Dr. Colleen Schneck.

The OTD program will return to the CAA in January 2010, as an actionable item.

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***Honors***

**Effective Date**

**Hybrid Courses**

Approved HON 304S Special Topics Fall 2010

Approved HON 312S Special Topics Fall 2010

**Course Revisions**

Approved HON 304 Special Topics – revise course description to indicate equivalency with new hybrid course Fall 2010

Approved HON 312 Special Topics– revise course description to indicate equivalency with new hybrid course Fall 2010

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**Business and Technology**

Communication

**Course Revision**

**Effective Date**

Approved JOU 305 Feature Writing – *change prerequisite by deleting ENG 101 and 102 (or 105)* Fall 2010

**Program Revision**

Approved Public Relations B.A. – *change the number of hours required to graduate from 128 to 120 by reducing the number of free electives.* Fall 2010

Management, Marketing and Administrative Communication

**Course Revisions**

Approved MKT 309 Integrated Marketing - *Remove the statement “Cross listed as COM 309 and TEC 309” and “Credit will not be awarded to students who have credit for COM 309 or TEC 309.”* Fall 2010

Approved MKT 401 Internet Marketing - *Change the prerequisites of MKT 401 by adding “or MKT 301.”* Fall 2010

**Program Revision**

Approved Office Systems and Technologies A.A.S. - *Add the Office Systems and Technologies (A.A.S.) to the text on page 98, item 6 in the 2009-2010 Undergraduate Catalog.* Fall 2010

Approved Office Systems and Technologies A.A.S. - *Add the following: A grade of “C” or better is required for the Office Systems and Technologies (AAS) Supporting Course and Major Requirements. Delete the following: ACC 250 (1) from the Supporting Course Requirements and 3 hours from the Free Electives lowering the total degree hours to 60 hours.* Fall 2010

Approved Business and Marketing Education/Teaching B.S. - *Delete ACC 250 (1) from the Major Requirements lowering the total degree hours to 127.* Fall 2010

Technology

**Course Drop**

Approved TEC 309 Integrated Marketing Communication Fall 2010

**Course Revisions**

Approved TEC 255 Web Publishing – *delete A in semester offerings* Fall 2010

Approved TEC 355 Web Animation – *revise course descriptions to reflect change in content* Fall 2010

**Program Revisions**

Approved Graphic Communications Management B.S. - *Decrease total required hours from 128 to 120 by reducing hours from Free Electives and 3 hours from GCM 349. Drop CSC 160 and the option of ACC 202 or ECO 300 or MGT 301 or MKT 301, and require both MGT 301 and MKT 301. Add MGT 330.* Fall 2010

Approved Minor in Computer Electronics Technology - *Change prefixes for networking & security related courses from “EET” to “NET”. Drop EET 254 as a required class. Add EET 251 as a required class. Offer a selection between EET 351 (Programmable Logic Controllers) and NET 354 (Microcomputer & Network Security) formerly EET 354.* Fall 2010

**Education**

**Effective Date**

American Sign Language Interpreter Training

**New Courses**

Approved ASL 225 Introduction to Deaf Studies Fall 2010

Approved ASL 400 ASL Skills for Interpreters Fall 2010

Approved ITP 410 Professional Relationship Ethics Fall 2010

Approved ITP 480 Interactive Interpreting Fall 2010

**Course Revisions**

Approved ITP 210 Application of Fingerspelling and Number Systems – *revise course prefix and title* Fall 2010

Approved ITP 215 Professional Ethics and Issues in Interpreting – *add ASL 225 as prerequisite* Fall 2010

Approved ITP 310 Interpreting in Private Practice – *revise course title and description* Fall 2010

Approved ITP 320 Voice-to-Sign – *revise course description and title* Fall 2010

Approved ITP 325 Sign-to-Voice Interpreting I – *revise title and description; remove ITP 115 as prerequisite* Fall 2010

		<u>Effective Date</u>
Approved	ITP 370 Interpreting in Specialized Settings I – <i>revise course title</i>	Fall 2010
Approved	ITP 420 Voice-to-Sign Interpreting II – <i>revise course description and title</i>	Fall 2010
Approved	ITP 425 Sign-to-Voice Interpreting II – <i>revise course description and title</i>	Fall 2010
Approved	ITP 430 Interpreting in Specialized Settings II – <i>revise course title</i>	Fall 2010
Annroved	ASL 301 American Sign Language V – <i>revise course description to add lab class</i>	Fall 2010
Approved	ASL 302 American Sign Language VI – <i>revise course description to add lab class</i>	Fall 2010
	<b>Course Dropped</b>	
Approved	ITP 115 Heritage and Culture of the Deaf	Fall 2010
	<b>Program Revisions</b>	
Approved	Interpreter Training Program – <i>revise program title, revise course requirements within program, lower total curriculum requirements from 128 to 127 hours</i>	Fall 2010
Approved	American Sign Language (ASL) Studies – <i>revise program description based on course revisions</i>	Fall 2010

**Health Sciences**

		<u>Effective Date</u>
	<u>Associate Degree Nursing</u>	
	<b>New Course</b>	Fall 2010
Approved	NUR 114 Nursing Concepts I	
	<b>Dropped Courses</b>	Fall 2010
Approved	NUR 112 Nursing Concepts I	Fall 2010
Approved	NUR 116 Laboratory Application of Nursing Concepts I	
	<b>Course Revision</b>	
Approved	NSC 300 Nursing Externship - <i>Change Prefix to NUR300 and move to ASN dept, also edit title and text to align with the current Kentucky Board of Nursing Language and guidelines</i>	Summer 2010
	<u>Exercise and Sport Science</u>	
	<b>Program Revision</b>	
Approved	Physical Education B.S. - <i>correct catalog, PHE 415 is a requirement for the teaching option only and PHE 562 is in the core requirement for all options so it needs to be removed from the option area for fitness and wellness. Correct free electives for fitness and wellness.</i>	Fall 2009
	<u>Health Promotion and Administration</u>	
	<b>New Course</b>	
Approved	HSA 450 Healthcare Information Systems Development – <i>create course for new certificate program</i>	Fall 2010
	<u>Occupational Therapy</u>	
	<b>Course Revisions</b>	
Approved	OTS 880 Research in Occupational Therapy – <i>drop prerequisite</i>	Fall 2010
Withdrawn	OTS 834 Advanced Dimension of Occupation OBP: V – <i>update course description</i>	
Withdrawn	OTS 853 Leadership and Human Services – <i>update description to reflect the course as requirement in proposed OTD program</i>	
	<b>New Courses</b>	
	The following new course proposals are core course requirements in the proposed OTD program:	
Withdrawn	OTS 901 OTD Leadership Seminar I	
Withdrawn	OTS 902 OTD Leadership Seminar II	
Withdrawn	OTS 903 OTD Leadership Seminar III	
Withdrawn	OTS 904 OTD Leadership Seminar IV	
Withdrawn	OTS 905 OTD Practicum	
Withdrawn	OTS 910 Policy Analysis for Occupational Therapy	
Withdrawn	OTS 911 Applied Research for Occupational Therapy	
Withdrawn	OTS 912 Evidence-based practice for Occupational Therapy	
Withdrawn	OTS 913 Educational Practices for Occupational Therapy	

Anthropology, Sociology, & Social Work

**New Course**

**Withdrawn** SOC 322 Sociology of Mass Media - *add a course that has been taught as a special topics course*

Art & Design

**Course Revisions**

- Approved** ART 313 Figure Painting - *Drop semester offering of fall and spring to spring only*
- Approved** ART 314 Painting Media - *Drop fall and spring semester offering to fall only*
- Approved** ART 383 Photography IV - *Change prerequisite from ART 381 to ART 382 and add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 413 Advanced Painting - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 414 BFA Painting - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 423 Advanced Sculpture - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 424 BFA Sculpture - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 432 Printmaking V - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 434 BFA Printmaking - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 443 Jewelry and Metalsmithing V - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 444 BFA Jewelry Metalsmithing - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 472 Ceramics IV - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 473 Ceramics V - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 474 BFA Ceramics - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 483 Photography V - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 484 BFA Photography - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** ART 499 Senior Exhibition - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** DES 322 Interior Design Studio III - *Add prerequisite of admission in BFA program. Drop TEC 331 as a co-requisite.*
- Approved** DES 326 Interior Design Studio IV - *Add prerequisite of Major GPA 3.0 and statement admission in BFA program.*
- Approved** DES 352 Image Making - *Add prerequisite of Major GPA 3.0 and statement admission in BFA program*
- Approved** DES 353 Production of Graphic Design - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program.*
- Approved** DES 354 Typography II - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** DES 422 Interior Design Studio V - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** DES 426 Interior Design Studio VI - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*
- Approved** DES 450 Professional Practices in Graphic Design - *Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program*

Fall 2010

Approved	DES 451 New Media - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	Fall 2010
Approved	DES 453 Senior Workshop in Design - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	Fall 2010
Approved	DES 454 BFA Graphic Design - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	
Approved	ART 312 Painting II - <i>To change "instructor approval" to "departmental approval" in to course. description</i>	
Approved	ART 562 Seminar in Art Criticism - <i>Change prerequisite Art History course prefix from ART to ARH.</i>	
Approved	ART 762 Seminar in Art Criticism - <i>Change prerequisite Art History course prefix from ART to ARH.</i>	
Approved	ARH 594 Italian Renaissance Art - <i>Change prerequisite Art History course prefix from ART to ARH.</i>	
Approved	ARH 595 Baroque and Rococo Art - <i>Change prerequisite Art History course prefix from ART to ARH</i>	
Approved	ARH 795 Baroque and Rococo Art - <i>Change prerequisite Art History course prefix from ART to ARH</i>	
Approved	DES 226 Interior Design Studio II - <i>The course is taught during the Spring semester. Changing the symbol for the semester the course is taught from I. to II.</i>	
Approved	DES 327 History of Design I - <i>Change the symbol for the semester the course is taught from II. to I. The course is taught during the Fall semester. Also the prefix for art history prerequisites and corequisites have changed from ART 390 and 391 to ARH 390 and 391.</i>	
Approved	DES 328 History of Interior Design II - <i>Change the symbol for the semester the course is taught from I. to II. The course is taught during the Spring semester.</i>	
<b>Editorial Revisions</b>		
Approved	Minor in Art (History) - <i>Change course prefix from ART to ARH</i>	
Approved	Minor in Art (Studio) - <i>Change course prefix from ART to ARH</i>	
Approved	Minor in Art (Teaching) - <i>Change course prefix from ART to ARH and eliminate dropped course listing and add approved course listing.</i>	
<b>Program Revisions</b>		
Approved	Art/Studio Options B.F.A - <i>Add a description of program objectives and degree requirements. Remove dropped courses and add approved courses. Add courses that are required but not listed.</i>	Fall 2010
Approved	Art B.A - <i>Correct typo errors, revise list of approved degree requirements, and include a description of objectives for degree program.</i>	Fall 2010
<u>Computer Science</u>		
<b>Course Revision</b>		
Approved	CSC 550/750 Graphics Programming - <i>Change prerequisites from CSC 310 with a math course to CSC 316.</i>	Fall 2010
<u>English &amp; Theatre</u>		
<b>Course Revisions</b>		
Approved	ENG 210 Enjoying Literature - <i>To prohibit students from receiving credit for both ENG 210 and the proposed ENG 210W course.</i>	Spring 2010
Approved	ENG 212 World Literature - <i>To prohibit students from receiving credit for both ENG 212 and the proposed ENG 212W course.</i>	Spring 2010
Approved	ENG 351 American Literature II - <i>Prohibit students from receiving credit for both ENG 351 and the proposed ENG 351W course</i>	Spring 2010
<b>Hybrid Course</b>		
Approved	ENG 351W American Literature II	Spring 2010
<b>Program Revision</b>		
Approved	English B.A. - <i>Change ENG 499 from a required course to an elective.</i>	Fall 2010
<u>Foreign Languages &amp; Humanities</u>		
<b>Course Revisions</b>		
Approved	FRE 301 Survey of French Literature I - <i>Add prerequisite to FRE 301 Survey of French Literature I</i>	Fall 2010
Approved	FRE 302 Survey of French Literature II - <i>Add prerequisite to FRE 302 Survey of French Literature II</i>	Fall 2010
Approved	FRE 310 Topics in French:_____ - <i>Revise course description to still include language and culture but not literary topics</i>	Fall 2010
<b>Dropped Courses</b>		
Approved	FRE 400 French Literary Studies	Spring 2010

**Effective Date**

Approved	FRE 401 French Language Studies	Spring 2010
	<b>New Course</b>	
Approved	FRE 312 French Literary Studies: _____	Fall 2010
	<b>Program Revisions</b>	
Approved	French B.A - <i>Add requirement of GPA 2.75 in courses for French major, reduce required hours.</i>	Fall 2010
Approved	Minor in French- <i>Change total required hours for French minor from 24 to 21 and reword recommended sequence of FRE courses.</i>	Fall 2010
Approved	Spanish B.A. - <i>Add requirement of GPA 2.75 in courses for Spanish major, reduce required hours from 128 to 120, and delete recommendation for specific supporting courses.</i>	Fall 2010

Geography & Geology

	<b>Course Revision</b>	
Approved	GEO 456 Geographic Image Interpretation – <i>Change course title.</i>	Fall 2010
	<b>Dropped Courses</b>	
Approved	GEO 101 Introduction to Geography	Spring 2010
Approved	GEO 201 Historical Geography I: Pre-Industrial Era	Spring 2010
Approved	GEO 202 Historical Geography II: Modern World	Spring 2010
	<b>Editorial Revision</b>	
Approved	Geology B.S. - <i>Correct errors in number of hours for supporting course requirements and free electives. Correct excluded blocks for general education requirements.</i>	Fall 2010

Government

	<b>Course Revision</b>	
Approved	POL 551 Classical Political Theory - <i>To change catalog description: Students cannot receive credit for both POL 551 and POL 551W.</i>	Spring 2010
Approved	POL 751 Classical Political Theory - <i>To prevent students from receiving credit for both POL 751 and PHI 551, PHI 551W, POL 551, POL 551W or PHI 751.</i>	Spring 2010
	<b>Hybrid Course</b>	
Approved	POL 551W Classical Political Theory	Spring 2010

History

	<b>Course Revisions</b>	
Approved	HIS 246 World Civilizations I - <i>Change the title of HIS 246, World Civilizations I, to World Civilizations to 1500</i>	Fall 2010
Approved	HIS 247 World Civilizations II - <i>To change the title of HIS 246, World Civilizations II, to World Civilizations since 1500</i>	Fall 2010
	<b>Program Revision</b>	
Approved	History B.A.- <i>Reduce the number of required electives from 46 to 38 hours and reduce total required hours to 120 hours.</i>	Fall 2010

Mathematics and Statistics

	<b>New Courses</b>	
Approved	MAE 550 Teaching Mathematics in the Secondary School	Spring 2010
Approved	MAE 750 Teaching Mathematics in the Secondary School	Spring 2010
Approved	MAE 843 Teaching Math to Low Achievers	Spring 2010
Approved	MAE 850 Trends and Materials in the Teaching of Mathematics	Spring 2010

Philosophy and Religion

	<b>Course Revisions</b>	
Approved	PHI 551 Classical and Medieval Political Theory - <i>To change catalog language to ensure that students cannot receive credit for the W and non-W versions of the same course.</i>	Spring 2010
Approved	PHI 751 Classical and Medieval Political Theory - <i>To prevent students from receiving credit for both PHI 751 and PHI 551, PHI 551W, POL 551, POL 551W or POL 751.</i>	Spring 2010
	<b>Hybrid Course</b>	
Approved	PHI 551W Classical and Medieval Political Theory	Spring 2010

CAA Approved 1/21/10

The Council on Academic Affairs was adjourned at 2:37 p.m.



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# COUNCIL ON ACADEMIC AFFAIRS AGENDA

December 17, 2009

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1. Call to Order
  2. Approval of the Minutes – November 19, 2009
- 

## *Curriculum Items*

### **Health Sciences** Occupational Therapy

#### **New Program**

Doctorate in Occupational Therapy\*

\*Distributed for preliminary discussion.

#### **Page**

CHS 28

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### **Honors Program**

#### **Hybrid Courses**

HON 304S Special Topics

HON 312S Special Topics

#### **Course Revisions**

HON 304 Special Topics – *revise course description to indicate equivalency with new hybrid course*

HON 312 Special Topics– *revise course description to indicate equivalency with new hybrid course*

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### **Business and Technology**

#### Communication

#### **Course Revision**

JOU 305 Feature Writing – *change prerequisite by deleting ENG 101 and 102 (or 105)*

#### **Page**

COMM 1-3

#### **Program Revision**

Public Relations B.A. – *change the number of hours required to graduate from 128 to 120 by reducing the number of free electives.*

COMM 4-5

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#### Management, Marketing and Administrative Communication

#### **Course Revisions**

MKT 309 Integrated Marketing - *Remove the statement “Cross listed as COM 309 and TEC 309” and “Credit will not be awarded to students who have credit for COM 309 or TEC 309.”*

MMAC 1-3

MKT 401 Internet Marketing - *Change the prerequisites of MKT 401 by adding “or MKT 301.”*

MMAC 4-6

#### **Program Revision**

Office Systems and Technologies A.A.S. - *Add the Office Systems and Technologies (A.A.S.) to the text on page 98, item 6 in the 2009-2010 Undergraduate Catalog.*

MMAC 7-8

Office Systems and Technologies A.A.S. - *Add the following: A grade of “C” or better is required for the Office Systems and Technologies (AAS) Supporting Course and Major Requirements.*

MMAC 9-10

*Delete the following: ACC 250 (1) from the Supporting Course Requirements and 3 hours from the Free Electives lowering the total degree hours to 60 hours.*

Business and Marketing Education/Teaching B.S. - *Delete ACC 250 (1) from the Major Requirements lowering the total degree hours to 127.*

MMAC 11-12

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Technology

	<u>Page</u>
<b>Course Drop</b>	
TEC 309 Integrated Marketing Communication	TECH 1-2
<b>Course Revisions</b>	
TEC 255 Web Publishing – <i>delete A in semester offerings</i>	TECH 3-5
TEC 355 Web Animation – <i>revise course descriptions to reflect change in content</i>	TECH 6-8
<b>Program Revisions</b>	
Graphic Communications Management B.S. - <i>Decrease total required hours from 128 to 120 by reducing hours from Free Electives and 3 hours from GCM 349. Drop CSC 160 and the option of ACC 202 or ECO 300 or MGT 301 or MKT 301, and require both MGT 301 and MKT 301. Add MGT 330.</i>	TECH 9-10
Minor in Computer Electronics Technology - <i>Change prefixes for networking &amp; security related courses from “EET” to “NET”. Drop EET 254 as a required class. Add EET 251 as a required class. Offer a selection between EET 351 (Programmable Logic Controllers) and NET 354 (Microcomputer &amp; Network Security) formerly EET 354.</i>	TECH 11-12

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**Education**

American Sign Language Interpreter Training

	<u>Page</u>
<b>New Courses</b>	
ASL 225 Introduction to Deaf Studies	1
ASL 400 ASL Skills for Interpreters	9
ITP 410 Business Relationship Ethics II	17
ITP 480 Interactive Interpreting	24
<b>Course Revisions</b>	
ITP 210 Application of Fingerspelling and Number Systems – <i>revise course prefix and title</i>	32
ITP 215 Professional Ethics and Issues in Interpreting – <i>add ASL 225 as prerequisite</i>	35
ITP 310 Interpreting in Private Practice – <i>revise course title and description</i>	38
ITP 320 Voice-to-Sign – <i>revise course description and title</i>	45
ITP 325 Sign-to-Voice Interpreting I – <i>revise title and description; remove ITP 115 as prerequisite</i>	53
ITP 370 Interpreting in Specialized Settings I – <i>revise course title</i>	62
ITP 420 Voice-to-Sign Interpreting II – <i>revise course description and title</i>	69
ITP 425 Sign-to-Voice Interpreting II – <i>revise course description and title</i>	77
ITP 430 Interpreting in Specialized Settings II – <i>revise course title</i>	85
ASL 301 American Sign Language V – <i>revise course description to add lab class</i>	92
ASL 302 American Sign Language VI – <i>revise course description to add lab class</i>	100
<b>Course Dropped</b>	
ITP 115 Heritage and Culture of the Deaf	110
<b>Program Revisions</b>	
Interpreter Training Program – <i>revise program title, revise course requirements within program, lower total curriculum requirements from 128 to 127 hours</i>	113
American Sign Language (ASL) Studies – <i>revise program description based on course revisions</i>	117

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**Health Sciences**

Associate Degree Nursing

	<u>Page</u>
<b>New Course</b>	
NUR 114 Nursing Concepts I	CHS 1
<b>Dropped Courses</b>	
NUR 112 Nursing Concepts I	CHS 17
NUR 116 Laboratory Application of Nursing Concepts I	
<b>Course Revision</b>	
NSC 300 Nursing Externship - <i>Change Prefix to NUR300 and move to ASN dept, also edit title and text to align with the current Kentucky Board of Nursing Language and guidelines</i>	CHS 18

Exercise and Sport Science

**Program Revision**

	<u>Page</u>
Physical Education B.S. - <i>correct catalog, PHE 415 is a requirement for the teaching option only and PHE 562 is in the core requirement for all options so it needs to be removed from the option area for fitness and wellness. Correct free electives for fitness and wellness.</i>	CHS 20

Health Promotion and Administration

**New Course**

HSA 450 Healthcare Information Systems Development – <i>create course for new certificate program</i>	CHS 22
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Occupational Therapy

**Course Revisions**

OTS 880 Research in Occupational Therapy – <i>drop prerequisite</i>	CHS 26
OTS 834 Advanced Dimension of Occupation OBP: V – <i>update course description</i>	CHS 51
OTS 853 Leadership and Human Services – <i>update description to reflect the course as requirement in proposed OTD program</i>	CHS 56

**New Courses**

The following new course proposals are core course requirements in the proposed OTD program:

OTS 901 OTD Leadership Seminar I	CHS 61
OTS 902 OTD Leadership Seminar II	CHS 66
OTS 903 OTD Leadership Seminar III	CHS 70
OTS 904 OTD Leadership Seminar IV	CHS 74
OTS 905 OTD Practicum	CHS 79
OTS 910 Policy Analysis for Occupational Therapy	CHS 84
OTS 911 Applied Research for Occupational Therapy	CHS 89
OTS 912 Evidence-based practice for Occupational Therapy	CHS 94
OTS 913 Educational Practices for Occupational Therapy	CHS 99

**Arts and Sciences**

Anthropology, Sociology, & Social Work

**New Course**

SOC 322 Sociology of Mass Media - <i>add a course that has been taught as a special topics course</i>	<u>Page</u> ANSW 1
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Art & Design

**Course Revisions**

ART 313 Figure Painting - <i>Drop semester offering of fall and spring to spring only</i>	ARTD 1
ART 314 Painting Media - <i>Drop fall and spring semester offering to fall only</i>	ARTD 3
ART 383 Photography IV - <i>Change prerequisite from ART 381 to ART 382 and add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 5
ART 413 Advanced Painting - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 8
ART 414 BFA Painting - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 11
ART 423 Advanced Sculpture - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 14
ART 424 BFA Sculpture - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 17
ART 432 Printmaking V - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 20
ART 434 BFA Printmaking - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 23
ART 443 Jewelry and Metalsmithing V - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 26
ART 444 BFA Jewelry Metalsmithing - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 29

	<b>Page</b>
ART 472 Ceramics IV - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 32
ART 473 Ceramics V - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 35
ART 474 BFA Ceramics - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 474
ART 483 Photography V - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 41
ART 484 BFA Photography - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 44
ART 499 Senior Exhibition - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 47
DES 322 Interior Design Studio III - <i>Add prerequisite of admission in BFA program. Drop TEC 331 as a co-requisite.</i>	ARTD 50
DES 326 Interior Design Studio IV - <i>Add prerequisite of Major GPA 3.0 and statement admission in BFA program.</i>	ARTD 53
DES 352 Image Making - <i>Add prerequisite of Major GPA 3.0 and statement admission in BFA program</i>	ARTD 56
DES 353 Production of Graphic Design - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program.</i>	ARTD 59
DES 354 Typography II - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 62
DES 422 Interior Design Studio V - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 65
DES 426 Interior Design Studio VI - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 68
DES 450 Professional Practices in Graphic Design - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 71
DES 451 New Media - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 74
DES 453 Senior Workshop in Design - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 77
DES 454 BFA Graphic Design - <i>Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program</i>	ARTD 80
ART 312 Painting II - <i>To change “instructor approval” to “departmental approval” in to course. description</i>	ARTD 83
ART 562 Seminar in Art Criticism - <i>Change prerequisite Art History course prefix from ART to ARH.</i>	ARTD 85
ART 762 Seminar in Art Criticism - <i>Change prerequisite Art History course prefix from ART to ARH.</i>	ARTD 87
ARH 594 Italian Renaissance Art - <i>Change prerequisite Art History course prefix from ART to ARH.</i>	ARTD 89
ARH 595 Baroque and Rococo Art - <i>Change prerequisite Art History course prefix from ART to ARH</i>	ARTD 91
ARH 795 Baroque and Rococo Art - <i>Change prerequisite Art History course prefix from ART to ARH</i>	ARTD 93
DES 226 Interior Design Studio II - <i>The course is taught during the Spring semester. Changing the symbol for the semester the course is taught from I. to II.</i>	ARTD 95
DES 327 History of Design I - <i>Change the symbol for the semester the course is taught from II. to I. The course is taught during the Fall semester. Also the prefix for art history prerequisites and corequisites have changed from ART 390 and 391 to ARH 390 and 391.</i>	ARTD 96
DES 328 History of Interior Design II - <i>Change the symbol for the semester the course is taught from I. to II. The course is taught during the Spring semester.</i>	ARTD 98
<b>Editorial Revisions</b>	
Minor in Art (History) - <i>Change course prefix from ART to ARH</i>	ARTD 99
Minor in Art (Studio) - <i>Change course prefix from ART to ARH</i>	ARTD 100
Minor in Art (Teaching) - <i>Change course prefix from ART to ARH and eliminate dropped course listing and add approved course listing.</i>	ARTD 101
<b>Program Revisions</b>	
Art/Studio Options B.F.A - <i>Add a description of program objectives and degree requirements. Remove dropped courses and add approved courses. Add courses that are required but not listed.</i>	ARTD 102

Art B.A - *Correct typo errors, revise list of approved degree requirements, and include a description of objectives for degree program.* ARTD 108

Computer Science

**Course Revision**  
 CSC 550/750 Graphics Programming - *Change prerequisites from CSC 310 with a math course to CSC 316.* COSC 1, 5 Page

English & Theatre

**Course Revisions**  
 ENG 210 Enjoying Literature - *To prohibit students from receiving credit for both ENG 210 and the proposed ENG 210W course.* ENTH 1  
 ENG 212 World Literature - *To prohibit students from receiving credit for both ENG 212 and the proposed ENG 212W course.* ENTH 4  
 ENG 351 American Literature II - *Prohibit students from receiving credit for both ENG 351 and the proposed ENG 351W course* ENTH 7  
**Hybrid Course**  
 ENG 351W American Literature II ENTH 10  
**Program Revision**  
 English B.A. - *Change ENG 499 from a required course to an elective.* ENTH 23

Foreign Languages & Humanities

**Course Revisions**  
 FRE 301 Survey of French Literature I - *Add prerequisite to FRE 301 Survey of French Literature I* FRLH 1  
 FRE 302 Survey of French Literature II - *Add prerequisite to FRE 302 Survey of French Literature II* FRLH 5  
 FRE 310 Topics in French:\_\_\_\_\_ - *Revise course description to still include language and culture but not literary topics* FRLH 9  
**Dropped Courses**  
 FRE 400 French Literary Studies FRLH 13  
 FRE 401 French Language Studies  
**New Course**  
 FRE 312 French Literary Studies:\_\_\_\_\_ FRLH 15  
**Program Revisions**  
 French B.A - *Add requirement of GPA 2.75 in courses for French major, reduce required hours.* FRLH 25  
 Minor in French- *Change total required hours for French minor from 24 to 21 and reword recommended sequence of FRE courses.* FRLH 27  
 Spanish B.A. - *Add requirement of GPA 2.75 in courses for Spanish major, reduce required hours from 128 to 120, and delete recommendation for specific supporting courses.* FRLH 31

Geography & Geology

**Course Revision**  
 GEO 456 Geographic Image Interpretation – *Change course title.* GEOS 1  
**Dropped Courses**  
 GEO 101 Introduction to Geography GEOS 3  
 GEO 201 Historical Geography I: Pre-Industrial Era  
 GEO 202 Historical Geography II: Modern World  
**Editorial Revision**  
 Geology B.S. - *Correct errors in number of hours for supporting course requirements and free electives. Correct excluded blocks for general education requirements.* GEOS 4

Government

**Course Revision**  
 POL 551 Classical Political Theory - *To change catalog description: Students cannot receive credit for both POL 551 and POL 551W.* GOVN 1  
 POL 751 Classical Political Theory - *To prevent students from receiving credit for both POL 751 and PHI 551, PHI 551W, POL 551, POL 551W or PHI 751.* GOVN 12  
**Hybrid Course**  
 POL 551W Classical Political Theory GOVN 24

## History

<b>Course Revisions</b>	<b><u>Page</u></b>
HIS 246 World Civilizations I - <i>Change the title of HIS 246, World Civilizations I, to World Civilizations to 1500</i>	HIST 1
HIS 247 World Civilizations II - <i>To change the title of HIS 246, World Civilizations II, to World Civilizations since 1500</i>	HIST 3
<b>Program Revision</b>	
History B.A.- <i>Reduce the number of required electives from 46 to 38 hours.</i>	HIST 5

## Mathematics and Statistics

### **New Courses**

MAE 550 Teaching Mathematics in the Secondary School	MTST 1
MAE 750 Teaching Mathematics in the Secondary School	MTST 10
MAE 843 Teaching Math to Low Achievers	MTST 21
MAE 850 Trends and Materials in the Teaching of Mathematics	MTST 31

## Philosophy and Religion

### **Course Revisions**

PHI 551 Classical and Medieval Political Theory - <i>To change catalog language to ensure that students cannot receive credit for the W and non-W versions of the same course.</i>	PHRE 1
PHI 751 Classical and Medieval Political Theory - <i>To prevent students from receiving credit for both PHI 751 and PHI 551, PHI 551W, POL 551, POL 551W or POL 751.</i>	PHRE 12

### **Hybrid Course**

PHI 551W Classical and Medieval Political Theory	PHRE 24
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## ***Information Items***

### **Faculty Senate Update**

The following items were approved by the Faculty Senate at the November 30, 2009, meeting:

#### Curriculum Proposals

### **New Programs**

1. B.S. Animal Studies

### **New Certificate**

2. Certificate in Intelligence Studies (Undergraduate) – establish an Undergraduate, University-level certificate.
3. Post-Baccalaureate Health Information Management (HIM) Certificate

### **Program Revision – Reducing Hours Required to Graduate**

4. Computer Electronic Networking B.S. – decrease number of hours from 128 to 120 hours, Revise Program title and CIP Code, revise courses within the program, reduce free elective hours to 5-6, reduce Major Requirement hours from 42 to 40.

### **Program Revisions**

5. Honors Program – establish required courses for the program to be included in the program description/*Catalog* text
6. Occupational Science – revise and clarify progression and retention in the program
7. Moderate to Severe Disabilities Graduate Certificate – remove NSC 700 from MSD program and provide an option for students because the content is similar in SED 718 and OTS 715. Delete SED 240.
8. Minor in Computer Science – update minor with current course offerings
9. Minor in Interactive Media – update minor with current course offerings
10. Computer Science: Computer Security B.S. – change option title to better reflect course offerings
11. Computer Science: Interactive Multimedia B.S. – change option title to better reflect course offerings
12. Economics B.A. – add “or its equivalent” next to ECO 220 under Economics Core in current *Catalog*
13. Marketing B.B.A./PGM Option – remove MGT 320, 330, and OHO 362G as requirement

14. Industrial Technology B.S. – revise program title, revise course prefixes INT to AEM within program, revise required courses within program core, drop credits from general electives, suspend the Industrial Distribution Option.
15. Technology A.A.S. – revise course prefixes and course requirements in the program, reduce total number of hours in the Computer Electronics option from 44 to 39-40.

**Program Suspensions**

16. Director of Special Education Alternate Certification
17. Special Education Learning and Behavior Disorders MAEd Alternative Certification



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TO: Council on Academic Affairs

FROM: *Deborah Whitehouse*  
Dr. Deborah Whitehouse, Associate Dean

SUBJECT: Agenda Items

DATE: December 3, 2009

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on December 17, 2009.

**Associate Degree Nursing**

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**New Course**

NUR114 To combine NUR116 and NUR112 Fall 2010 CHS 1-16

**Dropped Courses**

NUR112, 116 Combine NUR112 and 116 to create NUR114 Fall 2010 CHS 17

**Revision**

NSC300 Change Prefix to NUR300 and move to ASN dept, also edit title and text to align with the current Kentucky Board of Nursing Language and guidelines Summer 2010 CHS 18-19

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**Exercise and Sport Science**

**Program Revision**

Physical Education - Correct catalog from prior change. Spring 2010 CHS 20 - 21

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**Health Promotion and Administration**

**Course Revisions**

HSA450 Healthcare Information Systems Development  
Create course for NEW certificate program Fall 2010 CHS 22 - 25  
(Brought back with corrected syllabus)



## **Occupational Therapy**

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### **Course Revisions**

OTS880	Research in OT Drop prerequisite	Fall 2010	CHS 26 -27
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### ***NEW DOCTORATE PROGRAM FOR DISCUSSION***

### **New Program**

Doctorate in Occupational Therapy			
	Create a new Doctorate Program	Fall 2010	CHS 28 – 50

### **Course Revision**

OTS834	To update the course description of an existing course to fit with the proposed OTD program	Spring 2012	CHS 51 – 55
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OTS853	This is a core course in the OTD program and we needed to update the description to reflect that.	Spring 2012	CHS 56 – 60
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### **NEW Courses**

OTS901	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 61 – 65
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OTS902	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 66 – 69
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OTS903	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 70 - 73
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OTS904	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 74 – 78
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OTS905	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 79 - 83
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OTS910	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 84 – 88
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OTS911	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 89 - 93
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OTS912	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 94 – 98
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OTS913	This is a core course requirement in the proposed OTD Program.	Spring 2012	CHS 99 – 103
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# Checklist for Approval Process for Doctoral Degrees

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**Program Title:** Occupational Therapy Doctorate

**College/Department:** College of Health Sciences/Department of Occupational Therapy

## PHASE 1

Departmental Showcase and Program Review

EKU Program Review 2002-2003

Biannual Accreditation Council of Occupational Therapy Education (ACOTE) Review 2005, 2007, 2009

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## PHASE 2

### Graduate Council

Review Report from Departmental Showcase and Program Review

Review Faculty Qualifications

Review Scholarly Productivity, including Program's record and capacity for securing external funds

Review Existing Support (e.g., Library Resources, Staffing)

Review Proposed Admission Requirements

Review Proposed Exit Requirements/Competencies

Action Taken: OTD Courses and Program Proposal approved

Date: 10-30-2009 and 11-21-2009

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## PHASE 3

### Council on Academic Affairs

Review Proposed Program's Curriculum

Review External Reviewers' Report

Review Graduate Council's Analysis

Review Office of Institutional Effectiveness's Report

Action Taken: \_\_\_\_\_

Date: \_\_\_\_\_

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## PHASE 4

### Financial Planning Council/ Strategic Planning Council

- Review Council on Academic Affairs' Recommendation
- Review Proposal for Budgetary Considerations
- Review Proposal's Consistency and Appropriateness with EKU's Mission

Action Taken: \_\_\_\_\_

Date: \_\_\_\_\_

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## PHASE 5

### Faculty Senate

- Review Council on Academic Affairs' Recommendation
- Review Financial Planning Council's/Strategic Planning Council's Recommendation

Action Taken: \_\_\_\_\_

Date: \_\_\_\_\_

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### Provost Council

- Review Council on Academic Affairs' Recommendation
- Review Financial Planning Council's/Strategic Planning Council's Recommendation
- Review Faculty Senate's Recommendation

Action Taken: \_\_\_\_\_

Date: \_\_\_\_\_

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### President

- Review Faculty Senate's Recommendation
- Review Provost Council's Recommendation

Action Taken: \_\_\_\_\_

Date: \_\_\_\_\_

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**Board of Regents**

Review President's Recommendation for Proposed Program

Action Taken: \_\_\_\_\_

Date: \_\_\_\_\_

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**Council on Postsecondary Education**

Review President's Recommendation for Proposed Program

Action Taken: \_\_\_\_\_

Date: \_\_\_\_\_

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**(SACS) Southern Association of Colleges and Schools**

Review President's Recommendation for Proposed Program

Action Taken: \_\_\_\_\_

Date: \_\_\_\_\_

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**Program Implementation Date:** \_\_\_\_\_



## EASTERN KENTUCKY UNIVERSITY

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April 28, 2010

Dear Dr. Vice:

This letter is to summarize the Graduate Council's review of the proposal by the Department of Occupational Therapy in the College of Health Sciences for the Occupational Therapy Doctoral (OTD) program. The Graduate Council reviewed this proposal at their October 30, 2009 meeting by focusing on the proposed curriculum, faculty credentials and productivity, existing support, and the status of the current programs offered by the Department of Occupational Therapy. All the new courses for the program were approved at that meeting. The program with some minor revisions recommended by the graduate council was approved at the November 20, 2009 meeting.

The members of the Curriculum Subcommittee of the Graduate Council conducted a thorough review of the proposed curriculum and course syllabi to ensure compliance with the university standards regarding student learning outcomes and level of assessment.

The OTD proposal details the strength of the faculty in teaching, practice, and scholarship. Of the 17 tenured/tenure-track faculty members in the Department, 11 hold doctoral degrees and three have Ph.D.s in progress. There are seven doctoral faculty members with experience in school-based practice, which will be the initial focus of the OTD Program. Since 2000 EKU's Occupational Therapy Department has been collaborating with University of Kentucky in offering the inter-university Ph.D. in Rehabilitation Sciences. Faculty Members of EKU's Occupational Therapy Department assisted in the design and founding of the Program. Currently, six Faculty Members of the Occupational Therapy Department hold the status of Full Graduate Faculty and one holds Associate Graduate Faculty status at the University of Kentucky. Faculty members of the EKU Occupational Therapy Department teach Ph.D. courses, advise Ph.D. students, and chair and serve on dissertation committees. The combination of teaching excellence, scholarship and practical experience has directly translated into student success in the programs offered by the department. The excellence of the Department was recently recognized by *U.S. News and World Report* with a ranking of 24<sup>th</sup> in the nation among occupational therapy graduate programs.

In order for the department to continue their current programs and add the new OTD program, they would need two additional faculty positions. No additional classroom space will be required since the program will be offered online with some onsite attendance required. The Department will request some additional library resources and online journals, to complement existing



resources. However, many already exist in the system to serve the needs of OTD students. 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 for faculty development in increased expertise in on-line instruction. Additionally, the Department is exploring an increased tuition rate for the OTD Program, which would help with funding. The Department will also seek federal funds for start up.

As required, the proposed program was reviewed by several outside reviewers. Maureen Freda Peterson, Chief Professional Affairs Officer of the American Occupational Therapy Association mentioned in her letter that: “The post-professional graduate level training provided in the proposed program will support occupational therapists in Kentucky and the surrounding states to achieve clinical specialization in school-based practice, undertake key roles in state and federal policy development, and become administrators in their local programs.” Dana W. Logsdon, Occupational and Physical Therapy Advisor for the Fayette County Public Schools said in her support letter: “The OTD program will provide an innovative delivery method for occupational therapists to expand their knowledge base in specialty areas greatly needed in school-based practice, while maintaining employment in their respective school systems.” Carl G. Mattacola Associate Professor and Director of the Rehabilitation Science Doctoral Program, Division of Athletic Training at University of Kentucky wrote: “While working with the ECU Occupational Therapy faculty, I have found them to be highly dedicated and well qualified to provide doctoral level education. The OTD program will provide Kentucky with occupational therapists who will be prepared to engage in evidence based practice and collaborative research, and who will be able to make substantive changes in current clinical practice through leadership roles.” Mike Miller, Program Consultant at Kentucky Department of Education wrote: “This program will help to address the need for therapists in rural areas and to address the culturally diverse needs of the population in the surrounding area... The training of occupational therapists in pediatrics, specially school-based practice is so important to our commonwealth.”

In conclusion, the Graduate Council has reviewed the faculty credentials, curriculum, resources, and overall soundness of the proposed OTD program and has unanimously approved it.

Sincerely yours,

Jaleh Rezaie, Ph.D.  
Associate Dean  
Graduate Education and Research  
Eastern Kentucky University





## EASTERN KENTUCKY UNIVERSITY

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Office of Academic Affairs  
Executive Director  
Institutional Effectiveness & Research  
Edward.Keeley@eku.edu

CPO 10A, 214 Coates Building  
521 Lancaster Avenue  
Richmond, KY 40475-3102  
(859) 622-8664 • FAX (859) 622-8257

December 15, 2009

Dear Provost Vice:

I have carefully reviewed the Assessment of Need which was prepared by the Department of Occupational Therapy in the College of Health Sciences for the proposed Doctor of Occupational Therapy (OTD). I have reviewed the complete proposal and particularly the Needs Assessment, Alignment with EKU's Mission and Strategic Plan, and Alignment with CPE's Key Indicators. The proposal does an excellent job of establishing demand for the proposed program and provides a well-reasoned justification for the proposed program. The needs assessment documents a strong marketability for the degree, particularly given the change in the Council for Occupational Therapy Education's requirements for post-baccalaureate degrees to practice as an occupational therapist.

The Department of Occupational Therapy makes an excellent case that there is a long-term significant demand for this program, and that the program will create a positive sustained benefit to our service region and the Commonwealth. The fact that Eastern offers the only occupational therapy educational programs within the higher education system of the Commonwealth is particularly compelling. Also, the fact that EKU's Occupational Therapy program is recognized by *U.S. News & World Report's* Top 25 Graduate Programs makes the program especially marketable.

I give my full recommendation to the Proposal and most particularly, the Assessment of Need and Marketability for the proposed Doctor of Occupational Therapy (OTD) at Eastern. Please feel free to contact me if you wish more detail or further information.

Sincerely,

A handwritten signature in blue ink that reads "E.J. Keeley".

Edward J. Keeley, Ph.D.  
Executive Director  
Institutional Effectiveness & Research



Steven L. Beshear  
Governor



Terry Holliday, Ph.D.  
Commissioner of Education

EDUCATION AND WORKFORCE DEVELOPMENT CABINET  
DEPARTMENT OF EDUCATION

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601  
Phone: (502) 564-4770 • [www.education.ky.gov](http://www.education.ky.gov)

September 24, 2009

Dr. Colleen Schneck  
Department of Occupational Therapy  
Dizney 103  
Eastern Kentucky University  
521 Lancaster Ave.  
Richmond, KY 40475

Dear Dr. Schneck:

I am writing this letter in support of the Eastern Kentucky University Occupational Therapy Department's proposal to develop a new post professional Occupational Therapy Doctorate (OTD) Program with emphasis in school based practice. There has been a long history of a shortage of occupational therapists with the specialized knowledge and skills to provide intervention in the schools in Kentucky. In addition therapists are needed to take the necessary leadership roles in state and federal policy development, and as administrators in the local districts to move the practice forward as needed to provide services for the children of Kentucky. This program will help to address the need for therapists in rural areas and to address the culturally diverse needs of the population in the surrounding area. The program will provide an innovative delivery method for occupational therapists to expand their knowledge while maintaining employment in the schools.

The Department of Occupational Therapy at Eastern Kentucky University stands as an exemplary institution. The University has an excellent collaborative relationship with the Kentucky Department of Education. The training of occupational therapists in pediatrics, specifically school-based practice is so important to our commonwealth. The University has been a major partner in making sure that specially designed instruction and related services is provided to the students in our schools.

Sincerely,

A handwritten signature in black ink that reads "Mike R. Miller".

Mike R. Miller, Program Consultant  
Kentucky Department of Education





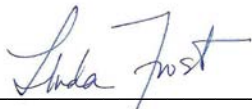
## EASTERN KENTUCKY UNIVERSITY

*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

**TO: Council on Academic Affairs**

**FROM:**   
\_\_\_\_\_  
**Dr. Linda Frost, Director**  
**EKU Honors Program**

**DATE: December 8, 2009**

**SUBJECT: Agenda items for 12-17-2009, Council on Academic Affairs Meeting**

The Honors Program submits the following hybrid course proposals and *Catalog* copy revisions for consideration at the December 17, 2009, meeting of the Council on Academic Affairs.

### **Hybrid Courses**

HON 304S Special Topics

HON 312S Special Topics

### **Course Revisions**

HON 304 Special Topics

HON 312 Special Topics



Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution.

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>NA</u> College <u>NA</u> *Course Prefix & Number <u>HON 304S</u> *Course Title ( <u>30 characters</u> ) <u>Special Topics</u> *Program Title <u>Honors Program</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: <u>Departmental Committee</u> <span style="float: right;"><u>NA</u></span> Departmental Committee <span style="float: right;"><u>NA</u></span> Graduate Council* <span style="float: right;"><u>NA</u></span> Council on Academic Affairs <span style="float: right;"><u>NA</u></span> Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <span style="float: right;"><u>12/17/09</u></span> Faculty Senate** <span style="float: right;"><u>NA</u></span> Board of Regents** <span style="float: right;"><u>NA</u></span> Council on Postsecondary Edu.*** <span style="float: right;"><u>NA</u></span>		Date <u>                    </u> <span style="float: right;"><u>                    </u></span> Date <u>                    </u> <span style="float: right;"><u>                    </u></span> Date <u>                    </u> <span style="float: right;"><u>                    </u></span> Date <u>                    </u> <span style="float: right;"><u>                    </u></span> Date <u>                    </u> <span style="float: right;"><u>                    </u></span> Date <u>                    </u> <span style="float: right;"><u>                    </u></span>
Is this a SACS Substantive Change? <b>Yes***</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 Create the service-learning course HON 304S.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

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

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**B. The justification for this action:** We will now offer a service learning course, HON 304S, that has not existed previously.

---

**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.)

**HON 304S Special Topics. (3) A.** A service-learning topics course meeting the goals of the Honors Program. A non-service-learning version of HON 304S may also be offered. Students may earn up to six hours from any combination of HON 304/304S, providing the topics differ. Gen. Ed. VII (QS).

**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)*
HON	304S	Fall 2010	AS _____ JS _____ BT _____ EM <u>X</u> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
<u>3</u>	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>HON 304</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>NA</u> College <u>NA</u> *Course Prefix & Number <u>HON 312S</u> *Course Title <u>(30 characters)</u> <u>Special Topics</u> *Program Title <u>Honors Program</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: <u>Departmental Committee</u> <span style="float: right;"><u>NA</u></span> Departmental Committee <span style="float: right;"><u>NA</u></span> Graduate Council* <span style="float: right;"><u>NA</u></span> Council on Academic Affairs <span style="float: right;"><u>NA</u></span> Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <span style="float: right;"><u>12/17/09</u></span> Faculty Senate** <span style="float: right;"><u>NA</u></span> Board of Regents** <span style="float: right;"><u>NA</u></span> Council on Postsecondary Edu.*** <span style="float: right;"><u>NA</u></span>		Date _____ Date _____ Date _____ Date _____ Date _____
Is this a SACS Substantive Change? <b>Yes</b> *** <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create the service-learning course, HON 312S. <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> We will now offer a service-learning course, HON 312S, that has not existed previously.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> None.  <b>Operating Expenses Impact:</b> None.  <b>Equipment/Physical Facility Needs:</b> None.  <b>Library Resources:</b> None.	

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

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

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

**HON 312S Special Topics. (3) A.** A service-learning topics course meeting the goals of the Honors Program. A non-service-learning version of HON 312S may also be offered. Students may earn up to six hours from any combination of HON 312/312S, providing the topics differ. Gen. Ed. VII (QS).

**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)*
HON	312S	Fall 2010	AS _____ JS _____ BT _____ EM <u>X</u> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
<u>3</u>	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>HON 312</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

**HONORS PROGRAM**  
**HON 304S/HON 312S**  
**CRN XXXXX**  
**3 credit hours**  
**Fall 2009**

### **Go Figure: Spinning Data into Argument**

**Instructor:** Dr. Lisa Kay  
**Office:** Wallace 308/Case Annex 378  
**Mailbox:** Wallace 313  
**Phone:** 622-1621  
**E-mail address:** [Lisa.Kay@eku.edu](mailto:Lisa.Kay@eku.edu)  
**Office hours:** Tues. and Thurs. 1-3  
or by appointment

Dr. Susan Willis  
Burrier 206  
Burrier 102  
622-1168  
[Susan.Willis@eku.edu](mailto:Susan.Willis@eku.edu)  
Mon. and Wed. 8-10  
or by appointment

#### **Catalog Description:**

HON 304S/HON 312S Special Topics. (3). A. A service-learning topics course meeting the goals of the Honors Program. A non-service-learning version of HON 312S and HON 304S may also be offered. Students may earn up to six hours from any combination of HON304/HON 304S or HON 312/312S, providing the topics differ. Gen. Ed. VII (QS or SBS).

#### **Topic:**

This seminar will serve as the basis for a service-learning project. Service learning is described as an academic experiential educational method in which students participate in an organized service activity that meets community needs and in reflection on the service activity in such a way as to:

- gain further understanding of course content
- develop critical thinking skills, and
- develop an enhanced sense of civic responsibility.

The service learning project will focus on the collection, analysis and presentation of data for community agencies and organizations in support of their missions, long- and short-range plans.

#### **Textbooks:**

Paul, R., & Elder, L. (2006). *How to detect media bias & propaganda*, 3<sup>rd</sup> ed. Dillon Beach, CA: Foundation for Critical Thinking.

Rossman, A.J., & Chance, B.L. (1998). *Workshop statistics*, 2<sup>nd</sup> ed. New York: Springer.

Zachariah, T.M., Larson, S., and Dewar, J.M. (2006). *Quantitative literacy through community-based group projects*. (Excerpts of projects.)The SENCER Model Series 2006.

Web sites, online newspapers and supplemental readings posted on Blackboard

#### **General Education Goals and the Course:**

Students will be able to . . .

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (General Education Goal 2).
- Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities (General Education Goal 4).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education Goal 7).
- Integrate statistical knowledge that will deepen their understanding of, and will inform their own



choices about, issues of personal and public importance (General Education Goal 8). In particular, the General Education Objectives for achieving General Education Goal 2 in this course include the following:

- Using mathematical methods to state and solve quantitative problems, including those stated in verbal form.
- Using numerical and graphical data to make reasonable and valid conclusions.
- Applying mathematical methods to real-life problems.

**Course-Specific Student Learning Outcomes:**

- 1) Students will demonstrate their ability to read, understand, and critique media information that makes use of statistics.
- 2) Students will demonstrate their understanding that statistics and mathematics are useful in evaluating and developing arguments.
- 3) Students will evaluate the quality of information.
- 4) Students will think critically about community issues.
- 5) Students will use statistics and other mathematical concepts to present and support complex arguments.
- 6) Students will apply course concepts and materials to the solution of community problems through the activity of collecting and interpreting data for decision-making.
- 7) Students will demonstrate the ability to gather, synthesize, and critically analyze information and present it in a well-written format.
- 8) Students will demonstrate understanding of statistics and advocacy and their relationship to other areas of human concern.
- 9) Students will verbally articulate complex information in an interesting presentation.

To achieve these objectives, students will participate in discussion projects that highlight civic interests, particularly those pertinent to campus and the community. Students will read the *Richmond Register* and the *New York Times* to identify articles that utilize numerical argument in examining civic concerns. Early in the semester, students will choose a topic for a semester-long service-learning group project based on their interest, local resources, and instructor guidance. Service projects will involve students in work that directly relates to class objectives, i.e., collecting, analyzing, and presenting data in forms useful to the Community Partners.

Since students will work in groups, and enrollments will vary, the number of Community Partners will also vary. Examples of agencies and organizations with which students might work are Hope’s Wings, Kentucky River Foothills, the family court system, Humane Society of Madison County, the Madison County School System, the city’s departments of Economic Development, Parks and Recreation, Planning and Zoning, and Transportation, local civic organizations and the Chamber of Commerce.

**Class Requirements and Points:**

- |  |                   |
|--|-------------------|
| • In-class assignments                     | 100 points        |
| Attendance                                 |                   |
| Group work, evaluations                    |                   |
| Discussion projects                        |                   |
| In-class writing                           |                   |
| In-class problems                          |                   |
| • Homework                                 | 100 points        |
| • Quizzes on reading and statistics        | 200 points        |
| • Completion of 15 service hours in agency | 100 points        |
| • Series of reflective papers              | 200 points        |
| • Exam(s)                                  | 200 points        |
| • Service Project                          | <u>600 points</u> |

Identification of community partners  
Identification of needed data  
Quality of data produced  
Graphical presentation of data  
Presentation of project

**Total** 1500 points

**Course Policies and Grading Procedure:**

1. **Class Activities and Participation:** Attendance and participation are essential. This category may include group activities, discussion, homework, reading quizzes, short essays, or other in-class activities. Students are expected to read all assignments prior to class and participate in discussions.
2. **Late Work:**
  - Make-up quizzes and exams will be given only for university excused absences or absences deemed reasonable by the instructors; documentation is required.
  - Any exam or quiz missed without a valid excuse will be assigned a grade of zero; ten percent of the grade will be deducted from late assignments every class period from the due date. Arrangements to make up a missed quiz or exam should be made within one week of the quiz or exam if possible.
  - Assignments are due at the start of class on the due date. Any submission after that time is late.
  - Late assignments will be accepted only for university excused absences or reasons deemed acceptable by the instructors; documentation should be provided.
3. **Attendance Policy:**

Regular class attendance is essential. Unexcused absences for more than 10% of the regularly scheduled class meetings will result in a lowered course grade. The instructors may excuse an absence only when the student presents an adequate and/or documented excuse. Such reasons include circumstances beyond the student's control, such as personal illness, critical illness or death in the immediate family, or participation in university-sponsored activities. Very few other circumstances qualify. Students will be held responsible for announcements made in class.
4. **Grading Scale:**

A:	90%-100%
B:	80%-89%
C:	70%-79%
D:	60%-69%
F:	0%-59%
5. **Academic Honesty and Responsibility:**
  - Academic dishonesty will not be tolerated. Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.
  - Students guilty of academic dishonesty in this course will receive a grade of "F" on applicable assignments and/or for the course grade. 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 failing course grade.
  - Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may be barred from attending class and may receive a failing course grade.
  - Grades are not given out over the phone. They may be posted on Blackboard.
  - During class, all cell phones and pagers must be turned off or set in a silent mode and be put away. Students using their phones for any purpose during class time will surrender their phones

to the instructor, to be returned at the end of class.

- During resource-limited activities, such as in-class exams, students may not use the calculator function of a wireless communication device such as a cell phone or PDA.

**Last day to withdraw from this course: XXXXX**

**Student progress:** Mid-term grades will be available online by **XXXXX**

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

**Course Schedule:** Should events require the alteration of this schedule, a current course schedule can be found on Blackboard under Course Information.

WEEK	SAMPLE TOPIC AREAS	SAMPLE WEEKLY ACTIVITIES AND ASSIGNMENTS	SAMPLE READING ASSIGNMENTS	ADDITIONAL READINGS
1	Lies, half-truths and propaganda	Media homework assignments	Paul and Elder, 2-26	Kline, Factifuging (Bb)
2	What is a statistic? Variables and distributions; introduction to community agencies	Homework, lab assignments with software for organizing, collecting and analyzing data	Rossman and Chance, chapters 1-3	Websites (stats.org, dartmouth.edu/~chance/index.html)
3	Identifying local problems; how to interpret percentages and ratios	Phone interviews and guest speakers	Local newspapers and information sources	Websites of social action foundations and local agencies
4	Measures of central tendency; use and misuse; developing numerical support	Stage 1 of project due	Rossman and Chance, chapter 4	Media sources
5	Measures of variability; evaluation of sources	Home work and in-class group work	Rossman and Chance, chapter 5	
6	Sampling and surveys	In-class work and homework	Rossman and Chance,	Bb articles

			<b>chapters 12 and 13</b>	
7	<b>Locating alternative sources of information</b>	<b>In-class activities</b>	<b>Paul and Elder, 26-46</b>	
8	<b>Graphs, charts and their interpretation; relationships between variables</b>	<b>Stage 2 of project due</b>	<b>Rossman and Chance, Chapter 8 and 9</b>	<b>Bb articles</b>
9	<b>Technical writing and citation; preparing visual representations of data</b>	<b>In-class assignments, homework</b>		<b>Bb articles</b>
10	<b>Inference</b>	<b>Project work in class</b>	<b>Rossman and Chance, topics 19-22</b>	
11	<b>Argument and counterargument ; drawing conclusions</b>	<b>In-class assignments, homework</b>		<b>Handouts</b>
12	<b>Oral arguments</b>	<b>Stage 3 of project due</b>		
13		<b>Rehearse presentations</b>		
14	<b>Presentations</b>	<b>Stage 4 of project due</b>		
15	<b>Presentations</b>			
16	<b>Exam</b>			

### Project Stages and Timeline

#### Stage 1. **Background Investigation:** Due Week 4

Submit a short written proposal for your project idea stating:

- The purpose/focus of the project
- The agency or organization in which you will perform service work in support of your project. Who will be the contact for this work?
- How your project will benefit the community.
- The mathematical and statistical skills the project will require.
- Background reading for the development of your argument. Five references minimum, in APA format.
- Group members and the evaluation of their work on Stage 1.
- The first of three one-page reflections from each group member on the process and their learning. This reflection should include a time record of service committed to the CP project during the first four weeks of the semester.

**Stage 2. Collecting the Evidence:** Due Week 8

- Gather data, information, and other evidence specific to the needs of your client using knowledge gained from this course. You may consider designing a survey, holding focus groups, conducting interviews or presenting a case study to develop data you need but cannot locate from other sources.
- Turn in copies of any survey instruments together with a description of your proposed sampling method.
- Submit copies of raw information gathered from archived sources, other supporting documents, and data collection forms.
- Submit copies of any notes or calculations.
- Submit a minimum of 25 note cards with quantitative information to be used in answering the agency's question or supporting its position. Some information may come from your reading; additional information should come from local sources.
- Submit an evaluation of group work on Stage 1.
- The second of three one-page reflections from each group member on the process and their learning, to include the student's time record of service committed to the CP project during the second four weeks of the semester.

**Stage 3. Action, Analysis, Conclusion:** Due Week 12

- Submit a copy of all of the data collected, calculations performed, and resulting graphics. These calculations might include such measures as means, medians, modes, standard deviations, proportions, point estimates, measures of variability, and confidence intervals for means or proportions. Give sources for the data and clearly state any assumptions made for the calculations.
- Submit a brief statement of your conclusion.
- Submit an evaluation of group work on Stage 3.
- Submit the last of three one-page reflections from each group member on the process and their learning, including the time record of students' service to the CP project between weeks 8 and 12.

**Stage 4. Response/Dissemination:** Due Week 14

- Prepare a PowerPoint presentation to be made to an "authentic" audience, consisting of the CPs and other individuals selected to contribute meaningfully to the discussion that will follow the presentation. The findings will be posted on Bb, including complete citations in APA form, and presented to the CP.
- Develop an active response to your findings. This response might include a set of formal recommendations to the agency, a letter to a newspaper or a legislator, or a presentation for an undergraduate research conference.
- Submit a final evaluation of group work on project.
- Submit a summary reflective paper on project process and resultant learning (3-5 pages).



**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>NA</u> College <u>NA</u> *Course Prefix & Number <u>HON 304</u> *Course Title ( <u>30 characters</u> ) <u>Special Topics</u> *Program Title <u>Honors Program</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee _____ 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 <u>NA</u> Approved <input checked="" type="checkbox"/> Disapproved _____ 12/17/09 General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> TCAC Committee <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add equivalent course information to <i>Catalog</i> description for HON 304 to reflect creation of new course HON 304S.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b> <i>Catalog</i> description needs to be updated to reflect new service-learning course and give students information regarding course equivalency.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None.</p> <p><b>Operating Expenses Impact:</b> None.</p> <p><b>Equipment/Physical Facility Needs:</b> None.</p> <p><b>Library Resources:</b> None.</p>	

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

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

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

**New or Revised\* Catalog Text**

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

**HON 304 Special Topics. (3) A.** A topics course meeting the goals of the Honors Program. A service-learning version of HON 304 may also be offered. Students may earn up to six hours from any combination of HON 304/304S, providing the topics differ. ~~May be retaken with different topics to a maximum of six hours.~~ Gen. Ed. VII (QS).



**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)*
HON	304	Fall 2010	AS _____ JS _____ BT _____ EM <input checked="" type="checkbox"/> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
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**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>HON 304S</u>
Course Prefix and No.	
Course Prefix and No.	

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)X	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		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>NA</u> College <u>NA</u> *Course Prefix & Number <u>HON 312</u> *Course Title ( <u>30 characters</u> ) <u>Special Topics</u> *Program Title <u>Honors Program</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee _____ 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 <u>NA</u> Approved <input checked="" type="checkbox"/> Disapproved _____ 12/17/09 General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> TCAC Committee <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add equivalent course information to <i>Catalog</i> description for HON 312 to reflect creation of new course HON 312S.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b> <i>Catalog</i> description needs to be updated to reflect new service-learning course and give students information regarding course equivalency.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None.</p> <p><b>Operating Expenses Impact:</b> None.</p> <p><b>Equipment/Physical Facility Needs:</b> None.</p> <p><b>Library Resources:</b> None.</p>	

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

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

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

**New or Revised\* Catalog Text**

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

**HON 312 Special Topics. (3) A.** A topics course meeting the goals of the Honors Program. A service-learning version of HON 312 may also be offered. Students may earn up to six hours from any combination of HON 312/312S, providing the topics differ. ~~May be retaken with different topics to a maximum of six hours.~~ Gen. Ed. VII (QS).

**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)*
HON	312	Fall 2010	AS _____ JS _____ BT _____ EM <input checked="" type="checkbox"/> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

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

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

Test Scores \_\_\_\_\_

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

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

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

Test Scores \_\_\_\_\_

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

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

Course Prefix and No. \_\_\_\_\_ HON 312S

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)			



# EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

College of Business and Technology  
Office of the Associate Dean

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TO: Council on Academic Affairs  
  
FROM: Dr. Ed Davis, Associate Dean  
College of Business & Technology  
  
DATE: December 1, 2009  
  
SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College Business & Technology's Curriculum Committee at the next CAA meeting on December 17, 2009:

**COMM:**

1. Course Revision(s)

Course	Revision	Page Numbers
JOU 305, Feature Writing	To change prerequisite on JOU 305 by deleting ENG 101 and 102 (or 105).	COMM 1-3

2. Program Revision(s)

Program	Revision	Page Numbers
Public Relations, B.A.	To change the number of hours to required to graduate from 128 to 120 in PUB BA Degree by reducing the number of <b>free</b> electives.	COMM 4-5

**MMAC:**

1. Course Revision(s)

Course	Revision	Page Numbers
MKT 309, Integrated Marketing Communications	Remove the statement "Cross listed as COM 309 and TEC 309" and "Credit will not be awarded to students who have credit for COM 309 or TEC 309."	MMAC 1-3
MKT 401, Internet Marketing	Change the prerequisites of MKT 401 by adding "or MKT 301."	MMAC 4-6



**MMAC Continued:**

## 2. Program Revision(s)

<b>Program</b>	<b>Revision</b>	<b>Page Numbers</b>
Office Systems and Technologies (AAS) (TEXT)	Add the Office Systems and Technologies (A.A.S.) to the text on page 98, item 6 in the 2009-2010 Undergraduate Catalog.	MMAC 7-8
Office Systems and Technologies (A.A.S.)	Add the following: A grade of “C” or better is required for the Office Systems and Technologies (AAS) Supporting Course and Major Requirements. Delete the following: ACC 250 (1) from the Supporting Course Requirements and 3 hours from the Free Electives lowering the total degree hours to 60 hours.	MMAC 9-10
Business and Marketing Education/Teaching (BS)	Delete ACC 250 (1) from the Major Requirements lowering the total degree hours to 127.	MMAC 11-12

**TECH:**

## 1. Drop Course(s)

<b>Course</b>	<b>Revision</b>	<b>Page Numbers</b>
TEC 309, Integrated Marketing Communication	Drop TEC 309 from the <i>undergraduate Catalog</i>	TECH 1-2

## 2. Course Revision(s)

<b>Course</b>	<b>Revision</b>	<b>Page Numbers</b>
TEC 255, Web Publishing	Delete “A” in semester offerings.	TECH 3-5
TEC 355, Web Animation	Change course description to reflect course content changes.	TECH 6-8

## 3. Program Revision(s)

<b>Program</b>	<b>Revision</b>	<b>Page Numbers</b>
Graphic Communications Management (BS)	Decrease total required hours from 128 to 120 by reducing hours from Free Electives and 3 hours from GCM 349. Drop CSC 160 and the option of ACC 202 or ECO 300 or MGT 301 or MKT 301, and require both MGT 301 and MKT 301. Add MGT 330.	TECH 9-10
Minor in Computer Electronics Technology	Change prefixes for networking & security related courses from “EET” to “NET”. Drop EET 254 as a required class. Add EET 251 as a required class. Offer a selection between EET 351 (Programmable Logic Controllers) and NET 354 (Microcomputer & Network Security) formerly EET 354.	TECH 11-12



# Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

## Part I

(Check one)	Department Name	Communication	
<input type="checkbox"/> New Course (Parts II, IV)	College	Business and Technology	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	JOU 305	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Feature Writing	
<input type="checkbox"/> New Program (Part III)	*Program Title		
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	Date	Date
Departmental Committee	10/30/09	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	11/16/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12/17/09
General Education Committee*	N/A	Faculty Senate** N/A
Teacher Education Committee*	N/A	Board of Regents** N/A
		Council on Postsecondary Edu.*** N/A

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 Change prerequisite on JOU 305 by deleting ENG 101 and 102 (or 105).

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

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

---

**B. The justification for this action:**  
 To simplify the prerequisite listing. ENG 101 and 102 are already prerequisites for COM 201, which is the prerequisite for JOU 305.

---

**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

COMM 1

**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 305. Feature Writing. (3) I, II. Prerequisites: ~~ENG 101 and 102 (or 105)~~, and COM 201 or permission of instructor. Writing and submitting articles for publication in newspapers and magazines. Involves studying requirements of periodicals to which sale is attempted and free-lancing methods in general.



**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	305	Fall 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 101 and 102 (or 105), and COM 201 or permission of instructor.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

**Part I**

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name Communication	
<input type="checkbox"/> Course Revision (Parts II, IV)	College Business & Technology	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	
<input type="checkbox"/> New Program (Part III)	*Program Title Public Relations BA	(Major <u>  x  </u> , Option <u>  </u> ; Minor <u>  </u> ; or Certificate <u>  </u> )
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>			<u>Date</u>
Departmental Committee	10/30/09	Graduate Council*			N/A
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs			
College Curriculum Committee	11/16/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>			12/17/09
General Education Committee*	N/A	Faculty Senate**			1/11/10
Teacher Education Committee*	N/A	Board of Regents**			4/19/10
		Council on Postsecondary Edu.***			
<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.)  
Change the number of hours required to graduate from 128 to 120 in PUB BA Degree by reducing the number of free electives.

**A. 2. Effective date:** (Example: Fall 2001)  
Fall 2010

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

---

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

Widespread discussions have occurred across Eastern Kentucky University's campus regarding the need for students to be able to graduate with a basic undergraduate degree in 4 years by taking a full load (15 credits/semester). This action within the Public Relations program would align us with many of our peers nationally who are seeking to achieve the same outcome. We are able to make this change while maintaining the integrity of our program. By reducing free electives by 8 credit hours and maximizing the material in the major classes students will be able to achieve this goal.

---

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

**Personnel Impact:**  
None

**Operating Expenses Impact:**  
None

**Equipment/Physical Facility Needs:**  
None

**Library Resources:**  
None

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

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

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

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

BTO 100.

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

Standard General Education program excluding block VB and block VC. 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).

**Supporting Course Requirements.....21 hours**

COM 420, ECO 130 or 230 or 231, JOU 320 or PUB 320, MGT 301 or BEM 425, POL 101 and six hours from the following courses: COM 301, 309, 325, 390, 425, GCM 211, JOU 412 or PUB 412, MKT 301, PUB 385, 480, or 520.

**Free Electives.....18 26 hours**

**Major Requirements.....38 hours**

BEM 295 (4); 375, COM 200, 201, 405, JOU 305, 325 or TEC 313, PUB 375, 380, 470 (1) or 349 (1), 475, 490 (4), and 491 (2).

**Total Curriculum Requirements.....120 128 hours**

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

**Part I**

(Check one)	Department Name	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MKT 309
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title ( <u>30 characters</u> )	Integrated Marketing Communications
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	November 6, 2009	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	November 16, 2009	Approved x Disapproved	12/17/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 Remove the statement "Cross listed as COM 309 and TEC 309" and "Credit will not be awarded to students who have credit for COM 309 or TEC 309."  
**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010  
**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)  
 N/A

**B. The justification for this action:**  
 MKT 309 is no longer offered as "team taught".

**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.)

**MKT 309 Integrated Marketing Communications. (3) A.** ~~Cross listed as COM 309 and TEC 309.~~ A course covering the theories, strategies, and skills of Integrated Marketing Communication, with a special emphasis on applying IMC to the Internet and World Wide Web (WWW). ~~Credit will not be awarded to students who have credit for COM 309 or TEC 309.~~

**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)*
MKT	309	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
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.	<del>Cross listed as COM 309 and TEC 309</del>
Course Prefix and No.	<del>Credit will not be awarded to students who have credit for COM 309 or TEC 309.</del>
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	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MKT 401
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title ( <u>30 characters</u> )	Internet Marketing
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	November 6, 2009	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	November 16, 2009	Approved x Disapproved	12/17/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
Change the prerequisites of MKT 401 by adding "or MKT 301".

**A. 2. Effective date:** (Example: Fall 2001)  
Fall 2010

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

---

**B. The justification for this action:**  
Change needs to be the same as the other prerequisites for the Marketing Electives.

---

**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.)

**MKT 401 Internet Marketing. (3) A.** Prerequisite: MKT 300 or 301. Survey, analysis, and evaluation of current trends and issues in marketing in computer mediated environments, including how the marketing mix is adapted strategically to the Internet and World Wide Web, intranets, and other electronic forms.



**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)*
MKT	401	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisite: MKT 300 <u>or</u> 301.
Course Prefix and No.	

**Test Scores**

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

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

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

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

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

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

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

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

**Part I**

<b>(Check one)</b>	<b>Department Name</b>	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	<b>College</b>	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	<b>*Course Prefix &amp; Number</b>	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	<b>*Course Title (30 characters)</b>	_____
<input type="checkbox"/> Course Dropped (Part II)	<b>*Program Title</b>	Office Systems and Technologies (A.A.S.) (Text)
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	<b>*Provide only the information relevant to the proposal.</b>	

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	November 6, 2009	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	November 16, 2009	Approved <input checked="" type="checkbox"/> Disapproved	12/17/09
General Education Committee*	N/A	Faculty Senate**	1/11/10
Teacher Education Committee*	N/A	Board of Regents**	4/19/10
		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 the Office Systems and Technologies (A.A.S.) to the text on page 98 item 6 in the 2009-2010 Undergraduate Catalog.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

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

**B. The justification for this action:**  
 Correction required to include the A.A.S. degree in Office Systems and Technologies to reflect a "C" or better for the Supporting Course and Major Requirements.

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

**Personnel Impact:**  
 None

**Operating Expenses Impact:**  
 None

**Equipment/Physical Facility Needs:**  
 None

**Library Resources:**  
 None

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

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

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

#### Page 98 of the 2009-2010 ECU *Undergraduate Catalog*

#### **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 25percent of the total hours applied toward a degree may be earned via correspondence or telecourse instruction, military credit, or credit by examination.
3. To ensure the integrity of business programs to provide a sound overall educational experience, not more than 50 percent of undergraduate course work shall be completed in the *EKUBusiness* 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. Decisions to allow students to take more than 50% of undergraduate course work within *EKUBusiness* will be made judiciously.
4. At least 50 percent of the business course credit hours required for the BBA and BS Insurance degrees must be completed at ECU.
5. The 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 AAS program, the BBA programs, and the B.S. in Insurance degree in the following courses: (See specific degree requirements for each major)

#### **Associate of Applied Science in Office Systems and Technologies**

#### **AAS Business Requirements**

**AAS Supporting Course Requirements:** ACC 201, 202; ECO 230 or 231; GBU 204; CCT 349 or ECO 230 or 231.

**AAS Major Requirement Courses:** CCT 101, 106 (1), 200, 201, 250, 280, 290, 302, 303, 310.

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

**Part I**

(Check one)	Department Name	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Office Systems and Technologies (A.A.S.)
<input type="checkbox"/> New Program (Part III)		(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u> )
<input checked="" 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	November 6, 2009	Graduate Council* <span style="float: right;">N/A</span>
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <span style="float: right;">12/17/09</span>
General Education Committee*	N/A	Faculty Senate** <span style="float: right;">1/11/10</span>
Teacher Education Committee*	N/A	Board of Regents** <span style="float: right;">4/19/10</span>
		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 the following: A grade of "C" or better is required for the Office Systems and Technologies (A.A.S.) Supporting Course and Major Requirements. Delete the following: ACC 250 (1) from the Supporting Course Requirements and 3 hours from the Free Electives lowering the total degree hours to 60 hours.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

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

**B. The justification for this action:**  
 Office Systems and Technologies (A.A.S.) degree majors require a "C" or better in their Supporting Course and Major Requirements. The ACC 250 will not be required as a "Supporting Course" for this major.

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

**Personnel Impact:**  
 None

**Operating Expenses Impact:**  
 None

**Equipment/Physical Facility Needs:**  
 None

**Library Resources:**  
 None

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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.)

**Associate Degree**

**Office Systems and Technologies (A.A.S.)**

*CIP Code: 52.0401*

Office Systems and Technologies (A.A.S.) degree majors require a "C" or better in their Supporting Course and Major Requirements.

<b>University Requirement</b> .....	<b>1 hour</b>
BTO 100.	
<b>General Education Requirements</b> .....	<b>15 hours</b>
ENG 101, 102, three hours of Humanities, three hours of Math or Science, CMS 100 <u>or 210</u> .	
<b>Free Electives (non business)</b> .....	<b>4 <u>1</u> hours</b>
<b>Business Requirements</b>	
<b>Supporting Course Requirements</b> .....	<b><del>16</del> <u>15</u> hours</b>
ACC 201, 202, <del>250</del> ; ECO 230 or 231; GBU 204; CCT 349 or ECO 230 or 231.	
<b>Major Requirements</b> .....	<b>28 hours</b>
CCT 101, 106 (1 hour), 200, 201, 250, 280, 290, 302, 303, 310.	
<b>Total Curriculum Requirements</b> .....	<b><del>64</del> <u>60</u> hours</b>

**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 Management, Marketing & Administrative Communication <hr/> College Business & Technology <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Business and Marketing Education/Teaching (B.S.) (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	November 6, 2009	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	<b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	November 16, 2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12/17/09
General Education Committee*	N/A	Faculty Senate**	1/11/10
Teacher Education Committee*	November 24, 2009	Board of Regents**	4/19/10
		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.)  
 Delete ACC 250 (1) from the Major Requirements lowering the total degree hours to 127.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

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

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**B. The justification for this action:**  
 ACC 250 will not be required as a Major 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 ~~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.)

**Business and Marketing  
 Education/Teaching (B.S.)**  
*CIP Code: 13.1303*

<b>University Requirement</b> .....	<b>1 hour</b>
BTO 100.	
<b>General Education Requirements</b> .....	<b>36 hours</b>
Standard General Education program, excluding general education blocks II, VB, and VII(QS). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
<b>College Requirement: Professional Skills Seminar</b>	
BTS 300 (CR) and BTS 400 (CR).	
<b>Supporting Course Requirements</b> .....	<b>12 hours</b>
MAT 107 or 211; ECO 230, 231; CIS 212 or CSC 104.	
<b>Free Electives (non-business)</b> .....	<b>2 hours</b>
<b>Teacher Education Requirements</b> .....	<b>31 hours</b>
EDF 103, 203, 319, 413, ESE 490, 499, 573 and SED 401.	
<b>Business Core</b> .....	<b>15 hours</b>
CIS 300, FIN 300, GBU 204, MGT 300, and QMB 200.	
<b>Major Requirements</b> .....	<b><del>31</del> <u>30</u> hours</b>
ACC 201, 202, <del>250</del> , CCT 101, 200, 201, 302, 570; MKT 300; MGT 340 and three hours from MKT 304, 310, 320 or 400.	
<b>Total Curriculum Requirements</b> .....	<b><del>128</del> <u>127</u> hours</b>

**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>Technology</u> College <u>Business &amp; Technology</u> *Course Prefix & Number <u>TEC 309</u> *Course Title ( <u>30 characters</u> ) <u>Integrated Marketing Communication</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>11/6/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Approved <u>x</u> Disapproved _____ <u>12/17/09</u>
College Curriculum Committee <u>11/16/2009</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <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.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop TEC 309 from the <i>Undergraduate Catalog</i> . <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) NA	
<b>B. The justification for this action:</b> The course has not been taught in the past several semesters and needs to be dropped from the <i>Undergraduate Catalog</i> .	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> None <b>Operating Expenses Impact:</b> None <b>Equipment/Physical Facility Needs:</b> None <b>Library Resources:</b> None	



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

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

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

~~**TEC 309 Integrated Marketing Communications. (3). A.** Cross listed as MKT 309 and COM 309. A course covering the theories, strategies and skills of Integrated Marketing Communication, with a special emphasis on applying IMC to the Internet and the World Wide Web (WWW). Credit will not be awarded to students who have credit for MKT 309 or COM 309.~~

**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	Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business and Technology
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	TEC 255
<input type="checkbox"/> Course Dropped (Part II)	*Course Title ( <u>30 characters</u> )	Web Publishing
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	11/6/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	11/16/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12/17/09
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.)  
Delete "A" in semester offerings.

**A. 2. Effective date:** (Example: Fall 2001)  
Fall 2010

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

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**B. The justification for this action:**  
This course has been taught online for a few years; this is to update the college catalog.

---

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

**Personnel Impact:**  
None

**Operating Expenses Impact:**  
None

**Equipment/Physical Facility Needs:**  
None

**Library Resources:**  
None

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

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

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

TEC 255 Web Publishing. (3) I, ~~A~~. A basic course in using current Web standards to prepare content for the World Wide Web that includes HTML, XHTML and Cascading Style Sheets. 2 Lec/2 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
TEC	255	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	TECH
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)	
<u>B</u>			FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

**Part I**

(Check one) New Course (Parts II, IV)	Department Name Technology	
<input type="checkbox"/> Course Revision (Parts II, IV)	College Business and Technology	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number TEC 355	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters) Web Animation	
<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	11/6/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	11/16/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12/17/09
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 course description to reflect course content changes.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

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

**B. The justification for this action:**  
 Changing course content to keep the course up-to-date with current technology.

**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.)

TEC 355 Web Animation. (3) II. Prerequisite: TEC 255. Web animation with advanced Web programming. ~~An advanced course in preparing content for the World Wide Web. The creation of animated GIFs, Flash animation, Portable Document Format files, and streaming video will be taught.~~ 2 Lec/2 Lab

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
TEC	355	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	TECH
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)	
<u>B</u>			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

**Part I**

(Check one)	Department Name	<u>Technology</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Business and Technology</u>
<input type="checkbox"/> Course Revision (Parts II, IV)	*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	<u>Graphic Communications Management (B.S.)</u>
<input checked="" type="checkbox"/> Program Revision (Part III)	(Major <u>X</u> , Option <u>   </u> ; Minor <u>   </u> ; or Certificate <u>   </u> )	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	<u>11/6/2009</u>	Graduate Council*	<u>NA</u>
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	<u>   </u>
College Curriculum Committee	<u>11/16/2009</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	<u>12/17/09</u>
General Education Committee*	<u>NA</u>	Faculty Senate**	<u>1/11/10</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents**	<u>4/19/10</u>
		Council on Postsecondary Edu.***	<u>   </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.)  
Decrease total required hours from 128 to 120 by reducing hours from Free Electives and 3 hours from GCM 349.  
Drop CSC 160 and the option of ACC 202 or ECO 300 or MGT 301 or MKT 301, and require both MGT 301 and MKT 301. Add MGT 330.

**A. 2. Effective date:** (Example: Fall 2001)  
Fall 2010

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

---

**B. The justification for this action:**  
To improve graduation success.  
Students can get the Entrepreneurship Minor with just 2 additional courses.  
Help students meet the upper division course requirements.

---

**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 ~~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.)

Graphic Communications Management (B.S.)  
CIP Code: 10.0302

University Requirements.....1 hours  
BTO 100.

General Education Requirements.....33 hours  
Standard General Education program, excluding blocks II, IVB, VB, and VIII (6 hours). Refer to Section Four of this Catalog for details on the General Education and University requirements.

College Requirement: Professional Skills Seminar  
BTS 300 (CR) and BTS 400(CR)

Supporting Course Requirements.....~~28~~ 31 hours  
ACC 201; CHE 101, 107 (1); ~~CSC 160~~, ECO 230; GBU 204; MAT 107; ~~ACC 202 or ECO 300 or~~ MGT 301, 330, ~~or~~  
MKT 301; PHY 101; and STA 215.

Free Electives.....~~18~~ 10 hours  
(At least 3 hours ~~need to~~ must be upper division credit.)

Major Requirements.....~~48~~ 45 hours  
EET 303; GCM 211, 217, 316, 317, 319, 349 (~~63~~), 410, 414; INT 202, 408; TEC 161, 255, 313, 355.

Total Curriculum Requirements.....~~128~~ 120 hours

Students must take a Graphic Communications Management assessment examination before graduation.

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business & Technology <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Minor in Computer Electronics Technology <hr/> (Major __, Option __; Minor <input checked="" type="checkbox"/> ; or Certificate __)	
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/6/2009	Graduate Council* NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/16/2009	Council on Academic Affairs Approved x Disapproved _____
General Education Committee*	NA	Faculty Senate** 1/11/10
Teacher Education Committee*	NA	Board of Regents** 4/19/10
		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.)

1. Change prefixes for networking and security related courses from "EET," to "NET."
2. Drop EET254 as a required class.
3. Add EET251 as a required class.
4. Offer a selection between EET 351 (Programmable Logic Controllers) and NET 354 (Microcomputer & network security) formerly EET 354.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

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

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

1. Following discussions in both the Computer Electronics curriculum committee and the advisory committees, the unanimous recommendation was to change the prefixes major courses for emphasizing the future direction of the major. The "NET," prefix change for classes related to computer networking and security reflects this, while retaining the EET prefix for electricity and electronics related major courses.
2. The essentials of microcontroller hardware and programming covered in EET 254 will be migrated into EET 253 (Microprocessor Systems) whose course description is being revised to reflect these changes. The integration of the microprocessor and microcontroller courses will enable students to learn about real-time control using embedded controllers and mechatronics. Program accreditation will be unaffected by this change.
3. EET 251 (Electricity and Electronics) will provide students with the fundamental knowledge and skills needed for working with electrical and electronic systems. EET 251 is a pre-requisite for the revised EET 253 course.
4. The automation and control related course EET 351 will serve as a technical elective along with computer and network security course NET 354. Students entering computer electronics and technology related fields often work in fields related to either of these specialized areas. Including computer security concepts in the curriculum has been strongly supported by the computer electronics program advisory and curriculum committees.

**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 ~~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.)

**Minor in Computer Electronics Technology**

**Requirements** .....18 hours

EET 251, 252, 253, 254, NET 302, 303, and (EET 351 or NET 354), ~~302 and 303~~.

No more than nine hours of courses taken for a major may be counted toward this minor.



**EASTERN KENTUCKY UNIVERSITY**

*Serving Kentuckians Since 1906*

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**M E M O R A N D U M**

**TO:** Rick McGee  
**FROM:** Dr. Sherwood Thompson  
Assistant Dean  
**DATE:** December 2, 2009  
**SUBJECT:** College of Education CAA Agenda Items

Please consider the following agenda items for the College of Education at the next Council on Academic Affairs Committee meeting on December 17, 2009:

**Dept: American Sign Language Interpreter Training**

**Chair: Dr. Laurence Hayes**

New Course	ASL 225	Page 1
New Course	ASL 400	Page 9
New Course	ITP 410	Page 17
New Course	ITP 480	Page 24
Course Revision	ITP 210	Page 32
Course Revision	ITP 215	Page 35
Course Revision	ITP 310	Page 38
Course Revision	ITP 320	Page 45
Course Revision	ITP 325	Page 53
Course Revision	ITP 370	Page 62
Course Revision	ITP 420	Page 69
Course Revision	ITP 425	Page 77
Course Revision	ITP 430	Page 85
Course Revision	ASL 301	Page 92
Course Revision	ASL 302	Page 100
Course Dropped	ITP 115	Page 110
Program Revision	Interpreter Training Program	Page 113
Program Revision	American Sign Language (ASL) Studies	Page 117



**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ASL 225</u> *Course Title ( <u>30 characters</u> ) <u>Introduction to Deaf Studies</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>9/25/09</u> Graduate Council* <u>N/A</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>12/01/09</u> Approved x Disapproved <u>12/17/09</u> General Education Committee* <u>N/A</u> Faculty Senate** <u>N/A</u> Teacher Education Committee* <u>N/A</u> Board of Regents** <u>N/A</u> Council on Postsecondary Edu.*** <u>N/A</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new Introduction to Deaf Studies Course <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Creation of a 200 level introductory Deaf studies course to replace ITP 115 that includes additional and more updated information that includes discussion of how the culture was impacted by historical events.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> Current faculty is available to teach this course. <b>Operating Expenses Impact:</b> None <b>Equipment/Physical Facility Needs:</b> None <b>Library Resources:</b> None	

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

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

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

**New or Revised\* Catalog Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)  
ASL 225 Introduction to Deaf Studies (3) Prerequisite: ASL 102 or permission of instructor. Introduces students to the historical, sociological, cultural and political experiences of Deaf people. Provides overview of Deaf people's experiences, images, and issues from a wide variety of disciplinary perspectives. Credit will not be awarded to students who have credit for ITP 115.

**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)*
<u>ASL</u>	<u>225</u>	<u>Fall 2010</u>	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	ITPR
<u>Credit Hrs.</u>	<u>Weekly Contact Hrs.</u>		<u>Repeatable Maximum No. of Hrs.</u>	
<u>3</u>	<u>Lecture 3</u> <u>Laboratory</u> <u>Other</u>		<u>Cip Code (first two digits only) 16</u>	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____      JR _____ SO _____      SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites</b> <b>**See definitions on following page**</b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D .)				

Course Prefix and No.	<u>ASL 102 (C) or permission of instructor</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	<u>Credit will not be awarded to students who have credit for ITP 115</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ASL 225 Introduction to Deaf Studies**  
**Course Syllabus**  
**[Semester and Year]**

Professor: Ms. Nina Coyer  
Office: 213 Wallace  
Video Phone: 622-2117  
Email:nina.coyer@eku.edu

### **1. Course Information**

Class: ASL 225 Introduction to Deaf Studies  
CRN: #####  
Department: American Sign Language and Interpreter Education  
Credit Hours: 3  
Schedule: T/R 11 AM – 12:15 PM

### **2. Catalog Course Description**

Prerequisite: ASL 102 or permission of instructor. Introduces students to the historical, sociological, cultural and political experiences of Deaf people. Provides overview of Deaf people's experiences, images, and issues from a wide variety of disciplinary perspectives.

### **3. Course Texts**

Required Textbook:  
Lane, Harlan, Hoffmeister, Robert, Bahan, Ben (1996) A Journey into the Deaf-World.

### **4. Student Learning Outcomes**

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

1. Identify and describe the historical aspect of Deaf Community.
2. Explain how historical events impact development of Deaf Culture norms and values.
3. Give examples of ASL Literature.
4. Compare Deaf Community values with mainstream American values.
5. Describe characteristics of members within the Deaf Community.
6. Identify and describe/define the philosophical history of Deaf Education.
7. Identify external societal pressures that impacted Deaf history such as religion, education trends, and audism.

### **5. Evaluation Methods/Weight of Each Requirement**

Grading Scale:	A	= 180--200
	B	= 160--179
	C	= 140--159
	D	= 120--120
	F	= 0—119

Grading:

- |  |    |
|--|----|
| 1). 2 Deaf Community Papers (10 points each) | 20 |
| 2). Midterm Oral Presentation or Paper       | 30 |



3). Summary of 12 chapters of deaf history	30
4). Quizzes on Deaf-World book	30
5). Class Participation	30
6). Research Paper on Deaf History	30
7). Persuasion Paper on certain topics	30

TOTAL 200 points possible

## 6. Student Progress

BlackBoard will be used to keep students informed of assignments, scores on all evaluations such as quizzes and tests.

Additionally, Blackboard will be the source of student copies of the syllabus that will guide them through the course.

## 7. Attendance Policy

Class attendance is critical. Absences equating to 10% of class (4 day classes) meetings will result in automatic failure.

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

## 9. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## 10. Academic Integrity Policy

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

## 11. Course Requirements

### 1. DEAF COMMUNITY PAPERS:

Attend to Deaf Community even such as Homecoming game at KSD, Deaf Bowling League in Lexington, etc.

Type at least two pages each of the event you went to and explain of your experience and feelings from each event. Papers are due on October \_\_\_\_ and December \_\_\_\_ and worth 10 points each.

2. ORAL PRESENTATION or RESEARCH PAPER: Handouts will be given to class and discuss these criteria. It will be done during the week of October \_\_\_\_\_. You have a choice of submitting an Oral presentation or Research Paper either which is worth 30 points.

3. PERSUASON PAPER: The Persuasion Paper on certain topics which will be given to the class and discuss the criteria. It is due on December \_\_\_\_\_. This paper is worth 30 points.

4. RESEARCH ON DEAF HISTORY: Criteria on this research paper will be posted in BlackBoard and discuss the criteria. It is due on December \_\_\_\_\_ and is worth 30 points.

5. SUMMARY of each 3 chapters on Video Tapes of When the Mind Hears:

-View videotapes in the EKU's Library (Reserve Room) of 3 chapters each. Type one and one half pages summary of three chapters. Then give your opinions each chapter and how does it effect us both in the Deaf Community and the American Community. Each summary is worth 6 points. They are due:

Chapters 1-3	Sept. _____
Chapters 4-6	Oct. _____
Chapters 7-9	Oct. _____
Chapters 10-12	Nov. _____
Before 1700	Dec. _____

Answer questions by writing short essays in relating to each chapter of the textbook, Journey to the Deaf World. Check your Blackboard for questions. Essays will not be made up after due dates. Each chapter is worth 2 points. They are due:

Chapters 1-3	Sept. _____
Chapters 4-6	Oct. _____
Chapters 7-9	Oct. _____
Chapters 10-12	Nov. _____
Chapters 13-15	Dec. _____

PARTICIPATION: Participation is expected in class. It is worth 15 percent of your grade.

**12. Course Outline**

Week 1	Welcome, Introduction and syllabus. "What is Culture?"
Week 2	What is Language?
Week 3	Deaf History (World)
Week 4	Deaf Culture and discuss the beginning of deaf history
Week 5	The World Deaf Scene.
Week 6	Deaf Education
Week 7	Oral Presentation and Deaf Community Paper #1 due _____
Week 8	Families with Deaf Children
Week 9	Language and Literacy
Week 10	Laws that impact the Deaf
Week 11	Sports, Organization, Publications and Religious
Week 12	Deaf Plays
Week 13	Deaf Arts
Week 14	Deafhood
Week 15	Deaf History Paper due and Community Paper #2 due on _____
Week 16	What is in the world is deafness?
Final Week	Persuasion paper due

### 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
	a. Superior oral and written communication skills.
1	b. Logical thinking, critical analysis, problem solving and creativity.
1	c. Knowledge and appreciation of multicultural features of society.
1	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
1	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
1	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
1	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
2	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
	a. Theories of interpretation, translation and historical foundations of the profession.
3	b. Interpreter role, responsibilities and professional ethics.
1	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
	d. Human service and community resources.
	e. Certification, licensure, business practices and state and federal legislation.
	f. Continuing professional development.
	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
	1) Ability to understand the source language in all its nuances.
	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
	1) Ability to understand the articulation of meaning in the source language discourse.
	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.

**Department of ASL and Interpreter Education Program**

**Mission**

To increase the understanding, respect, and equality of Deaf, Deaf-Blind, and Hard of Hearing people and their diverse communities by:

- Providing high quality American Sign Language instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of Kentucky, the region, and throughout the United States.

**ASL-English Interpretation Program Learning Objectives**

☞ = Course supports this objective

☞	<b>Objective</b>
☞	1. Students will develop critical and creative thinking skills.
☞	2. Students will develop superior communication skills.
	3. Students will possess a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreter profession.
	4. Students will demonstrate ethical and culturally competent decision-making in various interpreter settings.
	5. Students will demonstrate at least entry-level competency in interpreting between ASL and English.
☞	6. Students will be able to critically assess their own work and use creative problem-solving to continually develop themselves after they leave the program.

**Eastern Kentucky University**

**Mission**

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

**Institutional Goals**

☞ = Course supports this goal

☞	<b>Goal</b>
☞	1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
☞	2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
☞	3. To promote learning through high quality programs, research, and support services.
☞	4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
☞	5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ASL 400</u> *Course Title (30 characters) <u>ASL Skills for Interpreters</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>9/25/09</u> Graduate Council* <u>N/A</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs _____ Approved x Disapproved <u>12/17/09</u>
College Curriculum Committee <u>12/1/09</u> Faculty Senate** <u>N/A</u>		Board of Regents** <u>N/A</u>
General Education Committee* <u>N/A</u> Council on Postsecondary Edu.*** <u>N/A</u>		
Teacher Education Committee* <u>N/A</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Establish new course ASL Skills course specifically for interpreting students.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) n/a	
<b>B. The justification for this action:</b> Provide a means for interpreting students to continue development of American Sign Language skills when not enrolled in ASL courses and for interpreting students to continue development on specific aspects of ASL.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> Current faculty is available to teach this course. <b>Operating Expenses Impact:</b> none <b>Equipment/Physical Facility Needs:</b> none <b>Library Resources:</b> none	

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

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

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
6. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

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

ASL 400 ASL Skills for Interpreters (1) I. Prerequisites: Admission to the interpreting program, ASL 202, with a minimum grade of "C" or departmental permission. In this course students will continue to develop skills in American Sign Language, specifically focusing on vocabulary development and language usage beneficial for interpreters. Clinical hours required.

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ASL	400	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>5</u>	
<u>1</u>	Lecture <u>1</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>16</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>1</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.

Course Prefix and No.

<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D .)	
Course Prefix and No.	<u>ASL 202 (C) and admission in interpreting program, or departmental permission</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ASL 400 ASL Skills for Interpreters**  
**Course Syllabus**  
**Fall 2011**

Professor: Kimberly Hale  
Office: 251 Wallace  
Phone: 2-6398  
Email: [kimberly.hale@eku.edu](mailto:kimberly.hale@eku.edu)

**1. Course Information**

Class: ASL 400 ASL Skills for Interpreters  
CRN: #####  
Department: American Sign Language and Interpreter Education  
Credit Hours: 1  
Schedule: meets 1 Wednesday per month (3 hours per meeting)

**2. Catalog Course Description**

ASL 400 ASL Skills for Interpreters (1) I. Prerequisites: Admission to the interpreting program, ASL 202, with a minimum grade of “C” or departmental permission. In this course students will continue to develop skills in American Sign Language, specifically focusing on vocabulary development and language usage beneficial for interpreters. Clinical hours required.

**3. Course Texts**

Video and workbook materials as assigned and provided in the Multi-media room.

**4. Student Learning Outcomes**

Upon completion of this course, students will:

1. Be able to identify and analyze specific linguistic features incorporated into ASL by fluent ASL users.
2. Demonstrate the ability to incorporate those features of ASL appropriately into their language use.
3. Be able to distinguish between effective and ineffective use of ASL features.
4. Continue to expand their understanding of deaf culture norms, values, and relationships.

**5. Evaluation Methods/Weight of Each Requirement**

In-Class activities	30%
Homework	10%
Community Hours	10%
Mid-term Exam	20%
Final Exam	30%

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

**6. Student Progress**



Course grades are updated periodically on blackboard. Additionally you may discuss your progress with me at any point during the semester.

## **7. Attendance Policy**

Class attendance and active participation is critical to development of language skills. Because of the highly interactive nature and the block scheduling, students should communicate with the instructor in advance of any required absence. Make-up assignments and attendance at other events or workshops will be required for all absences. If a student misses more than one class session without making up the work in an agreed upon time frame, the student will fail the course. If you need assistance in figuring out how to resolve a problem that hinders your attendance or active participation, please see me.

## **8. Last Day to Drop the Course**

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

## **9. Disability Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## **10. Academic Integrity Policy**

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

## **11. Course Requirements**

### **A. In-class activities**

Each class session will consist of integrated lecture and practice of concepts discussed. Students are expected to actively engage in each activity. In addition, ASL is the required participation language in this course.

### **B. Homework**

Homework assignments for this course will include practice of skills learned and video recording of ASL language samples.

### **C. Community Hours**

Students must attend Deaf community events. You are required to do more than observe; you must interact with people at the event and write a brief reflection to submit to the instructor.

### **C. Mid-term Exam**

The mid-term exam will be completed as a "take home" assignment. The exam will be a production test of the student's ability to incorporate constructed action and dialogue into their ASL usage.

### **D. Final Exam**

The final exam will be an "in class" exam demonstrating your ability to incorporate the features

discussed in the course into natural ASL prose.

**12. Course Outline**

<b>Week Of</b>	<b>Topic</b>	<b>Assignments/Important Events</b>
<b>1</b>	<b>Introduction, overview of major features of ASL</b>	
2		Homework / Community Event
3		Homework / Community Event
4		Homework / Community Event
<b>5</b>	<b>Constructed Action and Constructed Dialogue</b>	
6		Homework / Community Event
7		Homework / Community Event
8		Mid-Term Exam Due
<b>9</b>	<b>Using space across genres</b>	
10		Homework / Community Event
11		Homework / Community Event
12		Homework / Community Event
13	Thanksgiving Break	Break
<b>14</b>	<b>Special considerations for interpreters</b>	
15		Homework / Community Event
16		Homework / Community Event
		Homework / Community Event
<b>17</b>	<b>Final Exam</b>	<b>Final Exam</b>

### 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
	a. Superior oral and written communication skills.
3	b. Logical thinking, critical analysis, problem solving and creativity.
	c. Knowledge and appreciation of multicultural features of society.
	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
	a. Theories of interpretation, translation and historical foundations of the profession.
	b. Interpreter role, responsibilities and professional ethics.
	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
	d. Human service and community resources.
	e. Certification, licensure, business practices and state and federal legislation.
	f. Continuing professional development.
	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
	1) Ability to understand the articulation of meaning in the source language discourse.
	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.

**Commission for Collegiate Interpreter Education  
Accreditation Curriculum Standards**

1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable

#	Standard
<b>G. Practicum and/or Internship</b>	
	1. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.
	2. The practicum shall be supervised by qualified personnel.
	3. To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.
	4. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.
	5. Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.
	6. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.
	7. The practicum should provide experiences with various groups across the life span, various language preferences, and various service-delivery models reflective of current practices in the profession.
	8. Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.

**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 410</u> *Course Title (30 characters) <u>Pro. Relationship Ethics 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;">9/22/09</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="4" style="text-align: center;"> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> </td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/1/09</td> <td>Approved x    Disapproved</td> <td style="text-align: center;">12/17/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9/22/09	Graduate Council*	N/A	<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>				College Curriculum Committee	12/1/09	Approved x    Disapproved	12/17/09	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
	<u>Date</u>		<u>Date</u>																											
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new business course, ITP 410  <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) n/a	
<b>B. The justification for this action:</b> Realignment of the curriculum with current practices and national accreditation standards. Alumni program evaluation data indicated a gap in knowledge covered in this area.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> Current faculty is available to teach this course.  <b>Operating Expenses Impact:</b> none  <b>Equipment/Physical Facility Needs:</b> none  <b>Library Resources:</b> none	

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

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

7. For a new course, provide the catalog text.
8. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
9. 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.)  
ITP 410 Professional Relationship Ethics II. (3). Prerequisites: ITP 310 and admission to the interpreting program or departmental permission. Discussion of best business practices in managing human and fiscal resources, work environment, market trends and relevant legislation. Portfolio development and considerations discussed.

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

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

New or Revised\* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ITP	410	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
<u>2</u>	Lecture <u>2</u> Laboratory _____ Other _____		Cip Code (first two digits only) 16	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>2</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites</b> <span style="color: red;">**See definitions on following page**</span>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D .)	
Course Prefix and No.	<u>ITP 310 (C) and admission in interpreting program or departmental permission</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University

Department of American Sign Language and Interpreter Education  
ITP 410 Business Relationship Ethics II

Professor: Dr. Laurence Hayes  
Office: Wallace #216  
Phone/Video Phone: 859-622-4966  
Email: Laurence.Hayes@eku.edu

Fall 2009  
ITP 410, CRN:  
Office: By Appointment

**1. Course Information**

ITP 410 Professional relationships and business practices II  
CRN: #####  
Department: American Sign Language and Interpreter Education  
Credit Hours: 2  
Schedule: Th 3:00 – 5:00

**2. Catalog Course Description**

Prerequisites: ITP 310 and admission to the interpreting program or departmental permission.  
Discussion of best business practices in managing human and fiscal resources, work environment, market trends and relevant legislation. Portfolio development and considerations discussed.

**3. Course Text**

*The Tipping Point, How Little Things Can Make a Big Difference* by Gladwell, Malcolm  
*The Professional Sign Language Interpreter's Handbook: The complete, practical manual for the interpreting profession* by Linda Humphreys.

**4. Student Learning Outcomes**

ITP 410 is designed to further orient the student to the business side of being a professional interpreter that can range working as a freelance interpreter to establishing and running an interpreter referral center or being an employee in the private or public sector.

Upon completion of the course, students will be able to:

1. Demonstrate basic book keeping theory & practices for interpreters.
2. Demonstrate knowledge of interpreter licensure, certification, pay scales and implications for an interpreter.
3. Demonstrate knowledge of working in and/or establishing and interpreter referral business including best business practices.
4. Demonstrate knowledge of relevant legislature (human resources and ADA etc.) as it relates to the provision of interpreting services.

**5. Evaluation Methods/Weight of Each Requirement**

A = 90 – 100	3 research papers	30pts
B = 80 - 89	1 portfolio presentation	10pts
C = 70 – 79	1mid-term exam	20pts
D = 60 – 69	1 final exam	<u>30pts</u>
F = 59 or below	Total possible	100pts



**Warning: More than 3 unexcused absences will lower the overall grade by one letter grade. Each unexcused absence thereafter will result in another lowered letter grade.** Three late arrivals are equal to one unexcused absence.

## **Make-Up Work**

There is no make-up of any kind unless you have a medical excuse or university approved absence. You must request a make-up in writing to the instructor. If you are late for the half of a quiz or test in the class, then the instructor will not provide additional time to complete it.

## **6. Student Progress**

I will be using the Grade book feature in the course Blackboard site. Please visit this area often to track your progress.

## **7. Attendance Policy**

See Course Requirements.

**Warning: More than 3 unexcused absences will lower the overall grade by one letter grade. Each unexcused absence thereafter will result in another lowered letter grade.** Three late arrivals are equal to one unexcused absence.

## **8. Last Day to Drop the Course**

See Course Requirements.

## **9. Disability Statement**

If you are registered with the Office of Services for Individuals with **Disabilities, please obtain your accommodation letters from the OSID and** present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## **10. Academic Integrity Policy**

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

## **11. Course Requirements**

### **Attendance and Participation**

This class will have the spirit of an important value in the Deaf community: *collectivism*—as opposed to the value of *individualism*, which is generally a feature of American culture. We are a collective learning community, so you need to “watch out” for each other and not leave anyone behind. At the same time,

please don't intentionally let your community down by missing class time and potentially hindering the progress of this community. We can make a lot more progress as a class when we are all on the same level moving forward together. If you attend class regularly and are falling behind, this may mean that you need to work harder outside of class—practicing with other students, more involved in the lab, etc.

If you have any questions or concerns that you want to discuss, please do so before or after class and please see my Administrative Assistant Mrs. Wendy Zimmerman in Wallace 215 (the ASLIE Department Office) for an appointment. As always, you can also send an email message to me. [Laurence.Hayes@eku.edu](mailto:Laurence.Hayes@eku.edu)

- **You are responsible for officially withdrawing from or dropping the class. The deadline to drop with a 'W' on your record is October 30, 2009.**

**12. Course Requirements** (these dates are subject to change.)

<b>Week #</b>	<b>Lessons</b>
1	Introduction, discussion of syllabus and overview of course objectives.
2	Best business practices & you the interpreter. What does this involve?
3	Tipping Point, What does Malcolm say? Assigned readings.
4	Keeping track of your money and expenses, where do you start?
5	Business forms. Resumes, invoices etc., & technology.
6	Tipping Point, What does Malcolm say? Assigned readings.
7	Managing fiscal resources to keep yourself or a small business moving ahead.
8	Legislation and human resources, what do you need to know?
9	Exam
10	The art of business practices, human relations.
11	Human relations continued, working well with others, supervision and making money how to balance the two goals.
12	Tipping Point, What does Malcolm say? Assigned readings.
13	Taxes and death, both are inevitable.
14	Taxes the value of a great CPA.
15	Review and wrap up – a few last words from Malcolm. Assigned readings.
16	<b>Final Exam Dec ? ? – ?</b>

**13. Course Alignment with Standards, Objectives, and Goals**

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
2	a. Superior oral and written communication skills.
2	b. Logical thinking, critical analysis, problem solving and creativity.
	c. Knowledge and appreciation of multicultural features of society.
1	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
2	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
3	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
1	a. Theories of interpretation, translation and historical foundations of the profession.
1	b. Interpreter role, responsibilities and professional ethics.

1	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
3	d. Human service and community resources.
1	e. Certification, licensure, business practices and state and federal legislation.
1	f. Continuing professional development.
3	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
	1) Ability to understand the source language in all its nuances.
	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
	1) Ability to understand the articulation of meaning in the source language discourse.
	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.

**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 480</u> *Course Title (30 characters) <u>Interactive Interpreting</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>9/22/09</u> Graduate Council* <u>N/A</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs _____ Approved x Disapproved <u>12/17/09</u>
College Curriculum Committee <u>12/1/09</u> Faculty Senate** <u>N/A</u>		Board of Regents** <u>N/A</u>
General Education Committee* <u>N/A</u> Council on Postsecondary Edu.*** <u>N/A</u>		
Teacher Education Committee* <u>N/A</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Establish new course Interactive Interpreting, ITP 480.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) n/a	
<b>B. The justification for this action:</b> Realignment of the curriculum with current practices and national accreditation standards.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> Current faculty is available to teach this course. <b>Operating Expenses Impact:</b> none <b>Equipment/Physical Facility Needs:</b> none <b>Library Resources:</b> none	

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

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

10. For a new course, provide the catalog text.
11. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
12. 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.)  
ITP 480 Interactive Interpreting (3) I. Prerequisites: Admission to the interpreting program, ASL 302, ITP 320, 325 with a minimum grade of "C" or departmental permission. Students will integrate, broaden, and apply skills and knowledge developed in interpreting courses by experiential practice in interactive interpreting. Students will develop skills in interpreting conversations, discussions, explanations, interviews, and other types of dialogue genres.

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

10. For a new program, provide the catalog description as being proposed.
11. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
12. 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)*
<u>ITP</u>	<u>480</u>	<u>Fall 2010</u>	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>3</u>	<u>Lecture 3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 16	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>	
		Thesis _____	Date of data entry _____	
		Internship _____	Data entry person _____	
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites</b> <span style="color: red;">**See definitions on following page**</span>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	<u>ASL 302 (C), and ITP 320 (C), and 325 (C) and admission in the interpreting program or departmental permission</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ITP 480 Interactive Interpreting**  
**Course Syllabus**  
**Fall 2011**

Professor: Kimberly Hale  
Office: 251 Wallace  
Phone: 2-6398  
Email: [kimberly.hale@eku.edu](mailto:kimberly.hale@eku.edu)

### **1. Course Information**

Class: ITP 480 Interactive Interpreting  
CRN: #####  
Department: American Sign Language and Interpreter Education  
Credit Hours: 3  
Schedule: TR 2-3:30

### **2. Catalog Course Description**

ITP 480 Interactive Interpreting (3) I. Prerequisites: Admission to the Interpreter Training Program, ASL 302, ITP 320, 230 or 325 with a minimum grade of "C" or departmental permission. Students will integrate, broaden, and apply skills and knowledge developed in interpreting skills courses by experiential practice in interactive interpreting. Students will develop skills in interpreting conversations, discussions, explanations, interviews, and other types of dialogue genres.

### **3. Course Texts**

Readings as assigned and provided by the instructor.

### **4. Student Learning Outcomes**

1. Students will analyze interaction events to determine and implement an appropriate interpreting mode (i.e. consecutive, simultaneous).
2. Working with recorded and live interactive communication events that include a variety of speakers and signers (different ages, genders, and cultural backgrounds) who are in different settings (education, medical, vocational, etc.), students will be able to:
  - a. Demonstrate how different genres and register are expressed in ASL
  - b. Demonstrate appropriate use of English according to different genres, registers, and settings/audiences
  - c. Produce culturally equivalent and conceptually accurate interpretations
  - d. Demonstrate appropriate use of prosodic features and transitions
  - e. Increase their endurance for interpreting longer interactive events.
3. Students will apply specific techniques for conveying features of ASL and English into an appropriate interpretation.
4. Students will continue to develop self-monitoring skills while interpreting and to analyze their work and the work of peers. They will demonstrate the ability to give constructive feedback by selecting concrete examples and providing comments, suggestions for improvement, and discuss alternative ways the interaction could have been interpreted.
5. Students will apply conversation regulations strategies and evaluate the effectiveness of those strategies in terms of assisting with the interpreting process.
6. Students will demonstrate the ability to adequately prepare for interpreting assignments.

### **5. Evaluation Methods/Weight of Each Requirement**

Self Analysis Projects	15%
Observations of interactive settings	5%
Homework	20%
Mid-term Exam	25%
Final Exam	35%

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

## 6. Student Progress

Course grades are updated periodically on blackboard. Additionally you may discuss your progress with me at any point during the semester.

## 7. Attendance Policy

Class attendance and active participation is critical to development of interpreting skills. If you have **more than three unexcused absences, the final grade for the whole course will be lowered by one letter grade. Each unexcused absence thereafter will result in another lowered letter grade.** Each three times you are late to class equals one unexcused absence. At the instructor's discretion this policy may be modified upon written request for students demonstrating responsible and reasonable handling when absences are necessary. If you need assistance in figuring out how to resolve a problem that hinders your attendance or active participation, please see me.

## 8. Last Day to Drop the Course

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

## 9. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## 10. Academic Integrity Policy

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

## 11. Course Requirements

### A. Self Analysis Projects

Students will video-record themselves interpreting three interactive interpreting events during the semester (one for each of the major units of study). Students will then analyze the interpreting segment addressing message transfer, appropriate language usage and mode of interpreting. Students will also analyze the use of conversation regulation strategies. The analysis will conclude with a development plan to improve self-identified areas needing improvement.



#### B. Observations of interactive settings 5

Students will observe three different interactive events. The events do not need to have an interpreter present. Students will report on the interactive event by identifying possible interpreting challenges (demands) and outlining creative solutions (controls) that an interpreter may use in that setting.

#### C. Homework 20%

Homework will include adequately preparing for interpreting “appointments.” In this interpreting skills class, students will prepare and interpret for “real” events. The instructor will provide students with the nature and topic of interpreting for future class sessions. Students will be responsible for gathering information to adequately prepare to interpret the scenario provided. Adequate preparation will be demonstrated by comprehension and effectiveness of conveying concepts during the in-class interpreting event.

#### D. Mid-term Exam 25%

Students will interpret one one-to-one and one small group interaction. Students will also provide an analysis/reflection on their interpreting process including what they would do differently if the opportunity was available.

#### E. Final Exam 35%

Students will interpret two interactions and will provide an analysis/reflection on their interpreting process and what they would do differently if the opportunity was available.

### 12. Course Outline

<b>Week Of</b>	<b>Topic</b>	<b>Assignments/Important Events</b>
1	Introduction, one-on-one Interactions (conversations)	
2	One-on-one Interactions (conversations, discussions)	
3	One-on-one Interactions (explanations, interviews)	One-on-One analysis due Thursday
4	One-on-one Interactions (explanations, other)	
5	Small group Interactions (conversations, discussions)	
6	Small group Interactions (discussions, explanations)	
7	Small group Interactions (explanations, interviews)	Small Group analysis due Thursday
8	Small Group Interactions (interviews, other)	Mid-Term Exam
9	Mid- to large-group interactions (Discussions, other)	
10	Mid- to large-group interactions (explanations, other)	
11	Mid- to large-group interactions (interviews, other)	Mid- or Large-group analysis due Thursday
12	Special Interactions	
13	Thanksgiving Break Thursday	
14	Special Interactions	
15	Remote Interpreting	
16	Remote Interpreting	
17	Final Exam	Final Exam

### 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
2	a. Superior oral and written communication skills.
1	b. Logical thinking, critical analysis, problem solving and creativity.
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2	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
2	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
3	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
2	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
1	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
3	a. Theories of interpretation, translation and historical foundations of the profession.
1	b. Interpreter role, responsibilities and professional ethics.
1	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
3	d. Human service and community resources.
N/A	e. Certification, licensure, business practices and state and federal legislation.
3	f. Continuing professional development.
3	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
1	1) Ability to understand the articulation of meaning in the source language discourse.
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1	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
1	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
1	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
3	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
3	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
1	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
N/A	1) Understand the necessity for and values of research on interpretation and interpreter education.
N/A	2) Knowledge of the essential components of a research protocol.
N/A	3) Analysis of studies related to interpretation.
N/A	4) Apply research results to interpretation practice.

**Commission for Collegiate Interpreter Education  
Accreditation Curriculum Standards**

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#	Standard
<b>G. Practicum and/or Internship</b>	
	1. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.
	2. The practicum shall be supervised by qualified personnel.
	3. To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.
	4. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.
	5. Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.
	6. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.
	7. The practicum should provide experiences with various groups across the life span, various language preferences, and various service-delivery models reflective of current practices in the profession.
	8. Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.

**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 210</u> *Course Title ( <u>30 characters</u> ) <u>Application of Fingerspelling and Number Systems</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																																	
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>																																		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the ITP 210 to ASL 210 and the name of the course to conform to the 30 character limit.  <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) N/A	
<b>B. The justification for this action:</b>  The focus of this course is fingerspelling and number systems in American Sign Language. Changing the course prefix to ASL will provide a more accurate reflection of the content of the course.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> none  <b>Operating Expenses Impact:</b> none  <b>Equipment/Physical Facility Needs:</b> none  <b>Library Resources:</b> none	

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

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

- 13. For a new course, provide the catalog text.
- 14. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 15. 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.)  
~~ITP ASL 210 Application of ASL Fingerspelling and & Numbers Systems.~~ (3) I, II. Prerequisite: ASL 201 with a minimum grade of "C" or departmental permission. The course will focus on aspects of receptive and expressive fingerspelling usage, including lexicalized fingerspelling and various numbering systems within ASL.

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

- 13. For a new program, provide the catalog description as being proposed.
- 14. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 15. 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)*
ITP <u>ASL</u>	210	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
		Cip Code (first two digits only) 16		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Date of data entry _____</b>				
<b>Data entry person _____</b>				

**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)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

**Part I**

(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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 215</u> *Course Title ( <u>30 characters</u> ) <u>Professional Ethics and Issues in Interpreting</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;">9/9/09</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <input checked="" type="checkbox"/> Yes***           <input type="checkbox"/> No           <input checked="" type="checkbox"/> X         </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/1/09</td> <td>Approved x    Disapproved</td> <td style="text-align: center;">12/17/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9/9/09	Graduate Council*	N/A	<i>Is this a SACS Substantive Change?</i> <input checked="" type="checkbox"/> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> X		Council on Academic Affairs		College Curriculum Committee	12/1/09	Approved x    Disapproved	12/17/09	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add ASL 225 as a prerequisite.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) N/A	
<b>B. The justification for this action:</b>  	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> none <b>Operating Expenses Impact:</b> none <b>Equipment/Physical Facility Needs:</b> none <b>Library Resources:</b> none	

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

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

- 16. For a new course, provide the catalog text.
- 17. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 18. 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.)  
 ITP 215 Professional Ethics and Issues in Interpreting (3) A. Prerequisite: ASL 201 and ITP 115 or ASL 225 with a minimum grade of "C" or departmental permission. Practice of cognitive skills used in the process of interpreting. Skills include visualization, prediction, listening, memory, abstracting, closure, dual tasking, and processing time.

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

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

**New or Revised\* Program Text**

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ITP	215	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 16	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites **See definitions on following page**</b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D .)				



Course Prefix and No.	ASL 201 (C), ITP 115 (C) or ASL 225 (C), or departmental permission
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

**Part I**

(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 ASLIE College Education *Course Prefix & Number ITP 310 *Course Title (30 characters) Interpreting in Private Practice *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/22/09</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/1/09</td> <td>Approved x    Disapproved</td> <td style="text-align: center;">12/17/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9/22/09	Graduate Council*	N/A	<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	12/1/09	Approved x    Disapproved	12/17/09	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>																														

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Revise Course title and description</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)          N/A</p>
<p><b>B. The justification for this action:</b>          These changes are being made to reflect changes in the field and accreditation standards.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>          none</p> <p><b>Operating Expenses Impact:</b>          none</p> <p><b>Equipment/Physical Facility Needs:</b>          none</p> <p><b>Library Resources:</b>          none</p>

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

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

- 19. For a new course, provide the catalog text.
- 20. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 21. 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.)  
~~ITP 310 Interpreting in Private Practice Professional Relationship Ethics I. (1) Prerequisite: admission in the Interpreter Training Program interpreting program or departmental permission. Introduction to business ethics and decision making. Detailed analysis of first and lasting impressions, building rapport and working in the interpreting profession. Critical thinking skills in the decision making process of working with diverse groups. Analysis of the interpreter job market, working conditions, pay scales, business practices, resources, independent contracting, and freelance interpreting. Clinical hours required.~~

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

- 19. For a new program, provide the catalog description as being proposed.
- 20. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
- 21. 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)*
ITP	310	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 16	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites</b> <span style="color: red;">**See definitions on following page**</span>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

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

Course Prefix and No.	Admission in the <del>Interpreter Training Program</del> <u>interpreting program</u> , ITP 215 (C), or departmental permission.
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Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

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

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

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

Test Scores	
-------------	--

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

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

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

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

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

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

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

Eastern Kentucky University

Department of American Sign Language and Interpreter Education  
ITP 310 Business Relationship Ethics I

Professor: Dr. Laurence Hayes  
Office: Wallace #216  
Phone/Video Phone: 859-622-4966  
Email: Laurence.Hayes@eku.edu

Fall 2009  
ITP 310, CRN:  
Office: By Appointment

**1. Course Information**

ITP 310 Business Relationship Ethics  
CRN: #####  
Department: American Sign Language and Interpreter Education  
Credit Hours: 1  
Schedule: T 2:00 – 2:50

**2. Catalog Course Description**

Prerequisites: admission in the interpreting program or departmental permission. Introduction to business ethics and decision making. Detailed analysis of first and lasting impressions, building rapport and working in the interpreting profession. Critical thinking skills in the decision making process of working with diverse groups.

**3. Course Text**

*Blink, The Power of Thinking Without Thinking*, by Gladwell, Malcolm

**4. Student Learning Outcomes**

ITP 310 is designed to orient the student to business ethics and approaches to ethical decision-making tools employed by a professional interpreter in a bi-lingual and bi-cultural setting.

Upon completion of the course, students will be able to:

- 5. Demonstrate knowledge of the decision making process.
- 6. Demonstrate knowledge of business ethics.
- 7. Demonstrate knowledge of ethics and working with diverse linguistic and cultural individuals.
- 8. Demonstrate knowledge and the ability to apply critical thinking skills to ethics and decision-making.

**5. Evaluation Methods/Weight of Each Requirement**

A = 90 – 100	2 research papers	40pts
B = 80 - 89	1 portfolio development	10pts
C = 70 – 79	1mid-term exam	20pts
D = 60 – 69	1 final exam	<u>30pts</u>
F = 59 or below	Total possible	100pts

**Warning: More than 3 unexcused absences will lower the overall grade by one letter grade. Each unexcused absence thereafter will result in another lowered letter grade.** Three late arrivals are equal to one unexcused absence.

## **Make-Up Work**

There is no make-up of any kind unless you have a medical excuse or university approved absence. You must request a make-up in writing to the instructor. If you are late for the in the exam, the instructor will not provide additional time to complete it.

## **6. Student Progress**

I will be using the Grade book feature in the course Blackboard site. Please visit this area often to track your progress.

## **7. Attendance Policy**

See Course Requirements.

**Warning: More than 3 unexcused absences will lower the overall grade by one letter grade. Each unexcused absence thereafter will result in another lowered letter grade.** Three late arrivals are equal to one unexcused absence.

## **8. Last Day to Drop the Course**

See Course Requirements.

## **9. Disability Statement**

If you are registered with the Office of Services for Individuals with **Disabilities, please obtain your accommodation letters from the OSID and** present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## **10. Academic Integrity Policy**

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

## **11. Course Requirements**

### **Attendance and Participation**

This class will have the spirit of an important value in the Deaf community: *collectivism*—as opposed to the value of *individualism*, which is generally a feature of American culture. We are a collective learning community, so you need to “watch out” for each other and not leave anyone behind. At the same time, please don't intentionally let your community down by missing class time and potentially hindering the progress of this community. We can make a lot more progress as a class when we are all on the same level moving forward together.

If you have any questions or concerns that you want to discuss, please do so before or after class and please see my Administrative Assistant Mrs. Wendy Zimmerman in Wallace 215 (the ASLIE Department Office) for an appointment. As always, you can also send an email message to me. [Laurence.Hayes@eku.edu](mailto:Laurence.Hayes@eku.edu)

- You are responsible for officially withdrawing from or dropping the class. The deadline to drop with a 'W' on your record is **October 30, 2009**.

**12. Course Outline** (these dates are subject to change.)

<b>Week #</b>	<b>Lessons</b>
1	Introduction, discussion of syllabus and overview of course objectives.
2	Business ethics, several working definitions.
3	Blink, What does Malcolm say? Assigned readings.
4	Decision making and critical thinking.
5	Blink, What does Malcolm say? Assigned readings.
6	Blink, What does Malcolm say? Assigned readings.
7	Ethics and the decisions you make.
8	Managing multiple perspectives and making the “RIGHT” decision.
9	Exam
10	Blink, What does Malcolm say? Assigned readings.
11	Critical thinking and ethics.
12	Blink, What does Malcolm say? Assigned readings.
13	Taking ownership you are never right 100% of the time, ethically dealing with mistakes and failures.
14	Taking ownership of your ethics and decisions.
15	Review and wrap up – a few last words from Malcolm. Assigned readings.
16	<b>Final Exam Dec ? ? – ?</b>

**13. Course Alignment with Standards, Objectives, and Goals**

Commission for Collegiate Interpreter Education Accreditation Curriculum Standards	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
2	a. Superior oral and written communication skills.
2	b. Logical thinking, critical analysis, problem solving and creativity.
	c. Knowledge and appreciation of multicultural features of society.
1	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
2	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
3	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
1	a. Theories of interpretation, translation and historical foundations of the profession.
1	b. Interpreter role, responsibilities and professional ethics.
1	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
3	d. Human service and community resources.
1	e. Certification, licensure, business practices and state and federal legislation.
1	f. Continuing professional development.
3	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language

	1) Ability to understand the source language in all its nuances.
	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
	1) Ability to understand the articulation of meaning in the source language discourse.
	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.



**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 320</u> *Course Title (30 characters) <u>Voice-to-Sign</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	9/25/09	Graduate Council* <span style="float: right;">N/A</span>
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		
College Curriculum Committee	12/1/09	Council on Academic Affairs <span style="float: right;">12/17/09</span>
General Education Committee*	N/A	Approved x Disapproved <span style="float: right;">N/A</span>
Teacher Education Committee*	N/A	Faculty Senate** <span style="float: right;">N/A</span>
		Board of Regents** <span style="float: right;">N/A</span>
		Council on Postsecondary Edu.*** <span style="float: right;">N/A</span>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise the course description to reflect current trends in the field of interpreting; revise course title.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) n/a	
<b>B. The justification for this action:</b> Realignment of the curriculum with current practices and national accreditation standards.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> none  <b>Operating Expenses Impact:</b> none  <b>Equipment/Physical Facility Needs:</b> none  <b>Library Resources:</b> none	

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

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

- 22. For a new course, provide the catalog text.
- 23. For a revised course, provide the current catalog text with the proposed text using ~~strickethrough~~ for deletions and underlines for additions.
- 24. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

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

ITP 320 English-to-ASL Voice-to-Sign Interpreting I. (3) A. Prerequisites: Admission to the ~~Interpreter Training Program~~ interpreting program, ASL 202, ITP 215, 220 with minimum grades of "C" or departmental permission. Development of ~~voice-to-sign~~ English-to-ASL interpreting skills ~~progressing from consecutive to simultaneous interpreting in a variety of settings~~ using consecutive and simultaneous modes with a variety of source materials. Clinical hours required.

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

- 22. For a new program, provide the catalog description as being proposed.
- 23. For a revised program, provide the current program requirements using ~~strickethrough~~ for deletions and underlines for additions.
- 24. 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.)

**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)*
ITP	320	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.

Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	Admission to the <del>Interpreter Training Program</del> <u>interpreting program</u> , ASL 202 (C), ITP 215 (C), 220 (C) or departmental permission
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ITP 320 English-to-ASL Interpreting I**  
**Course Syllabus**  
**[Semester and Year]**

Professor:

Office: [room number] Wallace

Phone/Video Phone:

Email:

### **1. Course Information**

Class: ITP 320 English-to-ASL Interpreting I

CRN:

Department: American Sign Language and Interpreter Education

Credit Hours: 3

Schedule:

### **2. Catalog Course Description**

Prerequisites: Admission to the interpreting program, ASL 202, ITP 215, 220 with minimum grades of C or departmental permission. Development of English-to-ASL interpreting skills using consecutive and simultaneous modes with a variety of source materials. Clinical hours required.

### **3. Course Texts**

Taylor, Marty M, (1993) Interpretation Skills: English to American Sign Language. Interpreting Consolidated: Alberta, Canada.

Various audiotapes, video texts, and written texts will be available in the MM room, BigMac server, and/or on Blackboard.

### **4. Student Learning Outcomes**

1. Students will develop the ability to apply the basic components of the interpreting process using consecutive and simultaneous modes. These include (Kelly 2004):
  - a. Taking in information from the source language (English).
  - b. Conducting an analysis of the message conveyed.
  - c. Constructing the meaning from the information received.
  - d. Analyzing how to portray the information in the target language.
  - e. Producing the message in the target language (ASL).
2. After working with short English segments which provide practice interpreting targeted ASL features, students will demonstrate appropriate use of features such as: fingerspelling, numbers, vocabulary, classifiers, space, and ASL grammar.
3. Students will learn techniques to analyze their work by comparing their work against interpreting models and the work of peers. They will demonstrate the beginning ability to give constructive feedback by selecting concrete examples and providing positive comments, suggestions for improvement, and discuss alternative ways the segment could have been interpreted.

## **5. Evaluation Methods/Weight of Each Requirement**

The student learning outcomes will be assessed by: instructor observations, self and peer analysis of consecutive and simultaneous English-to-ASL interpretations, instructor assessed recorded English-to-ASL assignments and performance exams.

1. Assignments and Critiques	30%
2. Test 1	20%
3. Test 2	20%
4. Final Test	30%
Total = 100%	

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

## **6. Student Progress**

Blackboard communication (i.e. the Gradebook feature) or email regarding students' progress will be sent to the student prior to the mid-point of the course.

## **7. Attendance Policy**

## **8. Last Day to Drop the Course**

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

## **9. Disability Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## **10. Academic Integrity Policy**

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

## **11. Course Requirements**

More information about the following requirements will be provided:

1. It is critical for students to attend all class sessions, clinical hours, and participate in class discussions.
2. Satisfactory performance on assignments and interpretation critiques.
3. Satisfactory performance on interim testing.
4. Satisfactory performance on the final exam.

## 12. Course Outline

<b>Week of:</b>	<b>Topic</b>
Week 1	Introduction
Week 2	Idioms and fingerspelling
Week 3	Idioms and fingerspelling
Week 4	Fingerspelling and numbers
Week 5	Fingerspelling and numbers
Week 6	Test 1 and Space, Constructed Action/Dialogue
Week 7	Space, Constructed Action/Dialogue
Week 8	Space, Constructed Action/Dialogue
Week 9	Spring Break
Week 10	Space
Week 11	Classifiers
Week 12	Test 2 and Classifiers
Week 13	Skill Development
Week 14	Skill Development and Deaf-Blind Retreat
Week 15	Skill Development
Week 16	Skill Development
	Final Exam

## 13. Course Alignment with Standards, Objectives, and Goals

Commission for Collegiate Interpreter Education Accreditation Curriculum Standards	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
	a. Superior oral and written communication skills.
1	b. Logical thinking, critical analysis, problem solving and creativity.
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	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
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	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
2	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.

<b>F3. Professional Knowledge Content</b>	
3	a. Theories of interpretation, translation and historical foundations of the profession.
	b. Interpreter role, responsibilities and professional ethics.
3	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
	d. Human service and community resources.
	e. Certification, licensure, business practices and state and federal legislation.
	f. Continuing professional development.
	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
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1	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
1	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
2	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
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	d. Subject Matter
	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.


## Department of ASL and Interpreter Education Program








### Mission

To increase the understanding, respect, and equality of Deaf, Deaf-Blind, and Hard of Hearing people and their diverse communities by:

- Providing high quality American Sign Language instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of Kentucky, the region, and throughout the United States.

### ASL-English Interpretation Program Learning Objectives

 = Course supports this objective


 Objective
 7. Students will develop critical and creative thinking skills.
 8. Students will develop superior communication skills.
 9. Students will possess a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreter profession.
 10. Students will demonstrate ethical and culturally competent decision-making in various interpreter settings.
 11. Students will demonstrate at least entry-level competency in interpreting between ASL and English.
 12. Students will be able to critically assess their own work and use creative problem-solving to continually develop themselves after they leave the program.







## Eastern Kentucky University

### Mission

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

### Institutional Goals

 = Course supports this goal

 Goal
 6. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
 7. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
 8. To promote learning through high quality programs, research, and support services.
 9. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
 10. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.



**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 325</u> *Course Title ( <u>30 characters</u> ) <u>Sign-to-Voice Interpreting 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;">9/22/09</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/1/09</td> <td>Approved x    Disapproved</td> <td style="text-align: center;">12/17/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9/22/09	Graduate Council*	N/A	<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	12/1/09	Approved x    Disapproved	12/17/09	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	9/22/09	Graduate Council*	N/A																											
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise course title and description to reflect current trends in the field of interpreting. Remove ITP 115 (dropped course) as a prerequisite.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) n/a	
<b>B. The justification for this action:</b> Realignment of the curriculum with current practices and national accreditation standards.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> none  <b>Operating Expenses Impact:</b> none  <b>Equipment/Physical Facility Needs:</b> none  <b>Library Resources:</b> none	

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

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

- 25. For a new course, provide the catalog text.
- 26. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 27. 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.)  
 ITP 325 ~~Sign-to-Voice~~ ASL-to-English Interpreting I. (3) I. Prerequisites: admission to the ~~Interpreter Training Program interpreting program~~, ASL 202, ITP 445, 215, 220 with a minimum grade of "C" or departmental permission. Development of ~~sign-to-voice~~ interpreting/transliterating skills progressing from written translation to consecutive to simultaneous interpreting/transliterating in a variety of settings. Clinical hours required.

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

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

**New or Revised\* Program Text**

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ITP	325	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____ Other _____	Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites **See definitions on following page**</b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

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

Course Prefix and No.	admission to the <del>Interpreter Training Program</del> interpreting program, ASL 202 (C), ITP 115, 215 (C), 220 (C), or departmental permission
-----------------------	---

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)
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IC (3)				VC (3)			

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ITP 325 ASL-to-English Interpreting I**  
**Course Syllabus**  
**[Semester and Year]**

Professor:  
Office: [room number] Wallace  
Phone/Video Phone:  
Email:

### **1. Course Information**

Class: ITP 325 ASL-to-English Interpreting I  
CRN:  
Department: American Sign Language and Interpreter Education  
Credit Hours: 3  
Schedule:

### **2. Catalog Course Description**

Prerequisites: Admission to the interpreting program, ASL 202, ITP 215, 220 with a minimum grade of C or departmental permission. Development of ASL-to-English interpreting skills progressing from written translation to consecutive interpreting/transliterating in a variety of settings. Clinical hours required.

### **3. Course Texts**

Kelly, Jean. (2004). ASL-To-English interpreting: say it like they mean it. Alexandria, VA: RID Press.

Various video texts will be available in the MM room, BigMac server, and/or on Blackboard.

A tape recorder and audiotapes.

### **4. Student Learning Outcomes**

4. Students will develop the ability to apply the basic components of the interpreting process starting with written translation and moving towards consecutive interpreting. These include (Kelly 2004):
  - a. Taking in information from the source language (ASL)
  - b. Conducting an analysis of the message conveyed
  - c. Constructing the meaning from the information received
  - d. Analyzing how to portray the information in the target language
  - e. Producing the message in the target language (English).
5. After working with short signed segments from a variety of signers (different ages and cultural backgrounds) who are using different genres (fairy tales, interviews, narratives, and informational), students will be able to:
  - a. Demonstrate how different genres are expressed in English
  - b. Understand the impact culture has on the interpretation
  - c. Understand the impact of sociolinguistic factors on the interpretation.
6. Students will learn techniques to analyze their work and the work of peers. They will demonstrate the ability to give constructive feedback by selecting concrete examples and providing positive

comments, suggestions for improvement, and discuss alternative ways the segment could have been interpreted.

7. Students will learn specific techniques for conveying features of ASL into an appropriate English interpretation.

## **5. Evaluation Methods/Weight of Each Requirement**

The student learning outcomes will be assessed by: instructor observations, written translations, self and peer analysis of English-to-ASL translations, instructor assessed recorded consecutive ASL-to-English assignments and performance exams.

Weight of each requirement:

1. Discussion Board	10%
2. S > V Assignments	20%
3. Test 1	15%
4. Test 2	25%
5. Test 3	<u>30%</u>
Total	100%

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

## **6. Student Progress**

Blackboard communication (i.e. the Gradebook feature) or email regarding students' progress will be sent to the student prior to the mid-point of the course.

## **7. Attendance Policy**

## **8. Last Day to Drop the Course**

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

## **9. Disability Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## **10. Academic Integrity Policy**

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

## 11. Course Requirements

### 1. Reading schedule & discussion board:

Note: You need to read the chapter before coming to the class lecture on that chapter

Class lecture will be done in ASL on Tuesdays (unless informed otherwise by your instructor).  
You must post twice per chapter on the course (shared) Discussion Board (DB).

### 2. Numerous S > V in class work and assignments:

Throughout this class we will be focusing on ASL to English interpretation. We will start with written interpretation and then proceed to consecutive interpreting/ transliterating and then touch on simultaneous interpreting/transliteration.

Through the semester we will be working on written interpretations for the following ASL texts. We will start by doing these in class and then you will be doing them for homework.

<b>Digital Video</b>	<b>Genre</b>	<b>Presenter</b>
<b>3-Bear Story</b>	Story Telling	Jessie Lee Clark, KSD graduate, 'grassroots' member of the Deaf Community from eastern Kentucky
<b>Excerpts from an Interview</b>	Interview	Garland Best, a senior citizen from Kentucky is interviewed about his life and time at KSD
<b>"Some Experiences"</b>	Narrative	Bradley, an African-American high school student who attended KSD and then a mainstream high school in Paducah shares some of his experiences.
<b>Houses</b>	Informational	Shawn Broderick, a Gallaudet graduate with an MA in Deaf Studies, explains about carpentry and building houses. Shawn grew up in Ark and currently lives in Seattle
<b>Deaf-Blind Presentation</b>	Lecture	Marie Garden, a Deaf-Blind woman from Louisiana who graduated from Gallaudet presents at a workshop before a Kentucky Deaf-Blind Retreat.

For consecutive interpreting a variety of materials will be used. For example: Pursuit of ASL: Interesting Facts Using Classifiers by Angela Petrone Straity.

In addition to doing your own interpretations, you will be learning to analyze and provide feedback on interpretations done by your peers.

## 12. Course Outline

Week	Schedule for the “ASL-to-English: Say it Like they Mean It”
1	Intro, & Chapter 1: ASL-to-English Interpretation (p. 1 – 7): An Overview- DB
2	Chapter 2: The Other Consumer (11 – 15) – DB
3	Chapter 3. Literal vs. Idiomatic Interpretation (21 – 28) – DB
4	Chapter 4: Fingerspelling in ASL-to-Eng. Interpreting (37 – 43) – DB
5	Chapter 5: Grammatical English Sentences (49 – 54) – DB
6	Review, Practice
7	<b>Test 1</b>
8	Chapter 6: ASL Expansion (59 – 67) – DB
9	CIT conference - Chapter 6: ASL Expansion (59 – 67) – DB
10	Chapter 7: Illocutionary Forces, Register & Formulaic Elements (73–78) – DB
11	Chapter 8: The Technology of Conversation (85 – 90) – DB
12	9: Transition Markers (95 – 100) – DB
13	<b>Test 2</b>
14	Chapter 10: How to Improve an ASL-to-English Interpretation (101–111) DB
15	Review & Practice
16	Review & Practice
17	<b>Final Exam</b>

## 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
1	a. Superior oral and written communication skills.
1	b. Logical thinking, critical analysis, problem solving and creativity.
3	c. Knowledge and appreciation of multicultural features of society.
	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
2	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
2	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
1	a. Theories of interpretation, translation and historical foundations of the profession.
	b. Interpreter role, responsibilities and professional ethics.
2	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
	d. Human service and community resources.
	e. Certification, licensure, business practices and state and federal legislation.
	f. Continuing professional development.
	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
1	b. Message Transfer
1	1) Ability to understand the articulation of meaning in the source language discourse.
1	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
1	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.

	c. Methodology
1	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
2	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.



**Department of ASL and Interpreter Education Program**

**Mission**

To increase the understanding, respect, and equality of Deaf, Deaf-Blind, and Hard of Hearing people and their diverse communities by:

- Providing high quality American Sign Language instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of Kentucky, the region, and throughout the United States.

**ASL-English Interpretation Program Learning Objectives**

📄 = Course supports this objective

📄 Objective
📄 13. Students will develop critical and creative thinking skills.
📄 14. Students will develop superior communication skills.
📄 15. Students will possess a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreter profession.
📄 16. Students will demonstrate ethical and culturally competent decision-making in various interpreter settings.
📄 17. Students will demonstrate at least entry-level competency in interpreting between ASL and English.
📄 18. Students will be able to critically assess their own work and use creative problem-solving to continually develop themselves after they leave the program.

**Eastern Kentucky University**

**Mission**

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

**Institutional Goals**

📄 = Course supports this goal

📄 Goal
📄 11. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
📄 12. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
📄 13. To promote learning through high quality programs, research, and support services.
📄 14. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
📄 15. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 370</u> *Course Title (30 characters) <u>Interpreting in Specialized Settings 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;">9/9/09</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/1/09</td> <td>Approved x    Disapproved</td> <td style="text-align: center;">12/17/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9/9/09	Graduate Council*	N/A	<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	12/1/09	Approved x    Disapproved	12/17/09	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>																														

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the name of the course from Interpreting in Specialized Settings I to Ethics & Special Settings I <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) N/A	
<b>B. The justification for this action:</b> Revise course title, course number, and description to reflect current trends in the field of interpreting.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> none <b>Operating Expenses Impact:</b> none <b>Equipment/Physical Facility Needs:</b> none <b>Library Resources:</b> none	

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

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

- 28. For a new course, provide the catalog text.
- 29. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 30. 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.)  
 ITP ~~330 370 Ethics & Interpreting in Specialized Settings I. (3) II. Prerequisite: ASL 301 (C) and Admission to the Interpreter Training Program interpreting program or departmental permission. Critical analysis of interpreting in various settings. Development of communication and ethical decision-making skills. Study of interpreting/transliterating in specific settings including platform, team, oral, and educational interpreting. Observation and modeling of professional interpreters. Clinical hours required.~~

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

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

**New or Revised\* Program Text**

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ITP	<del>370</del> <u>330</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only)
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites <span style="color: red;">**See definitions on following page**</span></b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	Prerequisite: ASL 301 (C) and Admission to the <del>Interpreter Training Program</del> <u>interpreting program</u> or departmental permission.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ITP 330 Ethics & Special Settings I**  
**Course Syllabus**  
**[Semester and Year]**

Professor:  
Office: [room number] Wallace  
Phone/Video Phone:  
Email:

**1. Course Information**

Class: ITP 330 Ethics & Special Settings I  
CRN:  
Department: American Sign Language and Interpreter Education  
Credit Hours: 3  
Schedule:

**2. Catalog Course Description**

Prerequisite: ASL 301 and admission to the interpreting program or departmental permission.  
Critical analysis of interpreting in various settings. Development of communication and ethical decision-making skills. Clinical hours required.

**3. Course Texts**

**4. Student Learning Outcomes**

**5. Evaluation Methods/Weight of Each Requirement**

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

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## 12. Course Outline

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	a. Language
1	1) Ability to understand the source language in all its nuances.
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	2) Knowledge of the essential components of a research protocol.
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	4) Apply research results to interpretation practice.

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**ASL-English Interpretation Program Learning Objectives**

☞ = Course supports this objective

☞	<b>Objective</b>
☞	19. Students will develop critical and creative thinking skills.
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**Eastern Kentucky University**

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**Institutional Goals**

☞ = Course supports this goal

☞	<b>Goal</b>
☞	16. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
☞	17. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
☞	18. To promote learning through high quality programs, research, and support services.
☞	19. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
☞	20. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.



**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 420</u> *Course Title (30 characters) <u>Voice-to-Sign Interpreting 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;">9/25/09</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i>           Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/1/09</td> <td>Approved x Disapproved</td> <td style="text-align: center;">12/17/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9/25/09	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	12/1/09	Approved x Disapproved	12/17/09	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise the course description to reflect current trends in the field of interpreting; revise course title.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) n/a	
<b>B. The justification for this action:</b> Realignment of the curriculum with current practices and national accreditation standards.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> None.  <b>Operating Expenses Impact:</b> None.  <b>Equipment/Physical Facility Needs:</b> None.  <b>Library Resources:</b> None.	

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

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

- 31. For a new course, provide the catalog text.
- 32. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 33. 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.)

~~ITP 420 Voice to Sign Interpreting II. Interpreter Training Program interpreting program~~, English-to-ASL Interpreting II. (3) I. Prerequisites: Admission to the interpreter training program, ASL 302, ITP 320, 230 or 325 with a minimum grade of "C" or departmental permission. Continued development of voice to sign English-to-ASL interpreting transliterating skills and continued development of voice to sign interpreting skills used in a variety of settings, with added focus on registers, settings, and audience preferences. ~~Introduction of English sign systems.~~ Clinical hours required.

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

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

New or Revised\* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ITP	420	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.

Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	Admission to the <del>Interpreter Training Program</del> <u>interpreting program</u> , ASL 302, ITP 320, 230 or 325 with a minimum grade of “C” or departmental permission.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ITP 420 English-to-ASL Interpreting II**  
**Course Syllabus**  
**[Semester and Year]**

Professor:

Office: [room number] Wallace

Phone/Video Phone:

Email:

## **1. Course Information**

Class: ITP 420 English-to-ASL Interpreting II

CRN:

Department: American Sign Language and Interpreter Education

Credit Hours: 3

Schedule:

## **2. Catalog Course Description**

Prerequisites: Admission to the interpreting program, ASL 302, ITP 320 and 325 with a minimum grade of C or departmental permission. Continued development of English-to-ASL interpreting skills with added focus on registers, settings, and audience preferences. Clinical hours required.

## **3. Course Texts**

Kelly, Jean E. (2001). Transliterating: Show Me the English.

Patrie, Carol J. (2005). Simultaneous Interpreting from English.

## **4. Student Learning Outcomes**

1. Students will apply the basic components of the interpreting process using consecutive and simultaneous modes. These include (Kelly 2004):
  - a. Taking in information from the source language (English).
  - b. Conducting an analysis of the message conveyed.
  - c. Constructing the meaning from the information received.
  - d. Analyzing how to portray the information in the target language.
  - e. Producing the message in the target language (ASL).
2. After working with progressively longer English segments from a variety of speakers (different ages, genders, and cultural backgrounds) who are using different genres (narratives, informational, lectures), students will be able to:
  - a. Demonstrate how different genres and register are expressed in ASL
  - b. Demonstrate conceptual accuracy
  - c. Demonstrate appropriate use of prosodic features and transitions
  - d. Increase their endurance for interpreting longer segments.
3. Students will analyze their work and the work of peers. They will demonstrate the ability to give constructive feedback by selecting concrete examples and providing comments, suggestions for improvement, and discuss alternative ways the segment could have been interpreted.
4. Students will apply specific techniques for conveying features of English into an appropriate ASL interpretation.

## **5. Evaluation Methods/Weight of Each Requirement**

The student learning outcomes will be assessed by: instructor observations, self and peer analysis of English-to-ASL translations, instructor assessed recorded ASL-to-English assignments and performance exams.

1. Reading assignments and written homework	15%
2. Interpreting and transliterating videos and analysis	40%
3. Midterm exam	20%
4. Final exam	<u>25%</u>
Total	100%

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

## **6. Student Progress**

Blackboard communication (i.e. the Gradebook feature) or email regarding students' progress will be sent to the student prior to the mid-point of the course.

## **7. Attendance Policy**

## **8. Last Day to Drop the Course**

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

## **9. Disability Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## **10. Academic Integrity Policy**

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

## **11. Course Requirements**

1. Class attendance. It is critical for students to attend all class hours.
2. Satisfactory performance on reading assignments and written homework as assigned.
3. Satisfactory performance on interpreting and transliterating videos as assigned.
4. Satisfactory performance on the midterm and final exam.

## 12. Course Outline

SI = Simultaneous Interpreting from English

TL = Transliteration: Show me the English

<u>Week of</u>	<u>Tuesday</u>	<u>Thursday</u>	<u>Special Dates</u>
Week 1	Introduction	SI Unit 1	
Week 2	SI Unit 1	TL Ch. 1-2	
Week 3	TL Ch. 1-2	SI Unit 2	
Week 4	SI Unit 2	TL Ch. 3	
Week 5	TL Ch. 3	SI Unit 3	
Week 6	SI Unit 3	TL Ch. 4, 11	
Week 7	TL Ch. 4, 11	Midterm Exam	
Week 8	Fall Break	SI Unit 4	
Week 9	SI Unit 4	TL Ch. 5	
Week 10	TL Ch. 5	Guest lecture or independent work (withdraw with "W")	
Week 11	SI Unit 5	SI Unit 5	
Week 12	TL Ch. 6-7	TL Ch. 6-7	
Week 13	SI Unit 6	SI Unit 6	
Week 14	TL Ch. 8-10	Thanksgiving Holiday	
Week 15	SI Unit 7	SI Unit 7	
Week 16	TL Ch. 8-10	Wrap-up	
Week 17	Final Exam		

## 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
	a. Superior oral and written communication skills.
1	b. Logical thinking, critical analysis, problem solving and creativity.
2	c. Knowledge and appreciation of multicultural features of society.
	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
2	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	

	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
2	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
1	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
2	a. Theories of interpretation, translation and historical foundations of the profession.
	b. Interpreter role, responsibilities and professional ethics.
	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
	d. Human service and community resources.
	e. Certification, licensure, business practices and state and federal legislation.
2	f. Continuing professional development.
	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
1	1) Ability to understand the articulation of meaning in the source language discourse.
1	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
1	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
1	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
1	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
1	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
2	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.

**Department of ASL and Interpreter Education Program**

**Mission**

To increase the understanding, respect, and equality of Deaf, Deaf-Blind, and Hard of Hearing people and their diverse communities by:

- Providing high quality American Sign Language instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of Kentucky, the region, and throughout the United States.

**ASL-English Interpretation Program Learning Objectives**

☞ = Course supports this objective

☞	<b>Objective</b>
☞	25. Students will develop critical and creative thinking skills.
☞	26. Students will develop superior communication skills.
☞	27. Students will possess a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreter profession.
☞	28. Students will demonstrate ethical and culturally competent decision-making in various interpreter settings.
☞	29. Students will demonstrate at least entry-level competency in interpreting between ASL and English.
☞	30. Students will be able to critically assess their own work and use creative problem-solving to continually develop themselves after they leave the program.

**Eastern Kentucky University**

**Mission**

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

**Institutional Goals**

☞ = Course supports this goal

☞	<b>Goal</b>
☞	21. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
☞	22. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
☞	23. To promote learning through high quality programs, research, and support services.
☞	24. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
☞	25. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.



**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 425</u> *Course Title (30 characters) <u>Sign-to-Voice Interpreting II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise the course description to reflect current trends in the field of interpreting; revise course title.  <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) n/a	
<b>B. The justification for this action:</b> Realignment of the curriculum with current practices and national accreditation standards.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> None  <b>Operating Expenses Impact:</b> None  <b>Equipment/Physical Facility Needs:</b> None  <b>Library Resources:</b> none	

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

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

- 34. For a new course, provide the catalog text.
- 35. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 36. 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.)

ITP 425 ASL-to-English ~~Sign-to-Voice~~ Interpreting II. (3) I, II. Prerequisites: admission to the ~~Interpreter Training~~ interpreting program; ASL 302, ITP 320, 325 with a minimum grade of "C" or departmental permission. Continued development of ~~sign-to-voice~~ ASL-to-English interpreting/~~transliterating~~ skills in a variety of settings. Clinical hours required.

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

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

New or Revised\* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ITP	425	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.

Course Prefix and No.

<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	Admission to the <del>Interpreter Training</del> <u>interpreting</u> program; ASL 302, ITP 320, 325 with a minimum grade of “C” or departmental permission.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ITP 425 ASL-to-English Interpreting II**  
**Course Syllabus**  
**[Semester and Year]**

Professor:  
Office: [room number] Wallace  
Phone/Video Phone:  
Email:

### **1. Course Information**

Class: ITP 425 ASL-to-English Interpreting II  
CRN:  
Department: American Sign Language and Interpreter Education  
Credit Hours: 3  
Schedule:

### **2. Catalog Course Description**

Prerequisites: Admission to the interpreting program; ASL 302, ITP 320, 325 with a minimum grade of C or departmental permission. Continued development of ASL-to-English interpreting skills in a variety of settings. Clinical hours required.

### **3. Course Texts**

Taylor, Marty M., (2002). Interpretation Skills: American Sign Language to English.

A variety of videotapes of diverse presenters and settings will be available in the MM room and several will be available to purchase at a minimum cost.

Each student should have personal audio recorder and blank tapes.

### **4. Student Learning Outcomes**

1. Students will apply the basic components of the interpreting process in both consecutive and simultaneous modes. These include (Kelly 2004):
  - a. Taking in information from the source language (ASL).
  - b. Conducting an analysis of the message conveyed.
  - c. Constructing the meaning from the information received.
  - d. Analyzing how to portray the information in the target language.
  - e. Producing the message in the target language (English).
2. After working with signed source materials of increasing lengths from a variety of signers (different ages and cultural backgrounds) who are using different genres (interviews, narratives, informational, lectures, and vlogs), students will be able to:
  - a. Demonstrate appropriate use of English according to different genres, registers, and settings/audiences.
  - b. Produce culturally equivalent and conceptually accurate interpretations in English.
3. Students will begin to develop self-monitoring skills while interpreting and analyze their work and the work of peers. They will demonstrate the ability to give constructive feedback by selecting concrete

examples and providing comments, suggestions for improvement, and discuss alternative ways the segment could have been interpreted.

4. Students will apply specific techniques for conveying features of ASL into an appropriate English interpretation.

## **5. Evaluation Methods/Weight of Each Requirement**

The student learning outcomes will be assessed by: instructor observations, self and peer analysis of consecutive and simultaneous ASL-to-English interpretations, instructor assessed recorded ASL-to-English assignments and performance exams.

70 points	Assignments: 14 assignments (5 points each)
30 points	Quizzes – 3 @ 10 points each
50 points	Test 1
50 points	Test 2
50 points	Test 3
100 points	Final – receptive 75 points and written 25 points
<b>350 points</b>	<b>Total Points Possible</b>

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

## **6. Student Progress**

Blackboard communication (i.e. the Gradebook feature) or email regarding students' progress will be sent to the student prior to the mid-point of the course.

## **7. Attendance Policy**

## **8. Last Day to Drop the Course**

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

## **9. Disability Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

## **10. Academic Integrity Policy**

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

## 11. Course Requirements

1. Satisfactory performance on homework assignments
2. Satisfactory class attendance and participation.
3. Satisfactory performance on quizzes.
4. Satisfactory performance on scheduled tests

## 12. Course Outline

1. Review and work with materials you are already familiar with
2. Interpreting for adult signers in diverse settings
3. Interpreting for senior citizens
4. Interpreting for children and adolescents
5. Interpreting in various multicultural settings
6. Interpreting for Deaf-Blind presenters
7. Interpreting for presenters in a variety of settings and registers.
- 8.

## 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
1	a. Superior oral and written communication skills.
1	b. Logical thinking, critical analysis, problem solving and creativity.
	c. Knowledge and appreciation of multicultural features of society.
3	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
3	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
2	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
1	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
	a. Theories of interpretation, translation and historical foundations of the profession.
	b. Interpreter role, responsibilities and professional ethics.
2	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
	d. Human service and community resources.
	e. Certification, licensure, business practices and state and federal legislation.
	f. Continuing professional development.
	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
1	1) Ability to understand the articulation of meaning in the source language discourse.
1	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
1	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
2	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
1	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.

	d. Subject Matter
2	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
2	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.

**Department of ASL and Interpreter Education Program**

**Mission**

To increase the understanding, respect, and equality of Deaf, Deaf-Blind, and Hard of Hearing people and their diverse communities by:

- Providing high quality American Sign Language instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of Kentucky, the region, and throughout the United States.

**ASL-English Interpretation Program Learning Objectives**

☞ = Course supports this objective

☞	<b>Objective</b>
☞	31. Students will develop critical and creative thinking skills.
☞	32. Students will develop superior communication skills.
☞	33. Students will possess a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreter profession.
☞	34. Students will demonstrate ethical and culturally competent decision-making in various interpreter settings.
☞	35. Students will demonstrate at least entry-level competency in interpreting between ASL and English.
☞	36. Students will be able to critically assess their own work and use creative problem-solving to continually develop themselves after they leave the program.

**Eastern Kentucky University**

**Mission**

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

**Institutional Goals**

☞ = Course supports this goal

☞	<b>Goal</b>
☞	26. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
☞	27. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
☞	28. To promote learning through high quality programs, research, and support services.
☞	29. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
☞	30. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.



**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 430</u> *Course Title (30 characters) <u>Interpreting in Specialized Settings 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;">9/9/09</td> <td>Graduate Council*</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: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/1/09</td> <td>Approved x    Disapproved</td> <td style="text-align: center;">12/17/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9/9/09	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: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	12/1/09	Approved x    Disapproved	12/17/09	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the name of the course from Interpreting in Specialized Settings II to Ethics & Special Settings II <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) N/A	
<b>B. The justification for this action:</b> Revise course title and description to reflect current trends in the field of interpreting	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> none  <b>Operating Expenses Impact:</b> none  <b>Equipment/Physical Facility Needs:</b> none  <b>Library Resources:</b> none	

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

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

- 37. For a new course, provide the catalog text.
- 38. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 39. 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.)

ITP 430 ~~Ethics & Interpreting in Specialized Settings II. (3)~~ I. Prerequisites: ASL 302, ITP 320 and 325 with a minimum of C and admission to the ~~Interpreter Training Program~~ interpreting program or departmental permission. Continued critical analysis of interpreting in various multicultural and specialized settings. Continued development of ethical and culturally competent decision-making skills. ~~Study of interpreting/transliterating in specific settings including vocational rehabilitation, theatrical, deaf-blind, legal, medical, and mental health.~~ Clinical hours required.

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

- 37. For a new program, provide the catalog description as being proposed.
- 38. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
- 39. 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)*	
ITP	430	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	ITPR	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
			FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>		
	Thesis _____				Date of data entry _____
	Internship _____				Data entry person _____
		Independent Study _____			
		Practicum _____			
<b>Co-Requisites and Prerequisites <span style="color: red;">**See definitions on following page**</span></b>					
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					

Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	ASL 302, ITP 320 and 325 with a minimum of C and admission to the <del>Interpreter Training Program</del> <u>interpreting program</u> or departmental permission.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ITP 430 Ethics & Special Settings II**  
**Course Syllabus**  
**[Semester and Year]**

Professor:

Office: [room number] Wallace

Phone/Video Phone:

Email:

**1. Course Information**

Class: ITP 430 Ethics & Special Settings II

CRN:

Department: American Sign Language and Interpreter Education

Credit Hours: 3

Schedule:

**2. Catalog Course Description**

Prerequisites: ASL 302, ITP 320 and 325 with a minimum of C and admission to the interpreting program or departmental permission. Continued critical analysis of interpreting in various multicultural and specialized settings. Continued development of ethical and culturally competent decision-making skills. Clinical hours required.

**3. Course Texts**

**4. Student Learning Outcomes**

**5. Evaluation Methods/Weight of Each Requirement**

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 or below

**6. Student Progress**

**7. Attendance Policy**

**8. Last Day to Drop the Course**

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

## **9. Disability Statement**

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## **11. Course Requirements**

## **12. Course Outline**

### 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
	a. Superior oral and written communication skills.
1	b. Logical thinking, critical analysis, problem solving and creativity.
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2	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
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2	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
1	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
2	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
	a. Theories of interpretation, translation and historical foundations of the profession.
1	b. Interpreter role, responsibilities and professional ethics.
1	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
2	d. Human service and community resources.
	e. Certification, licensure, business practices and state and federal legislation.
	f. Continuing professional development.
3	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
3	1) Ability to understand the articulation of meaning in the source language discourse.
3	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
3	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
3	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
3	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
1	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
1	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
1	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
	1) Understand the necessity for and values of research on interpretation and interpreter education.
	2) Knowledge of the essential components of a research protocol.
	3) Analysis of studies related to interpretation.
	4) Apply research results to interpretation practice.


## Department of ASL and Interpreter Education Program








### Mission

To increase the understanding, respect, and equality of Deaf, Deaf-Blind, and Hard of Hearing people and their diverse communities by:

- Providing high quality American Sign Language instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of Kentucky, the region, and throughout the United States.

### ASL-English Interpretation Program Learning Objectives

 = Course supports this objective


 Objective
 37. Students will develop critical and creative thinking skills.
 38. Students will develop superior communication skills.
 39. Students will possess a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreter profession.
 40. Students will demonstrate ethical and culturally competent decision-making in various interpreter settings.
 41. Students will demonstrate at least entry-level competency in interpreting between ASL and English.
 42. Students will be able to critically assess their own work and use creative problem-solving to continually develop themselves after they leave the program.







## Eastern Kentucky University

### Mission

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

### Institutional Goals

 = Course supports this goal

 Goal
 31. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
 32. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
 33. To promote learning through high quality programs, research, and support services.
 34. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
 35. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

**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 American Language & Interpreter Education <hr/> College Education <hr/> *Course Prefix & Number ASL 301 <hr/> *Course Title (30 characters) American Sign Language V <hr/> *Program Title Interpreter Training Program (Major ___; Option ___; Minor ___; or Certificate ___) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	Sept. 25, 2009	Graduate Council* n/a
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	12/1/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12/17/09
General Education Committee*	N/A	Faculty Senate** n/a
Teacher Education Committee*	N/A	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Change course description.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>          To add lab class to align with the other ASL courses. Note: the lab is non-credit bearing and will be overseen by staff.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>          None</p> <p><b>Operating Expenses Impact:</b>          None</p> <p><b>Equipment/Physical Facility Needs:</b>          None</p> <p><b>Library Resources:</b>          None</p>



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

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

- 40. For a new course, provide the catalog text.
- 41. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 42. 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.)

ASL 301 American Sign Language V. (3) I, II. Prerequisite ASL 202 with a minimum grade of "C" or departmental permission. Development of advanced expressive and receptive ASL skills and cultural features of the language and community. ~~Clinical hours required: 3 Lec/1 Lab.~~

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

- 40. For a new program, provide the catalog description as being proposed.
- 41. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 42. 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)*	
ASL	301	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u>3</u> Laboratory <u>1</u> Other _____		Cip Code (first two digits only) 16		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
L	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____		
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
<b>Co-Requisites and Prerequisites</b>					
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)					
Course Prefix and No.					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)					
Course Prefix and No.					
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ASL 301 American Sign Language V**  
**Course Syllabus**  
**[Semester and Year]**

Professor:

Office: [room number] Wallace

Phone/Video Phone:

Email:

### **1. Course Information**

Class: ASL 301 American Sign Language V

CRN:

Department: American Sign Language and Interpreter Education

Credit Hours: 3

Schedule:

### **2. Catalog Course Description**

Course Description: Prerequisites: ASL 202 with a minimum grade of C or departmental permission.

Development of advanced expressive and receptive ASL skills and cultural features of the language and community. 3 lecture/1 lab.

### **3. Course Texts**

Smith, C., Lentz, E. and Mikos, K. (1988). Vista American Sign Language Series Functional Approach: Signing Naturally Student Workbook and Videotext, Volume 3.

### **4. Student Learning Outcomes**

Course Objectives: : Upon completion of this semester, the students will be able to:

1. Show awareness of and respect for Deaf culture.
2. Use appropriate non-manual behavior markers for different types of sentences.
3. Understand and use signs expressively and receptively related to:
  - (a) Unforgettable moments, (Unit 18)
  - (b) Sharing interesting facts, (Unit 19)
  - (c) Explaining rules (Unit 20)

### **5. Evaluation Methods/Weight of Each Requirement**

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 or below

### **6. Student Progress**

Progress will be documented through Blackboard Grade Center feature.

### **7. Attendance Policy**

Class attendance is critical. Absences equating to 10% of class meetings will result in automatic failure. It is necessary for students to attend all their classes and complete their outside assignments since language learning is performance based, attendance is paramount. You can miss 3 day classes.

### 8. Last Day to Drop the Course

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

### 9. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

### 10. Academic Integrity Policy

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

### 11. Course Requirements

1. 3 tests	120
2. Deaf Community paper (10 pts)	10
3. Retelling of videos (8 points each)	40
4. Class Participation	30
TOTAL	200 points possible

#### 3 Tests

Test on Unforgettable Moments will be on \_\_\_\_\_. (50 points)

Test on Sharing Interesting Facts will be on \_\_\_\_\_. (40 points)

Test on Explaining Rules will be on \_\_\_\_\_. (30 points)

#### A Deaf Community Paper:

-Go to a Deaf Community event such as Homecoming game at KSD, Deaf Bowling League in Lexington, etc., or Friday nights at Fayette Mall

Type at least two pages of the event you went and explain of your experiences and feelings from that event. This paper is due on Week 7 .It is worth 10 points.

#### Video Assignments:

Watch ASL stories by Deaf faculty, staff and friends as assigned below. Retell each story in American Sign Language. You need to sign the title of the ASL story and who is telling the story. Then retell the story you saw. Make sure you have introduction, body and conclusion when retelling each story. When retelling each story, you need to have video camera on you and give me the video tape to me at each due date below. Late video assignments will not be accepted.

MJ Herrema Olson

DUE DATES

Chapter 3: Senior Year (1 minute and 39 seconds)

Week 3

Chapter 7: IEP (2 minutes and 54 seconds)

Week 6

Chapter 5: High School Experiences (3 minutes and 44 seconds) Week 9

Chapter 6: Commentary (2 minutes and 47 seconds) Week 11

Chapter 10: My Sister (5 minutes and 32 seconds) Week 14

## 12. Course Outline

During the week of:

Week	Monday	Wednesday	Friday
1	Introduction, Syllabus	Unit 18	Unit 18
2	Unit 18	Unit 18	Unit 18
3	Unit 18	Unit 18	Unit 18
4	Unit 18	Unit 18	Unit 18
5	Unit 18	Unit 18	Unit 18
6	Unit 18	Unit 18	Unit 18
7	Unit 18	Unit 18 Test	Unit 19
8	Unit 19	Unit 19	Unit 19
9	Unit 19	Unit 19	Unit 19
10	Unit 19	Unit 19	Unit 19
11	Unit 19	Unit 19	Unit 19
12	Unit 19	Unit 19	Unit 19
13	Unit 19	Unit 19	Unit 19 Test
14	Unit 20	Holiday	Holiday
15	Unit 20	Unit 20	Unit 20
16	Unit 20	Unit 20	Unit 20 test

### 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
3	a. Superior oral and written communication skills.
3	b. Logical thinking, critical analysis, problem solving and creativity.
2	c. Knowledge and appreciation of multicultural features of society.
2	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
2	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
2	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
2	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
2	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
na	a. Theories of interpretation, translation and historical foundations of the profession.
na	b. Interpreter role, responsibilities and professional ethics.
2	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
na	d. Human service and community resources.
na	e. Certification, licensure, business practices and state and federal legislation.
na	f. Continuing professional development.
na	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
a. Language	
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
b. Message Transfer	
na	1) Ability to understand the articulation of meaning in the source language discourse.
na	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
na	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
c. Methodology	
na	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
na	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
d. Subject Matter	
na	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
na	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
na	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
e. Research	
na	1) Understand the necessity for and values of research on interpretation and interpreter education.
na	2) Knowledge of the essential components of a research protocol.
na	3) Analysis of studies related to interpretation.
na	4) Apply research results to interpretation practice.

**Commission for Collegiate Interpreter Education  
Accreditation Curriculum Standards**

1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable

#	Standard
na	<b>G. Practicum and/or Internship</b>
	1. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.
	2. The practicum shall be supervised by qualified personnel.
	3. To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.
	4. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.
	5. Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.
	6. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.
	7. The practicum should provide experiences with various groups across the life span, various language preferences, and various service-delivery models reflective of current practices in the profession.
	8. Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.

**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 American Sign Language & Interpreter Education <hr/> College Education <hr/> *Course Prefix & Number ASL 302 <hr/> *Course Title (30 characters) American Sign Language VI <hr/> *Program Title Interpreter Training Program (Major __, Option <u>X</u> ; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> Sept. 29, 2009	<u>Date</u> n/a
		Graduate Council* n/a
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 12/17/09
		Faculty Senate** n/a
		Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Change in course description</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>          To add lab class to align with the other ASL courses. Note: the lab is non-credit bearing and will be overseen by staff.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>          None</p> <p><b>Operating Expenses Impact:</b>          None</p> <p><b>Equipment/Physical Facility Needs:</b>          None</p> <p><b>Library Resources:</b>          None</p>



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

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

- 43. For a new course, provide the catalog text.
- 44. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 45. 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.)

ASL 302 American Sign Language V. (3) I, II. Prerequisite ASL 301 with a minimum grade of "C" or departmental permission. Continued development of advanced expressive and receptive ASL skills and cultural features of the language and community. ~~Clinical hours required.~~ 3Lec/1Lab.

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

- 43. For a new program, provide the catalog description as being proposed.
- 44. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 45. 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)*
ASL	302	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ITPR
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory <u>1</u>	Other _____	
			Cip Code (first two digits only) 16	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
L	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	

**Co-Requisites and Prerequisites**

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

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

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

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

Course Prefix and No.					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)					
Course Prefix and No.					
Test Scores					
Minimum GPA (when a course grouping or student cumulative GPA is required)					
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)					
Course Prefix and No.					
Course Prefix and No.					
Course Prefix and No.					
Proposed General Education Category: (Check as many as apply.)					
I. 01 _____	II. 05 _____	III. 09 _____	IV. 13 _____	V. 17 _____	VI. 20 _____
02 _____	06 _____	10 _____	14 _____	18 _____	21 _____
03 _____	07 _____	11 _____	15 _____	19 _____	
04 _____	08 _____	12 _____	16 _____		

Eastern Kentucky University  
Department of American Sign Language and Interpreter Education  
**ASL 302 American Sign Language VI**  
**Course Syllabus**  
**[Semester and Year]**

Professor:  
Office: [room number] Wallace  
Phone/Video Phone:  
Email:

### **1. Course Information**

Class: ASL 302 American Sign Language VI  
CRN:  
Department: American Sign Language and Interpreter Education  
Credit Hours: 3  
Schedule:

### **2. Catalog Course Description**

Course Description: Prerequisites: ASL 301 with a minimum grade of C or departmental permission. Continued development of advanced expressive and receptive ASL skills and cultural features of the language and community. 3 lecture/1 lab.

### **3. Course Texts**

Smith, C., Lentz, E. and Mikos, K. (1988). Vista American Sign Language Series Functional Approach: Signing Naturally Student Workbook and Videotext, Volume 3.

### **4. Student Learning Outcomes**

Course Objectives: Upon completion of this semester, the students will be able to:

1. Show awareness of and respect for Deaf culture.
2. Use appropriate non-manual behavior markers for different types of sentences.
3. Understand and use signs expressively and receptively related to:
  - (a) Telling about Accidents
  - (b) Discussing Health Conditions
  - (c) Talking about Money

### **5. Evaluation Methods/Weight of Each Requirement**

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

### **6. Student Progress**

Progress will be documented through Blackboard Grade Center feature.

### **7. Attendance Policy**

Class attendance is critical. Absences equating to 10% of class meetings will result in automatic failure. It is necessary for students to attend all their classes and complete their outside assignments since language learning is performance based, attendance is paramount. You can miss 3 day classes.

### 8. Last Day to Drop the Course

Please visit the Colonel's Compass at <http://www.eku.edu/compass/deadlines/> for important deadline dates.

### 9. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

### 10. Academic Integrity Policy

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

### 11. Course Requirements

1. 3 tests	120
2. Deaf Community paper (10 pts)	10
3. Retelling of videos (8 points each)	40
4. Class Participation	30
TOTAL	200 points possible

#### 3 tests

Test on Unit 21 (40 points) \_\_\_\_\_  
Test on Unit 22 (30 points) \_\_\_\_\_  
Test on Unit 24 (40 points) \_\_\_\_\_

#### 2 Deaf Community Papers:

-Go to a Deaf Community event such as Homecoming game at KSD, Deaf Bowling League in Lexington, etc., or Friday nights at Fayette Mall

-Write at least two pages of the event you went and explain of your experience and feelings from that event. This paper is due on \_\_\_\_\_ and \_\_\_\_\_. Late papers will not be accepted.

#### Class Participation:

This is a language learning class. Therefore, class attendance and participation are expected and required. You can miss 3 day classes in spite of any reason. After missing 3 days classes, you will FAIL this class. You can miss 3 day classes. Also, Tardiness will be count. After four (4) tardiness, this will consider as one day absent.

### **Video Assignments:**

Watch ASL stories by Deaf faculty, staff and friends as assigned below. You need to sign the title of the ASL story and who is telling the story. Then retell the story you saw. Make sure you have introduction, body and conclusion when retelling each story. When retelling each story, you need to have video camera on you and give me the video tape to me at each due date below. Each tape is worth 8 points. The total of these video assignments are 40 points. **Late video assignments will not be accepted.**

MJ Herrema Olson

DUE DATES

Chapter 2: School's Cancelled! (3 minutes and 39 seconds)

Chapter 1: Learning ASL (5 minutes and 26 seconds)

Chapter 4: Puerto Rico (6 minutes and 45 seconds)

Chapter 9: Bull's Eye (8 minutes and 41 seconds)

Chapter 8: Honeymooners (8 minutes and 29 seconds)

### **12. Course Outline**

During the week of:

Week	TUESDAYS	THURSDAYS
Week 1	Introduction, Syllabus and Unit 21: Telling about Accident	Unit 21
Week 2	Unit 21	Unit 21
Week 3	Unit 21	Unit 21
Week 4	Unit 21	Unit 21
Week 5	Unit 21	Unit 21
Week 6	Unit 21	Unit 21
Week 7	Unit 21 test and Unit 24: Discussing Health Conditions	Unit 24
Week 8	Unit 24	Unit 24
Week 9	Unit 24	Unit 24
Week 10	Unit 24	Midterm and Unit 24
Week 11	Unit 24	Unit 24
Week 12	Unit 24	Unit 24
Week 13	Unit 24 test and Unit 22: Talking about Money	Unit 24
Week 14	Unit 22	Unit 22
Week 15	Unit 22	Unit 22
Week 16	Unit 22	Unit 22
Final week	Unit 22 test at 8 am	

### 13. Course Alignment with Standards, Objectives, and Goals

<b>Commission for Collegiate Interpreter Education Accreditation Curriculum Standards</b>	
1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable	
#	Standard
<b>F1. Liberal Arts</b>	
3	a. Superior oral and written communication skills.
3	b. Logical thinking, critical analysis, problem solving and creativity.
2	c. Knowledge and appreciation of multicultural features of society.
2	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
2	e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
<b>F2. Social and Behavioral Sciences</b>	
2	a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
2	b. Minority group dynamics, prejudice, class, power, oppression, and social change.
2	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.
<b>F3. Professional Knowledge Content</b>	
na	a. Theories of interpretation, translation and historical foundations of the profession.
na	b. Interpreter role, responsibilities and professional ethics.
2	c. Human relations, dynamics of cross-cultural interaction and intercultural communication knowledge and competency.
na	d. Human service and community resources.
na	e. Certification, licensure, business practices and state and federal legislation.
na	f. Continuing professional development.
na	g. Stress management and personal health.
<b>F4. Professional Education Competencies</b>	
	a. Language
1	1) Ability to understand the source language in all its nuances.
1	2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
	b. Message Transfer
na	1) Ability to understand the articulation of meaning in the source language discourse.
na	2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
na	3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style, culture, and without undue influence of the source language.
	c. Methodology
na	1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
na	2) Ability to use different target language forms and to choose the appropriate form according to audience preference.
	d. Subject Matter
na	1) Breadth of knowledge allowing interpretation of general discourse within several fields.
na	2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.

<b>na</b>	3) Techniques and logistics, such as the ability to manage the physical setting and ability to select and use appropriate equipment.
	e. Research
<b>na</b>	1) Understand the necessity for and values of research on interpretation and interpreter education.
<b>na</b>	2) Knowledge of the essential components of a research protocol.
<b>na</b>	3) Analysis of studies related to interpretation.
<b>na</b>	4) Apply research results to interpretation practice.

**Commission for Collegiate Interpreter Education  
Accreditation Curriculum Standards**

1 = Strongly supports, 2 = Somewhat supports, 3 = Minimally supports, N/A = Not applicable

#	Standard
na	<b>G. Practicum and/or Internship</b>
	1. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.
	2. The practicum shall be supervised by qualified personnel.
	3. To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.
	4. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.
	5. Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.
	6. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.
	7. The practicum should provide experiences with various groups across the life span, various language preferences, and various service-delivery models reflective of current practices in the profession.
	8. Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.



**Department of ASL and Interpreter Education Program**

**Mission**

To increase the understanding, respect, and equality of Deaf, Deaf-Blind, and Hard of Hearing people and their diverse communities by:

- Providing high quality American Sign Language instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of Kentucky, the region, and throughout the United States.

**ASL-English Interpretation Program Learning Objectives**

☞ = Course supports this objective

☞	<b>Objective</b>
☞	43. Students will develop critical and creative thinking skills.
☞	44. Students will develop superior communication skills.
☞	45. Students will possess a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreter profession.
☞	46. Students will demonstrate ethical and culturally competent decision-making in various interpreter settings.
☞	47. Students will demonstrate at least entry-level competency in interpreting between ASL and English.
☞	48. Students will be able to critically assess their own work and use creative problem-solving to continually develop themselves after they leave the program.

**Eastern Kentucky University**

**Mission**

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

**Institutional Goals**

☞ = Course supports this goal

☞	<b>Goal</b>
☞	36. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
☞	37. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
☞	38. To promote learning through high quality programs, research, and support services.
☞	39. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
☞	40. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

**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>ASLIE</u> College <u>Education</u> *Course Prefix & Number <u>ITP 115</u> *Course Title ( <u>30 characters</u> ) <u>Heritage and Culture of the Deaf</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee _____ Graduate Council* _____ N/A <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> X Council on Academic Affairs _____ College Curriculum Committee <u>12/1/09</u> Approved x Disapproved <u>12/17/09</u> General Education Committee* <u>N/A</u> Faculty Senate** <u>N/A</u> Teacher Education Committee* <u>N/A</u> Board of Regents** <u>N/A</u> Council on Postsecondary Edu.*** <u>N/A</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)                  Drop ITP 115 as a course offering. A new course is being developed that will replace this course.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)                  Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b></p> <p>The course is being dropped and a new course created to realign our curriculum with the interpreting field and accreditation standards.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b>                  none</p> <p><b>Operating Expenses Impact:</b>                  none</p> <p><b>Equipment/Physical Facility Needs:</b>                  none</p> <p><b>Library Resources:</b>                  none</p>	

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

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

- 46. For a new course, provide the catalog text.
- 47. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 48. 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.)  
~~ITP 115 Heritage and Culture of the Deaf. (3) A. Prerequisite: ASL 102 with a minimum grade of "C" or departmental permission. Overview of the psychological, sociological, and cultural impacts of deafness upon children and adults. Explores how deafness can affect the individual's development in language, communication, cognition, and psychological emotional growth. Examines historic relations between deaf and hearing, and compares deaf culture with that of the hearing world.~~

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ASL and Interpreter Education</u> College <u>Education</u> *Course Prefix & Number _____ *Course Title ( <u>30 characters</u> ) _____ *Program Title <u>Interpreter Training Program</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ <u>Date</u> _____ <u>Date</u> _____ Departmental Committee <u>2/20/2009</u> Graduate Council* <u>N/A</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> <u>_____</u> Council on Academic Affairs _____ College Curriculum Committee <u>12/1/09</u> Approved x Disapproved <u>12/17/09</u> General Education Committee* <u>N/A</u> Faculty Senate** <u>1/11/10</u> Teacher Education Committee* <u>N/A</u> Board of Regents** <u>4/19/10</u> Council on Postsecondary Edu.*** <u>N/A</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the name of the program from Interpreter Training Program to ASL and English Interpretation and change the program requirements.  <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) N/A	<b>B. The justification for this action:</b> Due to trends in higher education to begin offering degrees in teaching ASL/English interpreting/interpretation confusion may arise from the name Interpreter Training Program. It may be misunderstood that graduates of the program will be/are prepared to teach others to teach interpreting/interpretation. Additionally, the current name does not specify the languages that graduates are prepared to interpret; the new program name remedies this as well. The revision of the program requirements will align the program with national accreditation standards.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> None  <b>Operating Expenses Impact:</b> None  <b>Equipment/Physical Facility Needs:</b> None	

**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.)

- 49. For a new course, provide the catalog text.
- 50. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 51. 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**

- 46. For a new program, provide the catalog description as being proposed.
- 47. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and *underlines* for additions.
- 48. 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.)

**ADMISSION TO ASL AND ENGLISH INTERPRETATION INTERPRETING FOR DEAF INDIVIDUALS PROGRAM**

Any student who is accepted by the University Admissions Office and declares their major as interpreting will be admitted as a pre-interpreting major. Admission to pre-interpreting does not guarantee admission to the ASL and English Interpretation program (ITP), Interpreter Training Program. For consideration of admission into the Interpreter Training Interpretation Program, the following are required:

**Admission Criteria**

- A GPA of 2.5 or higher.
- ASL 201, 202, and ITP 215, 220 with a grade of “C” or higher and a GPA of 2.5 or higher for these four classes.
- Completed the Degrees of Reading Power Language Test, and
- Completed an admission interview by the ITP Interview Committee.

The ITP Interview Committee will select and rank applicants using the following criteria: 1) signing skills, 2) GPA, 3) score on the Degree of Reading Power Language Test, 4) interview score, 5) disposition score. The ITP Interview Committee will determine the number of students admitted to the program in order to maintain an appropriate student-faculty ratio and based on available resources.

**Application Information**

- Enrollment is limited.
- Application to the ITP does not guarantee acceptance.
- ITP accepts students for the fall semester of all even years (i.e. 2008, 2010). Deadline for application is March 15<sup>th</sup> every even year.

**Progression and Retention in the Program**

- A grade of C or higher is required for all ITP and ASL courses with a 2.5 GPA in the major.
- Upon successful and timely completion of ITP 470 Pre-Practicum ~~470~~, a student will be permitted to take ITP 495 Practicum ~~495~~ only with written recommendations from the ITP faculty and the department.

**Program Goal**

The goal of the ASL and English Interpretation program Interpreter Training Program is to provide a strong foundation for students entering the career of professional interpreting for the deaf and hard of hearing.

**Center on Deafness and Hearing Loss**

The Center on Deafness and Hearing Loss serves as an informational resources on a wide variety of topics for faculty, staff and students. The Center also maintains close relationships with the Kentucky Office of Vocational Rehabilitation, the Kentucky Department of Education, and various programs within the U.S. Department of Education. Anyone interested in the programs or resources available at he Center should contact the director at (859) 622-8156 or visit the Center’s website at [www.cod.eku.edu](http://www.cod.eku.edu).

**ASL AND ENGLISH INTERPRETATION INTERPRETER TRAINING PROGRAM (B.S.)**

*CIP Code: 16.1603*

<b>Major Requirements.....</b>	<b>55 <u>51</u> hours</b>
<b>ITP Core</b>	
ITP <del>445, 210</del> , 215, 220, 310, 320, 325, <del>350</del> , 370, 390, <u>410</u> , 420, 425, 430, 470, <del>480</del> , 490, 495.	
<b>Supporting Course Requirements.....</b>	<b>27 <u>36</u> hours</b>
ANT 120, ASL 101, 102, 201, 202, <u>210, 225</u> , 301, 302, <u>400</u> (3 hours), SED <del>404</del> , 337 <u>and 3 hours from Block VIII</u>	
<u>Gender, Race, Sexuality theme</u>	
<b>General Education Requirements.....</b>	<b>39 hours</b>
Standard General Education program excluding block VB and VIII (6 hrs.). Refer to Section Four of the <i>Catalog</i> for details on the General Education and University requirements.	
<b>University Requirement.....</b>	<b>1 hour</b>
EDO 100	
<b>Free Electives.....</b>	<b>6 hours</b>
<b>Total Curriculum Requirements.....</b>	<b>128 <u>127</u> hours</b>

**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 American Sign Language & Interpreter Education <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title American Sign Language (ASL) Studies (Major __, Option __; Minor <u>X</u> ; or Certificate __)	
*Provide only the information relevant to the proposal.		
Proposal Approved by:		Date
Departmental Committee	10/22/09	Graduate Council*
Is this a SACS Substantive Change? <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		N/A
College Curriculum Committee	12/1/09	Council on Academic Affairs
General Education Committee*	N/A	Approved x    Disapproved
Teacher Education Committee*	N/A	12/17/09
		Faculty Senate**
		1/11/10
		Board of Regents**
		4/19/10
		Council on Postsecondary Edu.***

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

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise catalog text to reflect course revisions. ITP 210 changed to ASL 210, ITP 115 dropped and replaced by ASL 225.  <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Courses, titles and prefixes were revised to better align with the standards of our Commission on Collegiate Interpreter Education accreditation process. This program change reflects those course adjustments in the catalog wording.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> none  <b>Operating Expenses Impact:</b> none  <b>Equipment/Physical Facility Needs:</b> none  <b>Library Resources:</b>	

none

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

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

- 52. For a new course, provide the catalog text.
- 53. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 54. 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**

- 49. For a new program, provide the catalog description as being proposed.
- 50. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
- 51. 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.)

**AMERICAN SIGN LANGUAGE (ASL) STUDIES**

The minor in American Sign Language teaches communication competency in a visual language. Students become knowledgeable about aspects of the hard-of-hearing and deaf community. For careers working with the public, this minor is beneficial for understanding and communicating with the deaf and hard-of-hearing. This minor does not prepare students to interpret, nor fulfill the pre-admission and admission process for the Interpreter Training Program.

<b>Required Courses</b> .....	<b>12 hours</b>
ASL 101 .....	3
ASL 102 .....	3
ASL 201 .....	3
ASL 202 .....	3
<b>Electives (select two courses)</b> .....	<b>6 hours</b>
ITP 215, 350, <del>415, 210</del> , ASL 210, 225, or SED 337	
<b>Total Requirements</b> .....	<b>18 hours</b>



# Curriculum Change Form

## Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 Associate Degree Nursing <hr/> College College of Health Sciences <hr/> *Course Prefix & Number NUR 114 <hr/> *Course Title (30 characters) Nursing Concepts I <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/6/09	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	11/18/09	Approved _____ Disapproved _____
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

**A. 1. Specific action requested:** To combine NUR 116 and NUR 112 to make an 8 credit hour course as opposed to NUR 116, 1 credit hour, and NUR 112, 7 credit hours.

**A. 2. Effective date:** Fall 2010

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

### B. The justification for this action:

NUR 112 and NUR 116 are currently co-requisites with NUR 116 an on-campus laboratory course and NUR 112 a combined theory and clinical course. To promote success, faculty have determined content would be most effective presented in one course.

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

**Personnel Impact:** No additional needs identified.

**Operating Expenses Impact:** No additional cost identified.

**Equipment/Physical Facility Needs:** No additional needs identified.

**Library Resources:** No additional need identified.

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

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

New or Revised* Catalog Text (*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) <b><u>NUR 114 Nursing Concepts I (8) I, II:</u></b> Prerequisite: Admission to the Associate Degree Nursing Program. Provides theoretical and clinical foundation necessary for beginning nursing students. Content addresses the role of the nurse in assisting clients to achieve optimal health. Students are provided opportunities in the classroom, laboratory, and healthcare setting. Credit will not be awarded to students who have taken NUR112 AND 116.
---

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>NUR</u>	<u>114</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	NURA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>8</u>	<u>Lecture 5</u> <u>Laboratory 8</u> Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>L</u>	<u>8</u>		FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Admission to the Associate Degree Nursing Program</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.	<u>Credit will not be awarded if NUR112 AND 116 are taken (Both must be taken)</u>
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 for the Associate Degree in Nursing (RN)

### First Year

			<b>Credit Hours</b>
<b>First Semester</b>	HSO 100	Academic Orientation	1
	BIO 171	Human Anatomy	3
	ENG 101	English Composition I	3
	NFA 201	Essentials of Nutrition	3
	<del>NUR 112</del>	<del>Nursing Concepts I</del>	<del>7</del>
	<del>NUR 116</del>	<del>Laboratory Application I</del>	<del>4</del>
	<u>NUR 114</u>	<u>Nursing Concepts I</u>	<u>8</u>
		<b>18</b>	
<b>Second Semester</b>	BIO 301	Human Physiology	3
	ENG 102	English Composition II	3
	CHE 105/107	Chemistry for the Health Sciences	3/1
	NUR 124	Nursing Concepts II/Med-Surg	5
	NUR 126	Nursing Concepts II/Perinatal	3
		<b>18</b>	

### Second Year

			<b>Credit Hours</b>
<b>First Semester</b>	BIO 273 or	Clinical Microbiology, or Diagnostic Microbiology/Lab	4 or 3/2
	CLT 209/211	Nursing Concepts III - Med-Surg	7
	NUR 232	Nursing Concepts III - Psych	3
	NUR 234	Psychology as a Social Science	3
	PSY 200		<b>17-18</b>
<b>Second Semester</b>	NUR 242	Nursing Concepts IV	9
	NUR 255	Trends and Issues in Nursing	2 3
	SOC 131	Introductory Sociology	3
	Humanities Elective		<b>17</b>
		<b>Total Hours: 70-71</b>	

EASTERN KENTUCKY UNIVERSITY  
College of Health Sciences  
Department of Associate Degree Nursing  
Fall 2010

**COURSE:** NUR 114 - 8 semester hours credit  
**COURSE TITLE:** Nursing Concepts I  
**PREREQUISITE:** Admission to the Associate Degree Nursing Program  
**COURSE DESCRIPTION:**

NUR 114 Nursing Concepts I (8), I, II. Prerequisite: Admission to the Associate Degree Nursing Program. Provides theoretical and clinical foundation necessary for beginning nursing students. Content addresses the role of the nurse in assisting clients to achieve optimal health. Students are provided opportunities in the classroom, laboratory, and healthcare setting. Credit will not be awarded if NUR112 AND 116 are taken

**FACULTY:**

Gina Purdue, RN, MSN  
Assistant Professor  
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[Gina.Purdue@eku.edu](mailto:Gina.Purdue@eku.edu)

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(859) 622-1945  
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[Kristina.Petrey@eku.edu](mailto:Kristina.Petrey@eku.edu)

Susan Hayes, RN, MSN  
Assistant Professor  
Rowlett 319  
(859) 622-1953  
[Susan.Hayes@eku.edu](mailto:Susan.Hayes@eku.edu)

Julie Brown, RNC, MSN  
Assistant Professor  
Dizney 229  
(859) 622-6336  
[Julie.Brown@eku.edu](mailto:Julie.Brown@eku.edu)

ADN website-- [www.adn.eku.edu](http://www.adn.eku.edu) will serve as the primary source of information for the Department of Associate Degree Nursing.

**TEXTS REQUIRED:**

Ackley, Betty J. and Ladwig, Gail B. *Nursing Diagnosis Handbook: An evidence-based guide to planning care*; (8<sup>th</sup> edition), 2008. Missouri: Mosby Elsevier.

Karch, Amy M. 2010 Lippincott's Nursing Drug Guide. Philadelphia: Lippincott, Williams & Wilkins.

Kee, Joyce L, Hayes, Evelyn R., and McCuiston, Linda E. *Pharmacology a Nursing Process Approach*. (6<sup>th</sup> edition) 2009. Missouri: Saunders Elsevier.

Kee, Joyce L. *Laboratory and Diagnostic Tests*. (8<sup>th</sup> edition) 2010. New Jersey: Pearson Education, Inc.

Potter, Patricia A. and Perry, Anne G. *Fundamentals of Nursing* (7<sup>th</sup> edition) 2009. Missouri: Mosby Elsevier, plus online video component. This can be purchased in a bundled package at EKU Bookstores.

**For all assistance with Elsevier Video(s) or online components, call 1-800-401-9962.**

Ogden, Sheila J. Calculations of Drug Dosage (8<sup>th</sup> edition), 2007. St. Louis: Mosby.

**PACKETS REQUIRED:**

- ADN Student Handbook (available online at [www.adn.eku.edu](http://www.adn.eku.edu))

**SUPPLEMENTAL READINGS:**

Readings may be assigned from professional nursing/medical journals; please refer to topical outline.

**LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

1. Demonstrate competency in selected psychomotor skills.
2. Provide client care within ethical, legal and professional standards.
3. Utilize effective communication skills.
4. Apply theoretical concepts of nursing practice.
5. Assess the client's ability to meet essential needs with the goal of optimal health.
6. Utilize the nursing process to develop a plan of care for a client based on the analysis of assessment data.
7. Utilize caring behaviors to provide client care.
8. Utilize the teaching/learning process with a client to meet an identified learning need.
9. Work cooperatively with others during the provision of client care.
10. Manage the care for one client in an organized and productive manner.

**COURSE REQUIREMENTS:**

NUR 114 is a theoretical, laboratory, and clinical course. The theory component of the course meets for 5 hours per week for the duration of the semester. The laboratory component of the course will meet for the duration of the semester totaling 40 hours. The clinical component of the course meets for 90 hours across the duration of the semester. To successfully complete NUR 114, the student must achieve 77% or greater on the average of all theory exams, achieve a 90% or greater on the dosage calculation exam, demonstrate a satisfactory (S) competency evaluation of all selected psychomotor skills, **AND** achieve a satisfactory (S) evaluation in clinical based on the behaviors on the ADN Clinical Evaluation Tool for semester one.

**CLINICAL REQUIREMENTS:**

**I. Prior to the first day in the clinical component of NUR 114, the student must:**

- A. Score a minimum of 90% on the dosage calculation exam.
- B. Document evidence of the following requirements:
  - 1) Professional Liability Insurance (PLI) purchased through the University.
  - 2) CPR certification as a Health Care Provider.
  - 3) Immunity from varicella, rubella, rubeola, mumps, Hepatitis B; negative PPD or Chest X-Ray; and a TDaP booster.
  - 4) Criminal background check submitted via Verified Credentials.

- II. To be eligible to perform selected psychomotor skills in the clinical component of NUR 114, the student must attain a satisfactory (S) competency evaluation of that skill in the laboratory setting.
- III. Students are to be in the clinical facility **ONLY** on clinical days and during scheduled clinical time.
- IV. Students are **NOT** to call clinical agency staff for additional client information. Client data should be acquired during scheduled clinical time.
- V. No smoking will be permitted at the clinical facility.
- VI. Students must adhere to professional dress requirements as written in the ADN Student Handbook.

**EVALUATION METHODS**

- A. The Final grade in NUR 114 will be based on student achievement in the theory, laboratory and clinical

components of the course. To be successful in NUR 114, the student must achieve a 77% or greater on the average of 5 exams and a comprehensive final, achieve a 90% or greater on the dosage calculation exam, attain a satisfactory (S) in all selected psychomotor skill competency evaluations **AND** attain a satisfactory (S) in the clinical component of the course including portfolio evaluation of required assignments

If a student does not achieve a 90% or greater on the dosage calculation exam, that student will be ineligible to proceed to the clinical component, and therefore must withdraw from the course. If the student chooses to remain in the course, the student will receive a final grade of "F" since a satisfactory evaluation of clinical performance is required.

If a student receives an unsatisfactory (U) evaluation in the laboratory and/or clinical component of NUR 114, the student will receive an "F" as the final course grade regardless of the numerical theory grade in the course.

- B. Exams 1 through 5 will consist of 50 questions; each weighing 15% of the total course grade. Exam 6 will be a comprehensive final with 100 questions which will weigh 25% of total course grade. See "Exam Policy" under the Department Policy section of this syllabus
- C. At midterm and the end of the semester, the grades are averaged to calculate midterm and final course grades; both the midterm and final course grades will be rounded per standard rounding rules (ie. 89.5 rounded to 90). Grades will be posted on ECU Direct.
- D. The numerical midterm grade in NUR 114 will be the average of Exams 1 and 2. Midterm grades will be posted on ECU Direct. The last day to withdraw (W) from a full semester course is \_\_\_\_\_:
- E. Exams will be reviewed in a timely fashion. If a student has a question regarding the accuracy of the exam score, the student will have one calendar week from the time the exam is reviewed in class to question their individual score with NUR 114 faculty. Each exam may also be reviewed by appointment with NUR 114 faculty UNTIL the next exam is given. Exam grades will be available after all students have completed the examination.
- F. A missed exam, skills competency evaluation, clinical day, and/or project, except with ADVANCE notification to the faculty and then only in extenuating circumstances, will receive a grade of zero (0) or unsatisfactory (U). An alternate exam may be given at the faculty's discretion. Make-up work must be initiated by the student on the day of return to campus. Failure to do so will result in forfeit of the opportunity for make-up. If a faculty member cannot be reached by phone or e-mail, call the Department of Associate Degree Nursing office at 859-622-1942 and leave a message. The faculty will return your call or e-mail at the earliest time possible.
- G. A satisfactory (S) is achieved in the laboratory component of NUR 114 by satisfactorily demonstrating ALL competency evaluations of selected psychomotor skills.
- H. A satisfactory (S) is achieved in the clinical component of NUR 114 by satisfactorily demonstrating ALL clinical competencies listed on the ADN Clinical Evaluation Tool.
- I. The clinical evaluation is based on the student's performance in clinical including portfolio evaluation of written assignments.
- J. Adequate preparation for each lecture, laboratory or clinical day **IS** a course expectation. If a student exhibits behaviors that are indicative of inadequate preparation for client care, the student **WILL** be asked to leave the clinical facility on this clinical day. If a student comes to the laboratory without having completed the Online Assignments the student **WILL** be asked to leave the laboratory on that laboratory day.

- K. Late assignments will not be accepted and the grade of unsatisfactory (U) will be given unless the student discusses the reason for tardiness with the instructor **PRIOR** to the deadline for the assignment.
- L. Eastern Kentucky University associate degree nursing students who violate HIPAA regulations will receive an “unsatisfactory” for the course, and may be subject to civil or criminal sanctions.
- M. A final clinical evaluation conference with the clinical instructor is required to meet the requirements of NUR 114. Failure to complete this evaluation conference will result in an incomplete (I) for this course.
- N. Competency evaluation of selected psychomotor skills in the laboratory will be administered during specified class times. Please refer to the topical outline for the date and time. A student will have a maximum of 3 opportunities for successful demonstration of selected psychomotor skills.
- O. Laboratory competency evaluations must be completed within 2 weeks of the initial evaluation unless extenuating circumstances have occurred. The student must make an appointment with the Clinical Nursing Center director for remediation prior to scheduling the re-evaluation with the appropriate NUR 114 faculty member outside of regular class time.
- P. Students are strongly encouraged to schedule conferences with NUR 114 faculty for questions or concerns.

**GRADING SCALE:**

The following is the numerical grading scale for all NUR courses:

Letter Grade	Quality Point	Numerical Grade
A	4.00	90-100
B	3.00	82-89
C	2.00	77-81
D	1.00	70-76
F	0	< 70

Students will be evaluated in the laboratory component of NUR 114 using

Satisfactory (S): Satisfactory competency evaluation on all selected psychomotor skills  
 Unsatisfactory (U): Unsatisfactory competency evaluation on all selected psychomotor skills  
 Students will be evaluated in the clinical component of NUR courses using the ADN Clinical

**Evaluation Tool using**

Satisfactory (S) : Consistently attains clinical objectives. Demonstrates continual growth throughout the course.

Unsatisfactory (U): Fails to demonstrate performance of clinical objectives.

Unsafe: Psychologically or physically endangers a client by not performing at the level of a reasonably prudent student. Demonstration of unsafe behavior may constitute grounds for dismissal from the ADN program at any point in the semester.

**DEPARTMENT POLICIES:**

- A. **ACADEMIC INTEGRITY POLICY:** Students are advised that EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at

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

**B. ATTENDANCE POLICY:**

- a) Class attendance policy is consistent with the Department and College policies. Students are expected to attend all classes in order to meet the objectives of the program and the legal requirements for licensure. **Attendance will be recorded each class period, and excessive absences will be noted in the student's academic record.** Only those students who have registered for the course will be allowed to attend. (Visitors, children and pets are not permitted.)
- b) In the clinical and laboratory settings, students must have the cognitive and physical ability to meet the course objectives and perform the essential elements of the registered nurse job description. For personal and client safety, students with acute or chronic health problems shall inform their instructor. Students may be required to provide documentation from their primary health care provider or the office of disabilities regarding restrictions or accommodations needed in the laboratory or clinical setting. Following confirmation of pregnancy, the student shall provide the Chair of the nursing department with a written confirmation of this pregnancy, expected date of delivery, and a statement of any restrictions of activity.
- c) Absences in the laboratory or clinical area, especially a history of absences, may result in a clinical grade of "unsatisfactory." Following any clinical absence, the student must consult with the clinical instructor regarding the ability to meet clinical objectives. If the student has been hospitalized, the student will be required to bring a health care provider's statement of permissible activities or restrictions upon return to school.

**C. CELL PHONES AND PAGERS: All cell phones and pagers must be turned off or silenced during class and removed from the desk during exams.**

**D. CRIMINAL BACKGROUND CHECK:**

- a. Eastern Kentucky University College of Health Sciences now requires background checks for all students entering programs in the Health Sciences. This is to ensure a safe clinical environment for both students and the public and to meet the contractual requirements of clinical facilities. Eastern Kentucky University College of Health Sciences has worked with Verified Credentials, Inc. to establish an acceptable screening procedure.
- b. Students must submit a background check through Verified Credentials, Inc. via the Internet prior to any clinical experience in the associate degree nursing program.
- c. The Kentucky Board of Nursing has the power to deny a nursing graduate a provisional license to practice and the right to take the licensure exam (NCLEX-RN) if the graduate has been convicted of a felony or misdemeanor. In part the regulation states, "a conviction of a felony or misdemeanor shall be considered as bearing directly on the qualifications or ability of an applicant to practice nursing if the conviction involved dishonesty, substance abuse, sexual offenses, breach of trust, danger to the public safety, physical harm or endangerment."
- d. *Students with a criminal history may wish to schedule a confidential appointment with the Department Chair for consultation.*

**E. DISABILITY STATEMENT: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in Student Services Building Room 361 by e-mail at [disserv@eku.edu](mailto: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.**

**F. DOSAGE CALCULATION EXAMS: To successfully complete this course, the student must pass a 20 question dosage calculation exam within the first week of the semester with a minimum score of 90%. The student will be permitted a maximum of three (3) attempts to successfully meet this requirement, and will be required to withdraw from this course if the dosage calculation requirement is not met.**



**G. EXAM POLICY:**

- a. Students will have one hour to complete 50-item unit exams. Following each exam, students will have a 30 minute break before class resumes. Any student who requires accommodations for additional time for testing, and/or any student who desires additional time may use this break time to finish the exam.
- b. According to University policy, students will have two hours to complete final exams. Time and date of the final exam is included elsewhere in this syllabus.

**H. HIPAA STATEMENT:** Eastern Kentucky University Associate Degree Nursing students who violate HIPAA regulations will receive an “unsatisfactory” for the course, and may be subject to civil or criminal sanctions.

**I. INCLEMENT WEATHER:** In case of inclement weather, this class will meet at 2:45pm. For up-to-date information on weather-related delays or cancellations, call (859) 622-2239, access the University’s website at [www.eku.edu](http://www.eku.edu) or tune in to local TV and radio stations. If you have any questions about your clinical rotation during inclement weather, contact your clinical instructor.

**J. RECORDING OF LECTURES:** Permission to record lectures must be obtained from each faculty member. When such permission is granted, the recording is for the use of the individual student only. Other use constitutes violation of copyright law.

**K. SOURCE OF INFORMATION:** The Associate Degree Nursing website, [www.adn.eku.edu](http://www.adn.eku.edu), will serve as the primary source of information for the Department of Associate Degree Nursing’s policies.

**L. SUPPORT SERVICES:** University student support services, along with location and email addresses, are listed in Section 3 of the current ECU undergraduate catalog.

**NUR 114—Fall 2010**  
**Lecture Schedule and Assignments**  
 Rowlett 301 Wednesday & Friday 1400-1630

DATE	TOPIC	ASSIGNMENT	Professor
Wed, Aug 25	The Practice of Nursing	Potter & Perry p. 1-14, 44-52, 53-67, 301-312, 314-324, 325-338	Foley
Fri, Aug 27	Activity	Potter & Perry p. 1219-1277	Petrey
Wed, Sept 1	The Practice of Nursing	Potter & Perry p. 1-14, 44-52, 53-67, 301-312, 314-324, 325-338	Foley
Fri, Sept 3	Safety	Potter & Perry p. 329, 336-7, 641-674, 681-693, 697 (Box 35-2), 700-716, 811-848, 1330-1339. <a href="http://www.jointcommission.org">www.jointcommission.org</a> Rebmann, T. (2007). The Essentials of PPE. <i>Nursing Made Incredibly Easy!</i> 5(1), 30-39.	Hayes
Wed, Sept 8	Safety	Potter & Perry p. 329, 336-7, 641-674, 681-693, 697 (Box 35-2), 700-716, 811-848, 1330-1339. <a href="http://www.jointcommission.org">www.jointcommission.org</a> Rebmann, T. (2007). The Essentials of PPE. <i>Nursing Made Incredibly Easy!</i> 5(1), 30-39.	Hayes
Fri, Sept 10	<b>Exam 1</b>  Comm. and Interpersonal Relationships in Nursing	Exam 1 covers content from Aug 26 <sup>th</sup> through Sept 9 <sup>th</sup> .  Potter & Perry ch. 24	Brown
Wed, Sept 15	Comm. and Interpersonal Relationships in Nursing	Potter & Perry ch. 24	Brown
Fri, Sept 17	Comm. And interpersonal Relationships in Nursing	Potter & Perry ch. 24	Brown
Wed, Sept 22	Utilizing the Nursing Process for Clinical Decision-Making	Potter & Perry p. 215-300	Foley
Fri, Sept 24	Nursing Process	Potter & Perry p. 215-300	Foley
Wed, Sept 29	Physical Assessment	Potter & Perry p.552-640	Petrey
Fri, Oct 1	<b>Exam 2</b>  Physical Assessment	Exam 2 covers content from Sept 11 <sup>th</sup> through Sept 25 <sup>th</sup> . Dosage calculation problems (n=2) will be on exams 2-5.  Potter & Perry p. 552-640	Petrey
Wed, Oct 6	Essential Need of Oxygenation	Potter & Perry p. 907-965	Petrey
Fri, Oct 8	Essential Need of Oxygenation	Potter & Perry p. 907-965	Petrey
Wed, Oct 13	Teaching and Learning	Potter & Perry ch. 25, p. 361-383	Purdue

DATE	TOPIC	ASSIGNMENT	Professor
Fri, Oct 15	Documentation	Potter & Perry ch. 26, p.384-409	Purdue
Wed, Oct 20	Essential Need of Comfort	Potter & Perry p. 1051-1084	Foley
Fri, Oct 22	<b>Exam 3</b>  Essential Need of Nutrition	Exam 3 covers content from Oct 2 <sup>nd</sup> through Oct 21 <sup>st</sup> .  Potter & Perry p. 966-991, 1085-1112, 1122-1128	Petrey
Wed, Oct 27	Essential Need of Nutrition	Potter & Perry p. 966-991, 1085-1112, 1122-1128	Petrey
Fri, Oct 29	Essential Need of Elimination	Potter & Perry ch. 45 & 46	Purdue
<b>Fri. Oct 29</b>	<b>The last day to withdraw "W" from full semester classes</b>		
Wed, Nov 3	Growth and Development: Overview	Potter & Perry p. 136-147	Hayes
Fri, Nov 4	<b>Exam 4</b>  Growth and Development: Infancy through Pre-School	Exam 4 covers content from Oct 23 <sup>rd</sup> through Nov 4 <sup>th</sup> .  Potter & Perry p. 155-176. Riley, J. (2007). Do You Know How to Recognize Child Abuse? <i>Nursing Made Incredibly Easy!</i> 5(2), 54-61	Hayes
Wed, Nov 10	Growth and Development: School age to Young Adult	Potter and Perry p.177-184	Hayes
Fri, Nov 12	Growth and Development: Middle to Older Adult	Potter & Perry p. 184-214	Purdue
Wed, Nov 17	Essential Need of Sleep	Potter & Perry p. 1028-1050. Abrams, Chapter 8 Dugan, M. (2007). A Tale of Sleep Apnea. <i>Nursing Made Incredibly Easy!</i> 5(3), 28-37.	Hayes
Fri, Nov 19	Essential Need of Psychosocial	Potter & Perry ch. 27,28,29,30,31(p. 491-501,) and ch. 33 (p. 631-634)	Brown
Wed, Dec 1	Essential Need of Psychosocial	Potter & Perry ch. 27,28,29,30,31(p. 491-501,) and ch. 33 (p. 631-634)	Brown
Fri, Dec 3	<b>Exam 5</b>  Health Promotion	Exam 5 covers content from Nov 6 <sup>th</sup> through Dec 2 <sup>nd</sup> .  Potter & Perry ch. 31, p. 485-501	Purdue
Wed, Dec 8	Health Promotion	Potter & Perry ch.2, ch.6, ch. 9	Purdue
Fri, Dec 10	Practice of Nursing	Potter & Perry p. 1-14, 44-52, 53-67, 301-312, 314-324, 325-338	Foley
	Final Exam (comprehensive)	This exam covers all course content (100 questions)	

### Clinical Scheduled Assignments

Week of	Lab/Lecture Content	Clinical Curriculum	Assignments
9/6/09	Vital Signs/ Safety/ Activity/Communication	Orientation to clinical site	<ul style="list-style-type: none"> <li>Bring clinical paperwork</li> </ul>
9/13/09	Activity Check-offs/ Communication	Safety	<ul style="list-style-type: none"> <li>Client Health History and Assessment Tool (pg 1)</li> <li>Safety Assessment (pg 4)</li> <li>Morse Fall Scale</li> <li>Braden Skin Assessment</li> </ul>
9/20/09	Oral Meds/ Nursing Process	Communication	<ul style="list-style-type: none"> <li>Analysis of Therapeutic Communication (pg 13)</li> </ul>
9/27/09	Oral Meds Check-offs/ Physical Assessment	Medication Administration	<ul style="list-style-type: none"> <li>Medication Administration sheet (pg 14)</li> </ul>
10/4/09	Physical Assessment/ Oxygenation	Physical Assessment	<ul style="list-style-type: none"> <li>Physical Assessment Guideline (Focused Assessment)</li> <li>Safety/Activity (pg 4-5) with nursing diagnosis plan</li> </ul>
10/11/09	Teaching Learning/ Documentation	(Holiday for Group A) Physical Assessment	<ul style="list-style-type: none"> <li>Physical Assessment Guideline (Focused Assessment)</li> </ul>
10/18/09	Injections/ Comfort/Nutrition	Oxygenation	<ul style="list-style-type: none"> <li>Focused Assessment</li> <li>SOAP note</li> <li>Oxygenation/Tissue Perfusion (pg 3) with nursing diagnosis plan</li> </ul>
10/25/09	Injection Check-offs Nutrition/Elimination	Comfort	<ul style="list-style-type: none"> <li><b>Teaching/Learning Paper Due</b></li> <li>Focused Assessment</li> <li>SOAP note</li> <li>Teaching/Learning Needs (pg 11)</li> <li>Comfort (pg 7-8) with nursing diagnosis plan</li> </ul>
11/1/09	Sterile Procedures I/ Growth and Development	Nutrition	<ul style="list-style-type: none"> <li>Focused Assessment</li> <li>SOAP note</li> <li>Nutrition (pg 5) with nursing diagnosis plan</li> <li>Discharge Planning (pg 11)</li> </ul>
11/8/09	Sterile Procedures II/ Growth and Development	Elimination	<ul style="list-style-type: none"> <li>Focused Assessment</li> <li>SOAP note</li> <li>Urinary and Fecal Elimination (pg 6-7) with nursing diagnosis plan</li> </ul>
11/15/09	Sterile Procedures Check-offs Sleep/Psychosocial	Growth and Development	<ul style="list-style-type: none"> <li>Focused Assessment</li> <li>SOAP note</li> <li>Growth and Development Assessment (pg 12)</li> </ul>
11/22/09		(Holiday for Group B and C)	<ul style="list-style-type: none"> <li>Focused Assessment</li> <li>SOAP note</li> <li><b>Portfolio Assignment due Monday, November 23<sup>rd</sup></b></li> </ul>
11/29/09	Psychosocial/ Health Promotion	Sleep Psychosocial	<ul style="list-style-type: none"> <li>Focused Assessment</li> <li>SOAP note</li> <li>Psychosocial (pg 9-10)</li> </ul>
12/6/09	Health Promotion/ Practice of Nursing	Clinical Evaluations	

**Laboratory  
Schedule and Assignments**  
8:00-9:00 Class Rowlett 301  
&  
Lab in Clinical Nursing Center

DATE	TOPIC	ASSIGNMENT	Professor
8/23	<b>Vital Signs</b> 8:00-9:00 Lecture 9:15-11:15 Lab A 11:30-1:30 Lab B 1:45-3:45 Lab C	Potter & Perry: Chapter 32, pp 502-551  Elsevier Video: Basic Skills (Vital Signs: Assessing Radial Pulse, Assessing Apical Pulse, Respirations, Blood Pressure (B/P) one step method, and Measuring Pulse Oximetry)  Quiz(s): For individual practice	Foley
8/24 Lab A 8/25 Lab B 8/26 Lab C	<b>General Laboratory Skills (Clinical Nursing Center each day)</b>  8:00-12:00 <ul style="list-style-type: none"> <li>• Asepsis</li> <li>• General Survey</li> <li>• Activities of Daily Living (ADL)</li> </ul>	Asepsis: Potter & Perry: pp 654-659, 863-893  Elsevier Video: Performing Hand Hygiene, Personal Protection Equipment (PPE)  General Survey: Potter & Perry: pp 562-563, 816-817  Elsevier Video(s): None  Activities of Daily Living: Potter & Perry: pp 285  Elsevier Video(s): Basic Skills (Bathing, Safe Patient Handling, Elimination Assistance, Nutrition and Fluids, and Personal Hygiene and Grooming)  Quiz(s): For individual practice	All
8/30	<b>Skills Competency Evaluation: Vital Signs</b>  9:15-11:15 Lab A Check-off 11:30-1:30 Lab B Check-off 1:45-3:45 Lab C Check-off		All
8/31 Lab A 9/01 Lab B 9/02 Lab C	<b>Psychomotor Skills for Essential Need of Activity</b> 8:00-10:00 Activity Stations 10:15-1:00 All Clinical Groups Orientation to Clinical Activity Scenarios	Potter & Perry: Chapter 47, pp 1219-1277  Elsevier Video(s): Basic Skills (Restraints and Alternatives)  Quiz(s): TBA	All

9/13	<b>Skills Competency Evaluation: Activity</b>  8:00- 9:00 Check-off 9:15-11:15 Lab A Check-off 11:30-1:30 Lab B Check-off 1:45-3:45 Lab C Check-off		All
9/20	<b>Oral, topical and Non-Parenteral medication administration</b>  8:00-9:00 Lecture 9:15-11:15 Lab A 11:30-1:30 Lab B 1:45-3:45 Lab C	Potter & Perry: Chapter 35, pp 686-770  Ogden (reference)  Elsevier Video: Advanced Skills (Safe Medication Administration, (Nonparenteral Medication Administration)  Quiz(s): TBA	Purdue
9/27	<b>Skills Competency Evaluation: Oral, topical and Non-parenteral medication administration</b>  8:00-9:00 Check-off 9:15-11:15 Lab A Check-off 11:30-1:30 Lab B Check-off 1:45-3:45 Lab C Check-off		All
10/19	<b>Parenteral Medication Administration: Injections</b>  8:00-9:00 Lecture 9:15-11:15 Lab A 11:30-1:30 Lab B 1:45-3:45 Lab C	Potter & Perry: Chapter 35, pp 686-770  Ogden (reference)  Elsevier Video: Advanced Skills (Injections)  Quiz(s): TBA	Purdue
10/26	<b>Skills Competency Evaluation: Parenteral medication administration: Injections</b>  8:00-9:00 Check-off 9:15-11:15 Lab A Check-off 11:30-1:30 Lab B Check-off 1:45-3:45 Lab C Check-off		All

11/02	<b>Sterile Procedures I</b>  <b>8:00-9:00 Lecture</b> <b>9:15-11:15 Lab A</b> <b>11:30-1:30 Lab B</b> <b>1:45-3:45 Lab C</b>	Potter & Perry: pp 668-673, 850, 1278-1279, 1283-1287, 1290-1291, 1294, 1297-1298, 1307, 1310-1312, 1314-1230, 1324-1330, 1398  Article: Beattie, S. (2007). Wound Dehiscence. <i>RN</i> , 70(6), 34-38.  Elsevier Video(s): Intermediate Skills (Wound and Pressure Ulcer Care)  Quiz(s): TBA	Hayes
11/09	<b>Sterile Procedures II</b>  <b>8:00-9:00 Lecture</b> <b>9:15-11:15 Lab A</b> <b>11:30-1:30 Lab B</b> <b>1:45-3:45 Lab C</b>	Potter & Perry: pp 1129-1131, 1139-1144, 1151-1165  Elsevier Video(s): Intermediate Skills (Urinary Catheter Management)  Quiz(s): TBA	Hayes
11/16	<b>Skills Competency Evaluation: Sterile Procedures</b>  <b>8:00-9:00 Check-off</b> <b>9:15-11:15 Lab A Check-off</b> <b>11:30-1:30 Lab B Check-off</b> <b>1:45-3:45 Lab C Check-off</b>		All

<b>Criteria for Competency Evaluations</b>
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Competency Evaluation check lists will be utilized during check-offs in addition to the following standards.

Assessment of Vital Signs: Assess BP within 2-4 mmHg of instructor result.

Administer selected oral, topical and/or parenteral medications: Any action incongruent with the 6 R's will be considered a medication error and failure will result.

Activity Skills: Student will draw randomly for an activity skill and perform according to textbook procedure. If a student receives an unsatisfactory (U) on the activity skill that student will be rechecked on that skill as well as draw randomly an additional activity skill and perform according to textbook procedure in order to be termed satisfactory (S).

Wound Care Management: Demonstrate correct procedure for changing a sterile dressing. Any breach in sterile technique will result in failure.

Urinary Catheterization: Demonstrate correct procedure for inserting an indwelling urinary catheter in a male or female client. Any breach in sterile technique will result in failure.

## **Procedures for rechecks**

- Following the initial competency check, there will be a maximum of two subsequent rechecks.
- The first recheck may be by the laboratory instructor who did the initial competency check. However the second recheck may be completed by an alternate NUR 114 faculty member at the discretion of the student and faculty.
- All rechecks on skills must be completed PRIOR to Wednesday, December 1, 2009.**

### **Dosage Calculation Exam Schedule**

**Exam 1**      Wednesday, August 18, 2010, Time: TBA, Location: TBA

**Exam 2**      Monday, August 23, 2010, Time: 8-9am, Location: Rowlett 301

**Exam 3**      Friday, August 27, 2010, Time: 1230-1330, Location: TBA

Note: Students must achieve a 90% or greater on 20 question dosage calculation exam to be eligible to progress in NUR 112. The student is permitted a maximum of three (3) attempts (as scheduled above) to successfully meet this requirement.

**Last Day to Drop: August 29, 2010**

**Last Day to Withdraw: October 29, 2010**





# Curriculum Change Form

## Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Associate Degree Nursing Health Sciences NSC 300 Nursing Externship (Major __, Option __; Minor __; or Certificate __)
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/6/2009	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	11/18/09	Approved    Disapproved	_____
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

**A. 1. Specific action requested:** Change course prefix from NSC to NUR; revise course title, term offerings and course description.

**A. 2. Effective date:** Summer 2010

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

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**B. The justification for this action:** Prefix changed to move the course from the Department of Baccalaureate and Graduate Nursing to the Department of Associate Degree Nursing. Catalog text edited to align with current Kentucky Board of Nursing language and guidelines.

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**C. The projected cost (or savings) of this proposal is as follows:** No new costs.

**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.)

New or Revised* Catalog Text (*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p><b>NSC <del>NUR</del> 300 <del>Nursing Externship Individual Clinical Enrichment.</del> (1 – 6). I, II <b>A.</b> Formerly NSC 300.</b>                  Prerequisite: departmental approval. Integrates <del>practice and education</del> <u>theory and practice</u> through a <del>health-care based service model</del> and collaborative partnerships to enhance clinical nursing competencies.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC <u>NUR</u>	300	Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	NURA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>Formerly NSC 300</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

## Curriculum Change Form

### Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Exercise and Sport Science</u> College <u>Health Science</u> *Course Prefix & Number _____ *Course Title ( <u>30 characters</u> ) _____ *Program Title <u>PHYSICAL EDUCATION (B.S.)</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	11/6/09	Graduate Council* <span style="float: right;">NA</span>
Is this a SACS Substantive Change? <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		
College Curriculum Committee	11/18/09	Approved <input checked="" type="checkbox"/> Disapproved <span style="float: right;">12/17/09</span>
General Education Committee*	NA	Faculty Senate** <span style="float: right;">1/11/10</span>
Teacher Education Committee*	NA	Board of Regents** <span style="float: right;">4/19/10</span>
		Council on Postsecondary Edu.*** <span style="float: right;">NA</span>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be 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:** Remove PHE415 and 562 from fitness and wellness.

**A. 2. Effective date:** Fall 2009 (Registrar's Office has agreed to the retroactive effective date in order to assist the College and avoid additional exception forms being required.)

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

**B. The justification for this action:** To correct catalog, PHE415 is a requirement for the teaching option only and PHE562 is in the core requirement for all options so it needs to be removed from the option area for fitness and wellness. Correct free electives for fitness and wellness.

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

**Personnel Impact:** NA

**Operating Expenses Impact:** NA

**Equipment/Physical Facility Needs:** NA

**Library Resources:** NA

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

**PHYSICAL EDUCATION (B.S.) CIP Code: 13.1314**

**Major Requirements .....45-49 hours**

**Core .....25-28 hours**

PHE 201, 212, 315, 320, 325, 407, 562, 575; PHE 241(1) or 313(2) 340, or Red Cross Lifeguard Certification; current CPR certification at time of graduation; and each student must complete one of the following options:

**Options .....15-21 hours**

**General (Non-Teaching) ..... 20 hours**

PHE 301, 327, 383(1), 400, 423

One class from PHE224 or 305, and

two classes from PHE261(2), 360(2), 361(2), 362(2), 420(2).

**P-12 Teaching .....21 hours**

PHE 224, 300, 305, 310, 323, 415, 467.

**Fitness and Wellness ..... 15-21 hours**

PHE 415, 430, 433, 435, 472\*(6), and ~~562~~.

**Supporting Course Requirements ..... 17 - 37 hours**

**All Options .....9 hours**

BIO 171 and 301; CIS 212 or CSC 104.

**General (Non-Teaching) .....8 hours**

REC102, PHE180, HEA 202(2).

**Fitness and Wellness .....18 hours**

NFA 201 and 517; REC102 or 290, current first aid certification at time of graduation.

Select six hours from HEA 315, 380, 480

Select three hours from MGT 301, MKT 301, PHE530.

**Professional Education Requirements**

**(P-12 Teaching Option) .....28 hours**

EDF 103, 203, 319, ESE 566, EME 465, ESE 490, and EMS 499.

**General Education Requirements .....36-39 hours**

Standard General Education program, excluding blocks VI (Physical Fitness & Wellness and General (Non-teaching Option only), VII (QS) and VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University Requirements.

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

HSO 100.

**Free Electives .....0-21 hours**

**General (Non-Teaching)..... 18-21 hours**

**Fitness and Wellness.....7-10-13 hours**

**P-12 Teaching .....0 hours**

**Total Curriculum Requirements ..... 120 – 126 hours**

\*Students are required to document a minimum of fifty (50) hours of appropriately related experiences prior to enrolling in PHE 470/472.

## Curriculum Change Form

### Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Health Promotion and Administration</u> College <u>College of Health Sciences</u> *Course Prefix & Number <u>HSA 450</u> *Course Title ( <u>30 characters</u> ) <u>Hlthcare Info Systems Dev</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>9/29/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee _____ 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 ECU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> To add HSA 450 (2 credits) to the Post-Baccalaureate HIM Certificate. <b>A. 2. Effective date:</b> Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> This is one of the required courses needed to complete the Post-Baccalaureate HIM Certificate program.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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 <del>strikethrough</del> for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.	New or Revised* Catalog Text (*Use <del>strikethrough</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)  <b>HSA 450 Healthcare Information Systems Development (2).</b> Prerequisite: Department Approval. The use of systems analysis and development procedures to select and implement appropriate health information management systems in healthcare organizations..
--	---

**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)*
HSA	450	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2	Lecture 2 _____ Laboratory _____ Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	2	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Department Approval</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

**Eastern Kentucky University - Department of Health Promotion and Administration**  
**Syllabus for HSA 450, Healthcare Information Systems Development , CRN**  
**2 Credit hours - Fall 2010**

**Professor's Name**        TBA  
**Professor's Office**    TBA                    **E-mail:**            TBA

**Catalog Course Description:** HSA 450 Healthcare Information Systems Development. (2) I, II. Prerequisite: Department Approval. The use of systems analysis and development procedures to select and implement appropriate health information management systems in healthcare organizations.

**Text(s):**            1) LaTour and Eichenwald-Maki (2010) *Health Information Management: Concepts, Principles, and Practice, 3<sup>rd</sup> Edition*. AHIMA.  
                          2) Amatayakul, M. (2009) *Electronic Health Records: A Practical Guide for Professionals and Organizations, 4<sup>th</sup> edition*. AHIMA.

**Student Learning Outcomes:**

Students will:

1. perform as a knowledgeable member of a healthcare information systems development team.
2. analyze and present data for healthcare information systems decision-making.
3. understand priorities of stakeholders regarding information systems development.

<b>Evaluation Methods:</b>	Systems Development team project	40 points
	Committee Roles	20 points
	Terminology quiz	10 points
	Cost Benefit Analysis homework	10 points
	Flowchart homework	10 points
	Participation (includes attendance and class activities)	10 points

**Grading Scale:** The following grading scale is used:

92-100 = A      83-91 = B      74-82 = C      **60-73 = D**      **Below 60 = F**

**Student Progress:** Students will be given a grade update of their progress in the class prior to midterm.

**Attendance Policy:**

1. Students are expected to attend all classes.
2. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
3. At the discretion of the instructor, class attendance will be recorded at the beginning of each scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record. Tardies will be considered one-third of an absence.
4. At the discretion of the instructor, some absences may be excused, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor's excuse or an official University excuse.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating make-up work rests with the student
  - a. Make-up assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
  - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade may be lowered by a 10% late penalty.
  - c. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

**Last Date to Drop the Course:** TBA



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

**Academic Integrity Statement:** Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Course Requirements:**

1. **Systems Development Team Project (group work):** Using an assigned case study about a health information systems management problem, find a solution (select a system) and complete a systems development project following the appropriate steps. A verbal summary of your project will be presented to the class. Detailed assignment information will be provided in class.
2. **Committee Roles:** The systems development team will follow basic Robert's Rules of Order, utilizing agendas, producing minutes, making motions, and other rules as explained in class. Students will be assigned roles (team project manager or chair, secretary, clinicians, administrator, other stakeholders) to play at different times during the semester.
3. Cost benefit analysis homework and flowcharting homework will be completed.
4. Provide definitions for the words on the Terminology List and pass the Terminology Quiz.
5. Participate in class activities and discussion.

**Course Outline**

Topics		Week
I. Introduction A. Course Overview B. Team work C. Committee functions and rules D. Introduce the team project E. Principles of Project Management		1
II. Systems Development in a Health Care Setting A. Strategic and Tactical Planning B. Systems Development 1. Analysis 2. Design 3. Selection 4. Implementation 5. Maintenance/Evaluation C. Tools 1. Software, such as SmartDraw 2. Organizational tools, such as Gantt charts and PERT charts 3. Review of tools for problem identification, problem solving, performance improvement, and work redesign. Examples: (Flowcharts [ie: operational and process], Return on Investment [ie: cost-benefit analysis] for system selection, SWOT, Fishbone or cause-effect diagrams, Layout chart, Movement diagrams, Field Analysis, Productivity, Work Flow, Work Division, Pareto chart)		2-5



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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	880	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

Course Prefix and No. \_\_\_\_\_ **undergraduate or graduate course in statistics (STA 270 or STA 271 or PSY 291 or STA 700.)**

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

Test Scores \_\_\_\_\_

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

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

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

Test Scores \_\_\_\_\_

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

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

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

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

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

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

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

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Program Proposal of a Doctorate in Occupational Therapy (OTD)**

**Purpose of the OTD Program**

The purpose of the Doctor of Occupational Therapy (OTD) Program at Eastern Kentucky University (EKU) will be to provide the Commonwealth of Kentucky and surrounding regions with improved educational and health outcomes for its citizens through improved occupational therapy services. The mission of this advanced, post-professional Program will be to create occupation-based practitioners who will be ethical leaders of change in occupational therapy services for diverse populations. Graduates will serve in leadership roles, affect educational and health care policy, and act as catalysts for excellence in intervention settings in order to better meet the needs of occupational therapy consumers and address the educational performance gap of children with disabilities.

Specifically, graduates of the OTD Program will have an increased understanding of legislative, policy, and administrative issues affecting the profession, education for children with disabilities, and health care, with a particular emphasis on the needs of unique and underserved populations in Kentucky. Occupational therapists enrolled in the OTD Program will study and apply recent advances in the areas of occupation, occupation-based practice, evidence-based practice, and client education. Students will use research to assess needs, inform clinical practice, and complete collaborative research to improve services for children and clients. Students will gain an enhanced understanding of ethical issues impacting current clinical practice. Initially, the Program will focus on master's-prepared therapists serving students with disabilities in Kentucky's schools and will admit 15 students.

**Need for the Proposed OTD Program**

**Need for Occupational Therapists Prepared at the Doctoral Level**

A post-professional OTD degree is appropriate for practicing occupational therapists who seek continued competence in their practice area or to pursue administrative or service leadership. The OTD is a professional doctorate, similar in structure to an M.D., D.D.S., or Pharm.D. (Pierce & Peyton, 1999), and may help an occupational therapist to meet career goals by fulfilling institutional requirements for hiring and advancement. Graduates typically go on to serve in specialized clinical roles, leadership positions, and as agents of change in related fields such as health policy, administration, and ethics. The OTD is considered to be a terminal degree in occupational therapy. The first OTD program began in 1994 as an advanced, post-professional degree. There are currently 16 post-professional OTD programs in the United States, most within well-respected but expensive private institutions.

As of January 1, 2007, the Accreditation Council for Occupational Therapy Education (ACOTE) required post-baccalaureate entry-level education for all occupational therapists. In other words, entry-level occupational therapists now must obtain a master's or doctoral degree in order to qualify to practice (AOTA, 2001). In occupational therapy, there are now five entry-level OTD programs. Several healthcare professions have now moved to doctoral entry-level education. Fields that presently require a minimum of a master's level degree for practice include occupational therapy, speech-language pathology, physician assistant, and genetic counseling. Fields requiring a doctoral level degree for practice include physical therapy, audiology, medicine, dentistry, psychology, pharmacy, and others (Griffiths & Padilla, 2006). Many school-based professionals now are required to have master's degrees. Doctoral degrees are becoming increasingly necessary in order to meet the complex demands of healthcare. Occupational therapists in the Commonwealth will need to pursue doctoral

education in order to compete and exert leadership in the educational and healthcare service arenas.

### **Need for Occupational Therapists Prepared at the Doctoral Level in Kentucky**

In Kentucky, there are approximately 1800 licensed occupational therapists (KBL0T, 2009, personal communication). They serve clients of all ages within schools, hospitals, homes, private practices, and industry. Eastern Kentucky University offers the only occupational therapy educational programs within the higher education system of the Commonwealth. Providing an advanced professional doctorate at Eastern can be expected to produce leaders who will enhance the regional effectiveness of occupational therapy services, and thus improve educational and health outcomes for persons facing congenital and acquired illnesses and disabilities.

Results of the Department of Occupational Therapy's assessment of need indicate that school-based occupational therapists in the Commonwealth are interested in enrolling in an OTD Program at Eastern. A survey was sent to 272 practicing clinicians in Kentucky and the surrounding states with 82 responses received. Of those interested in pursuing an OTD, 86% said they would be interested in a locally available program within the next one to three years. The majority of respondents, 65%, practice in rural areas, and 56% reported working with children while 45% reported working with adolescents. Just over half (51%) of respondents identified an area of specialization needed in their present practice setting that could be provided by a practitioner prepared at the doctoral level. Areas of specialization desired by respondents interested in enrolling in a doctoral program included: leadership (87%), children and youth (34%), and research (19%). A high percentage of respondents were interested in developing advanced competencies in evidence-based practice (84%) and school-based practice (53%). In addition, 65% were interested in developing teaching skills needed for leadership roles.

### **Need for Occupational Therapists Prepared at the Doctoral Level in Kentucky Schools**

The need for occupational therapists in early intervention and school systems, particularly in high poverty, rural areas, has been well-documented. PL 94-142, the Education of All Handicapped Children Act and its later amendments, created an unprecedented manpower need for occupational therapists to work with infants, toddlers, and children with disabilities and their families. In Kentucky, the projected increase needed by 2014 is 36% for occupational therapy (Commonwealth of Kentucky, 2005).

Despite 46% of occupational therapists identifying early intervention or schools as either their primary or secondary work setting (AOTA, 2007), the number of occupational therapists working in schools in our region is disproportionately low as reported by the U.S. Office of Special Education Programs (OSEP, 2004). A recently-published analysis of OSEP data by our faculty on this national mal-distribution of occupational therapists in educational environments (Effgen, Teeters Myers, & Myers, 2007) indicated that Kentucky, Tennessee, Mississippi, and Alabama have the highest, meaning the worst, ratio of children to occupational therapists. Furthermore, findings from Kentucky's early intervention system suggest there are a significantly lower number of early intervention providers in eastern Kentucky when compared to the western and central areas of the Commonwealth (Hallam et al., 2004).

According to Child Count Report data, the number of identified children and youth with disabilities in Kentucky rose by more than 12%, from 78,844 in 1992 to 87,973 in 1998 and by December 2006 the number was 109,354 (KY Dept of Education, 2007; U.S. Department of Education [US DOE], 2007). As the number of children with disabilities in Kentucky increases, the number of personnel needed to provide special education and related services to students increase concomitantly. For therapists working in diverse, underserved areas, not only is competence in service delivery a necessity, but an understanding of the cultural underpinnings of these communities is also critical to their effectiveness. Therapists must be prepared to provide competent,

autonomous, and integrated service delivery in rural communities, and to be ready to work as part of a well integrated, interdisciplinary team. They also need to be leaders and mentors for less-experienced therapists and other professionals.

The overall need for qualified occupational therapists in the region is compounded by the fact that 19.3% of Kentuckians under the age of 18 years live below the poverty level, as noted in the 27<sup>th</sup> Annual Report to Congress (US DOE, 2007). Some distressed Eastern Kentucky counties have over 35% of their children living in poverty (Crooks, 1999). Almost 80% of the counties in eastern Kentucky have a shortage of designated health professionals. Additionally, Kentucky serves a larger percentage of children under IDEA than the national norm. This is most significant for children three to five years of age, where Kentucky serves the largest percentage nationally (KY - 12.58%, US - 5.79%; US DOE, 2007). Children in these developmental years are those most in need of therapy services. Even where the supply of occupational therapists might appear adequate, those therapists do not necessarily have the education and training to: work effectively using evidence-based practice; serve those who are culturally and linguistically diverse; make meaningful change within their school systems; and have the knowledge required to consult.

## **Alignment and Structure**

### **Alignment with EKU's Mission and Strategic Plan**

The proposed EKU OTD Program is directly aligned with the mission statement for Eastern Kentucky University as a “student-centered comprehensive public university dedicated to high quality instruction, scholarship and service.” In particular, the OTD Program responds to a need in the Commonwealth to meet requirements for school leaders and advanced training in occupational therapy practice. EKU's Occupational Therapy Department is recognized by *U.S. News & World Report's* Top 25 Graduate Programs. As the only public occupational therapy program in the Commonwealth, EKU's Occupational Therapy Department is recognized for its leadership in preparing entry and advanced level practitioners for service and scholarship on behalf of the Commonwealth.

The alignment of the proposed OTD Program is consistent with the Occupational Therapy Department's strategic plan, as well as College and University strategic plans. Department Goal 3, “promote learning through high quality programs, research and support,” clearly addresses how offering this program through distance education will benefit citizens of the Commonwealth. It also incorporates the College of Health Sciences Goals 1, 2, and 5, and EKU Goal 3. By providing the OTD Program, the EKU Occupational Therapy Department will further respond to national trends in education and health care reform, requiring professionals to implement evidence-based practice with clients in multiple settings. The reauthorization of the Individuals with Disabilities Education Act (IDEA-04), coupled with No Child Left Behind legislation, requires professionals in school settings to be highly qualified and to implement science-driven best practice. To best meet these federal requirements and societal needs, further educational preparation of occupational therapists in the region is needed and warranted. Occupational therapists who obtain advanced preparation in the OTD Program will assist in improving school-based practice and policy in the Commonwealth. The EKU OTD Program will equip therapists practicing in educational systems with advanced leadership and applied research skills to better impact learning needs of children with disabilities from preschool through high school.

### **Alignment with the Kentucky Council on Postsecondary Education (CPE) Key Indicators of Progress**

In relation to CPE Key Indicators of Progress, the EKU OTD Program addresses three of the five key indicators. The EKU OTD program responds to the CPE's interest in affordability of education, advancement of knowledge, and regional stewardship.

**Is Kentucky Postsecondary education affordable for its citizens?** Currently no public university in KY offers the OTD. Clinicians desiring advanced specialization typically attend University of Indianapolis, Nova Southern University, Belmont, or Creighton University, all private institutions. The tuition is significantly higher at all of these institutions. Thus, ECU is an affordable option for Kentuckians, particularly through a quality online delivery method. According to The Sloan Consortium (2007) 3.5 million students were enrolled in at least one online course during fall 2006, and nearly 20% of all students in US postsecondary education were enrolled in at least one online course. Through participation in quality online education, students can maintain a manageable course load in addition to family and work obligations. This degree program is targeted for practicing occupational therapists that will have a clear plan for completing the degree in an affordable manner, allowing for continuous enrollment by term with support.

**Do more Kentuckians have certificates and degrees?** Graduate enrollment at ECU has increased over a ten year period. This may be attributed to the growth in graduate Programs, and the movement of professional Programs toward entry level at the master's degree. The OTD Program would offer Kentucky therapists with ongoing professional leadership and recognition and further the investment in the professional, scientific and managerial workforce. The professional doctorate is emerging as the gold standard of preparation in many healthcare fields, such as physical therapy, audiology, and pharmacy.

**Are Kentucky's People, Communities, and Economy Benefiting?** The Department of Occupational Therapy has been lauded since its inception for its commitment to regional stewardship. The Department's faculty members and students regularly provide services to underserved areas. As a result, the people, communities, and economy of the Commonwealth benefit. With the development of an OTD Program, ECU will better serve the needs of occupational therapy professionals, providing an alternative to the high-priced graduate education of private universities outside of Kentucky. Further, this investment will allow Kentucky dollars to stay in Kentucky, rather than to support higher education in other states.

## **Program Design**

### **OTD Program Overview**

The OTD Program is designed for students who are currently employed as occupational therapists in a school-based setting. The Program is part time, with coursework starting in the spring semester. Students will enroll in six to seven credit hours per semester for two years. The majority of the Program will be offered online, utilizing Blackboard resources. However, all students will be required to attend two sessions at ECU each semester during the seventh week of classes and at the end of the classes.

An online program delivery method meets the needs of occupational therapists most effectively and efficiently based upon data in the needs assessment conducted for the program. The target population for this post professional program is currently employed occupational therapists in school-based practice. Occupational therapists working in the schools often are place-bound across Kentucky while maintaining full-time employment. The regional emphasis of the ECU OTD will allow practicing therapists to participate effectively in graduate education and apply advanced disciplinary knowledge into daily practice settings. The intensive mid and end of semester face-to-face meetings reinforces synthesis of disciplinary information and allows for professional socialization.

The ECU OTD program will use a Quality Matters assessment of online education to assure rigor in the instructional design and assessment of doctoral level courses. The nationally recognized Quality Matters Program has been introduced to ECU through the Instructional Design Center (IDC). Three OT Department faculty members have participated in advanced training for online education through learning communities offered by the IDC. One faculty member has participated in a Quality Matters review of an existing online OT course. The Quality Matters review process facilitates best practice for instructional design and technology,

learner engagement and continuous quality improvement.

The OTD curriculum consists of six 3-credit core courses, two to three 3-credit electives related to school-based practice, four 1-credit leadership seminars, and two 3 to 6-credit hours of practicums, for a total of 40 credits. Core coursework builds on knowledge gained during master's level education related to theory, research, and practice. The professional development seminars facilitate integration of learning from the didactic coursework, as well as prepare the students for placement in two externships. During the final two semesters, students participate in practicums designed to apply knowledge related to expanding fields of practice, leadership roles, and advanced clinical practice.

The curriculum is built around four core themes, which are Occupation-Based Practice, Diversity, Leadership, and Reasoning. The curricular themes of the OTD Program are directly tied to the curricular themes of the ECU Master of Science in Occupational Therapy and advance these themes to post-professional leadership levels. This provides a strong continuity of learning for those students advancing from the Master's Program to the OTD Program.

### **Program Outcomes**

Graduates of the OTD Program will be able to:

1. Engage in occupation-based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services.
2. Ethically and responsibly meet the needs of diverse client populations by addressing issues related to health disparity, policy, and legislation at local, state, and national levels.
3. Serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence-based practice.
4. Use advanced clinical and ethical reasoning skills to improve occupational therapy services.

### **Admission Requirements**

Applicants must meet the following criteria for admission to the OTD Program:

1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.
2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.
3. A master's degree.
4. A graduate research methods course.
5. A GRE score of 850 or higher on the combined verbal and quantitative sections and a 4.0 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regional, accredited institution.
6. Three letters of recommendation.
7. A one-to-two page statement of professional goals.



8. A resume and/or professional portfolio.
9. Transcripts of undergraduate and graduate coursework.
10. An online graduate application.
11. Those applicants meeting the above criteria will complete an admission interview with the faculty of the doctoral program prior to final selection.

## OTD Course Offerings

Students enrolled in the OTD Program will take courses over six semesters (Spring, Summer and Fall) for a total of 40 credit hours. Since students are expected to be occupational therapists who are employed in regional schools and other settings, the pedagogical design uses an executive model in which all courses are web-based with a mid-semester and end of course face-to-face intensive. At mid-term (approximately week 7) students would be expected to attend classes on campus on a weekend for a total of 20 hours. Students would also be expected to attend classes on campus at end of the course in order to participate in synthesis activities. Students enrolled in the practicum course will only be required to come at the end of the semester. Course numbers, titles, credit hours, semesters offered, and descriptions are provided in Table 1. Course sequence is depicted in Table 2.

Table 1.  
*Courses and descriptions for OTD Program*

Number	Title	Credits	Offered	Course Description
OTS 834	Theoretical Analysis for OBP	3.0	Spring 1	Advanced conceptualization and synthesis of occupational science and existing models of occupational therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.
OTS 853	Leadership and Change in OT	3.0	Spring 1	Focus on development and application of leadership skills, including transformational and transactional leadership. Ethical considerations of leadership implementation for clinical practice.
OTS 865	School-based Practice	3.0	Summer 1	In-depth study of school-based occupational therapy. Federal/state laws and regulations, models of practice, and provision of occupational therapy services for students with learning and behavioral difficulties (curricular and extracurricular) in educational settings.
OTS 901	OTD Leadership Seminar I	1.0	Spring 1	Students will draw on co-occurring OTD Program coursework to: conceptualize identity as a leader in occupation-based practice during change; create a professional portfolio; and develop initial doctoral practicum plans.
OTS 902	OTD Leadership Seminar II	1.0	Summer 1	Students will draw on co-occurring OTD Program coursework to: establish goals for development through the OTD; revise a professional portfolio to implement career aspirations; and set doctoral practicum objectives.

OTS 903	OTD Leadership Seminar III	1.0	Fall 1	Students will draw on co-occurring OTD Program coursework to revise professional portfolio to include a multi-year action plan for leadership development; and prepare final practicum proposal.
OTS 904	OTD Leadership Seminar IV	1.0	Spring 2	Students will draw on co-occurring OTD Program coursework to: finalize a professional portfolio that portrays personal plans for career leadership in practice excellence; and propose and obtain doctoral practicum contracts.
OTS 905	OTD Practicum	3.0 or 6.0	Summer 2 and Fall 2	Custom-designed practicums for capstone, field-based experiences in the Clinical Doctorate in Occupational Therapy. Course emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.
OTS 910	Policy Analysis for OT	3.0	Summer 1	Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy need in emerging practice.
OTS 911	Applied Research in OT	3.0	Fall 1	Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of research as an agent of change in practice will be emphasized.
OTS 912	Evidence-Based Practice for OT	3.0	Spring 2	Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, communicating decisions.
OTS 913	Educational Practices for OT	3.0	Spring 2	Fundamental principles of designing and implementing educational Programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.

Table 2  
*Program Sequence for the EKU OTD Program*

	Spring	Summer	Fall
Year 1	OTS 853 (3) OTS 834 (3) OTS 901 (1)	OTS 910 (3) OTS 865 (3) OTS 902 (1)	OTS 911 (3) OTS 903 (1) Elective (3)
Year 2	OTS 912 (3) OTS 913 (3) OTS 904 (1)	OTS 905 (6) or OTS 905 (3) and Elective (3)	OTS 905 (6) or OTS 905 (3) and Elective (3)
Total Credit Hours: 40			

## Capacity

### Faculty Qualifications and Scholarship Productivity

The Occupational Therapy Faculty of EKV has long operated highly successful programs: a Bachelor of Science in Occupational Science (45 graduates in 2008), a Master of Science in Occupational Therapy (57 graduates in 2008), and an inter-university Doctor of Philosophy in Rehabilitation Sciences (17 graduates since 2000). Of the 17 tenured/tenure-track faculty members in the Department, 11 hold doctoral degrees and three have Ph.D.s in progress. There are seven doctoral faculty members with experience in school-based practice, which will be the initial focus of the OTD Program.

Table 3

*Doctoral Faculty of the Occupational Therapy Department of Eastern Kentucky University*

Name	Designations	Rank	Graduate Faculty Status		Years of experience in PhD Instruction
			EKV	UK	
Lynnda Emery	Ed.D., OTR/L, FAOTA	Professor	Full		
Dana Howell	Ph.D., OTD, OTR/L	Associate	Full	Full	4
Dory Marken	Ph.D., OT/L, FAOTA	Associate	Associate		
Christine Myers	Ph.D., OTR/L	Assistant	Associate	Associate	1
Shirley O'Brien	Ph.D., OTR/L, FAOTA	Associate	Full		3
Doris Pierce	Ph.D., OTR/L, FAOTA, Endowed Chair in OT	Professor	Full	Full	9
Colleen Schneck	Sc.D., OTR/L, FAOTA, Department Chair	Professor	Full	Full	16
Sharon Shasby	Ed.D., OTR/L, FAOTA	Professor	Full	Full	6
Anne Shordike	Ph.D., OTR/L	Associate	Full	Full	6
Mary Ellen Thompson	Ph.D., OTR/L, Graduate Coordinator	Associate	Pending		
Peggy Wittman	Ed.D., OT/L, FAOTA	Professor	Full	Full	4

*Note.* OTR/L = Occupational Therapist Registered (national) and Licensed (state); FAOTA = Fellow of the American Occupational Therapy Association, a competitive honorary designation.

The Faculty of Eastern Kentucky University's Department of Occupational Therapy is highly qualified and experienced in occupational therapy doctoral education (see letters of support). The excellence of the Department was recently recognized by *U.S. News and World Report* with a ranking of 24<sup>th</sup> in the nation among occupational therapy graduate programs.

EKV's Occupational Therapy Department collaborates in offering the inter-university Ph.D. in Rehabilitation Sciences.

Opened in 2000, the Ph.D. Program is interdisciplinary. It admits advanced practitioners and university faculty from the professions of athletic training, communication disorders, occupational therapy, and physical therapy, who primarily reside in Kentucky and surrounding states. Students in the Ph.D. in Rehabilitation Sciences enroll at the University of Kentucky, but take classes at all collaborating institutions and make frequent use of distance technology. Faculty Members of EKU's Occupational Therapy Department assisted in the design and founding of the Program. Currently, six Faculty Members of the Occupational Therapy Department hold the status of Full Graduate Faculty at the University of Kentucky (Table 3) and one is Associate. Faculty members of the EKU Occupational Therapy Department teach Ph.D. courses, advise Ph.D. students, and chair and serve on dissertation committees. Many of these faculty have experience at the doctoral level through this program. Some of these faculty in Table 3 have not yet been involved in the PhD program but are qualified to begin teaching at this level.

EKU's Occupational Therapy Department is unique in the profession in being the first to have an Endowed Chair in Occupational Therapy. This endowed position was created in 1999 through funding from House Bill 1 and the appointment was accepted by Dr. Doris Pierce in 2000. The Endowed Chair in Occupational Therapy is a fulltime, scholarship-focused position, responsive to five goals: a) to give students opportunities to work with a nationally known scholar, 2) to produce significant original scholarship for occupational therapy, c) to seek and manage grants within areas of expertise, d) to contribute to the Department's culture of scholarship, and e) to enhance the reputation of the Department within the field. Dr. Pierce has been highly successful within all goal areas and has been a significant contributor to the development of the Department's current capacities for scholarship.

The scholarly qualifications of the Faculty of the Occupational Therapy Department to support an Occupational Therapy Doctorate (OTD) Program are described briefly here and detailed more fully in the Table 4. In 2008, the total OT Department Faculty produced 20 publications and 49 presentations.

Table 4.  
2008 Scholarship of the Doctoral Faculty of EKU's Occupational Therapy Department

Name	2008 Scholarship: Completed
Lynnda Emery, Ed.D., FAOTA	<p>Emery, L.J. (2007-2008) Continuation of University Special Funds Committee [Foundation] Grant Benefits of Occupational Therapy in Health Systems, \$10,000.</p> <p>Emery, L.J., &amp; Scoggin, A.E. (2008, April). <i>Lymphedema management to improve occupational performance post mastectomy</i>. Poster presentation at the American Occupational Therapy Association (AOTA) Annual Conference, Long Beach, CA.</p> <p>Scoggin, A.E., &amp; Emery, L.J. (2008, April). <i>Client learning styles to improve occupation-based performance</i>. Poster presentation at the American Occupational Therapy Association (AOTA) Annual Conference, Long Beach, CA.</p>
Dana Howell, Ph.D., OTD, OTR/L	<p>Scott, K. W., &amp; Howell, D. M. (2008) Clarifying analysis and interpretation in grounded theory: Using a conditional relationship guide and reflective coding matrix. <i>International Journal of Qualitative Methods</i>, 7(2), 1-15.</p> <p>Howell, D. M. &amp; Wittman, P. (2009, May). The process of interprofessional teamwork between occupational therapy and psychology students. Presentation submitted to Collaborating Across Borders Conference on Interprofessional Education, Halifax, Nova Scotia.</p> <p>Howell, D.M. &amp; Lyons, K. (2009, May). Evaluating Interprofessional Educational Experiences: A Mixed Method View from Two Universities. Presentation submitted to Collaborating Across Borders Conference on Interprofessional Education, Halifax, Nova Scotia.</p>

	<p>Howell, D. M. (2008, Oct.). Our Changing World: How Shifts in Thinking are Changing OT Practice. Invited presentation, Idaho Occupational Therapy Association Annual Conference, Boise, ID.</p> <p>Howell, D. M., &amp; Wittman, P. (2008, Oct.). The process of interdisciplinary teamwork between occupational therapy and psychology students. Poster, 2008 Association of Schools of Allied Health Professions Annual Conference, Baltimore, MD.</p> <p>Howell, D. M. (2008, Oct.) "Pride, Prejudice, and Professionalism." Invited keynote, Idaho Occupational Therapy Association Annual Conference, Boise, ID.</p>
Dory Marken, Ph.D., OTR/L, FAOTA	<p>Marken, D. (2008). ECU Learning Resource Center Funding for the cost of the two-part DCPA certification for OT graduate students, \$1,800.</p> <p>Marken, D., &amp; Caldwell, D. (2008, April). Community Partners in the Bluegrass Respond to Grandparents Raising Grandchildren, Paper presented at the Annual Meeting of the Southern Gerontological Society, Atlanta, GA.</p>
Christine Myers, Ph.D., OTR/L	<p>Myers, C. T. (2008). A descriptive study of occupational therapists' participation in early childhood transitions. <i>American Journal of Occupational Therapy</i>, 62(2), 212-220.</p> <p>Rous, B., Myers, C. T., &amp; Stricklin, S. B. (2007). Strategies for supporting transitions of young children with special needs and their families. <i>Journal of Early Intervention</i>, 30(1), 1-18.</p> <p>Conaboy, K.S., Davis, N.M., Myers, C., Nochajski, S., Sage, J., Scheffkind, S., &amp; Schoonover, J. (2008). <i>FAQ: Occupational therapy's role in transition services and planning</i>. Bethesda, MD: American Occupational Therapy Association.</p> <p>Conaboy, K.S., Davis, N.M., Myers, C., Nochajski, S., Sage, J., Scheffkind, S., &amp; Schoonover, J. (2008). <i>Transitions for children and youth: How occupational therapy can help</i>. Bethesda, MD: American Occupational Therapy Association.</p> <p>Munier, V., Myers, C., &amp; Pierce, D. (2008). Sources of power in therapeutic applications of object play with young children at risk for developmental delays. In L. D. Parham and L. Fazio (Eds.) <i>Play in occupational therapy practice (2<sup>nd</sup> Edition)</i>. St. Louis, MO: Mosby.</p> <p>Pierce, D., Munier, V., &amp; Myers, C. T. (2008). The power of object play for infants and toddlers at risk for developmental delays. In D. Parham and L. Fazio (Eds.), <i>Play in Occupational Therapy for Children (2<sup>nd</sup> ed.)</i>. St. Louis: Elsevier.</p> <p>Pierce, D., Munier, V., &amp; Myers, C. T. (2009). Informing early intervention through an occupational science description of infant-toddler interactions with home space. <i>American Journal of Occupational Therapy</i>, 63, 273-287.</p> <p>Marshall, A., Myers, C., &amp; Pierce, D. (2008, October). <i>A century of therapeutic use of the physical environment of occupation to influence health</i>. Paper presented at SSO: USA 7<sup>th</sup> Annual Research Conference, Fort Lauderdale, FL.</p> <p>McCormick, K., Schuster, J., &amp; Myers, C. (2008, February). <i>Increasing evidence-based knowledge through a shared conceptual framework</i>. Presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.</p>
Shirley O'Brien,	Pitts, D.G. & O'Brien, S.P. (2008). Splinting the hand to enhance motor control

Ph.D., OTR/L, FAOTA	<p>and brain plasticity. <i>Topics in Stroke Rehabilitation</i>, 15(5), 456-467.</p> <p>O'Brien, S.P. (2008, May). Inquiry teams: Best practice for combining teaching and scholarship. Poster presentation at the Kentucky Conference on the Scholarship of Teaching and Learning, Lexington, KY.</p>
Doris Pierce, Ph.D., OTR/L, FAOTA	<p>Pierce, D., &amp; Marshall, A. (2008). Development of model transition practices within the Kentucky Educational Collaborative for State Agency Children. Kentucky Department of Juvenile Justice, \$10,000.</p> <p>Pierce, D., Marshall, A., &amp; Fehringer, E. (2007-2008). <i>Transitions of youth at risk in Kentucky A-6 schools</i>. Kentucky Educational Collaborative for State Agency Children, \$21,000.</p> <p>Hocking, C., Pierce, D., Shordike, A., Wright-St. Clair, V., Bunrayong, W., Vittayakorn, S., &amp; Rattakorn, P. (2008). The promise of internationally collaborative research for studying occupation: The example of the older women's food preparation study. <i>Occupational Therapy Journal of Research: Occupation, Participation, and Health</i>, 28, 180-190.</p> <p>Shordike, A., Hocking, C., Vittayakorn, S., Bunrayong, W., Rattakorn, P., Wright St.-Clair, V. &amp; Pierce, D. (2008). <i>Refining the occupation of research across cultures in P. Liamputtong (Ed.) Doing Cross Cultural Research: Ethical and Methodological Perspectives</i>, Heidelberg: Springer.</p> <p>Munier, V., Myers, C., &amp; Pierce, D. (2008). Sources of power in therapeutic applications of object play with young children at risk for developmental delays. In L. D. Parham and L. Fazio (Eds.) <i>Play in occupational therapy practice (2<sup>nd</sup> Edition)</i>. St. Louis, MO: Mosby.</p> <p>Pierce, D., Marshall, A., Adams, S., Cecil, C., Garrett, B., Huff, M., &amp; Ratliff, C. (2008). Training for interprofessional services to Appalachian adolescents with mental health needs: Lessons learned from PRISYM. In C. B. Royeen, G. M. Jenson, &amp; R. A. Harvan (Eds.), <i>Leadership in interprofessional health education and practice</i> (pp. 367-390). Boston: Jones and Bartlett Publishers.</p> <p>Pierce, D., Munier, V., &amp; Myers, C. T. (2009). Informing early intervention through an occupational science description of infant-toddler interactions with home space. <i>American Journal of Occupational Therapy</i>, 63, 273-287.</p> <p>Pierce, D., Munier, V., &amp; Myers, C. T. (2008). The power of object play for infants and toddlers at risk for developmental delays. In D. Parham and L. Fazio (Eds.), <i>Play in Occupational Therapy for Children (2<sup>nd</sup> ed.)</i>. St. Louis: Elsevier.</p> <p>Estes, J. &amp; Pierce, D. (2008, April). <i>Pediatric occupational therapists' perceptions of occupation-based practice</i>. Paper presented at the Canadian Occupational Science Association, Thunder Bay, Ontario, Canada.</p> <p>Marshall, A., Myers, C., &amp; Pierce, D. (2008, October). <i>A century of therapeutic use of the physical environment of occupation to influence health</i>. Paper presented at SSO:USA 7<sup>th</sup> Annual Research Conference, Fort Lauderdale, FL.</p> <p>Marshall, A., Nolan, R., Pierce, D., Powell, N., &amp; Fehringer, E. (2008, July). <i>KECSAC transition study</i>. Paper presented at the 7<sup>th</sup> Annual Alternative Strategies for Educating Students At-Risk Conference, Kentucky Educational Collaborative for State Agency Children, Richmond, KY.</p> <p>Marshall, A., Fehringer, E., Nolan, R., Pierce, D., Powell, N. (2008, July). <i>KECSAC transitions study 2007-2008</i>. Paper presented at the KECSAC Advisory Board and Staff Retreat, Lake Cumberland, KY.</p> <p>Nolan, R., Marshall, A., Pierce, D., Powell, N., Fehringer, E. (2008, November). <i>Moving between two worlds: Student and administrator perspectives on youth transitions in Kentucky's state agency schools</i>. Council for Exceptional Children, Louisville, KY.</p>

	<p>Nolan, R., Pierce, D. Powell, N., Fehringer, E., &amp; Marshall, A. (2008, March). <i>A collaborative research design to assess transition services to state agency children in Kentucky</i>. Paper presented to the State Agency Children School Administrator Association, Elizabethtown, KY.</p> <p>Pierce, D. (2008, June). <i>Visiting Professorship Inaugural Lecture. You are what you do: Mapping the research in occupational science</i>. Paper presented at Northampton University, England.</p> <p>Pierce, D. (2008, June). <i>Considerations in the design of a Bachelor of Science in Occupational Science at Northampton University</i>. Workshop presented at Northampton University, England.</p> <p>Pierce, D. (2008, June). <i>Becoming engaged in occupational science research</i>. Workshop presented at Northampton University, England.</p> <p>Pierce, D. (2008, June). <i>Maximizing scholarly productivity in occupational science</i>. Workshop presented at Northampton University, England.</p> <p>Pierce, D., Hocking, C., Krishnagiri, S., &amp; Price, P. (2008, October). <i>What is the true intent of occupational science? An Oxford-style debate</i>. Forum presented at the Society for the Study of Occupation: USA, Fort Lauderdale, FL.</p> <p>Powell, N., Nolan, R., Fehringer, E., Marshall, A., &amp; Pierce, D. (2008, April). <i>The education of state agency children and critical issues in the transition process</i>. Paper presented at College of Education Dean's Speaker Series on Transition, Eastern Kentucky University, Richmond, Kentucky.</p>
<p>Sharon Shasby, Ed.D., OTR/L, FAOTA</p>	<p>Bazyk, S., Schefkind, S., Shasby, S., Olsen, L., Richman, J. &amp; Gross, M. (2008). <i>FAQ on response to intervention for school-based occupational therapists and occupational therapy assistants</i>. Bethesda: MD. American Occupational Therapy Association</p> <p>Effgen, S. &amp; Shasby, S. (2008, November). <i>Evidence Based Practice</i>, 43<sup>rd</sup> Annual Exceptional Children's Conference, Louisville, KY.</p> <p>Fiss, A., Effgen, S.K., Page, J. &amp; Shasby, S. (2008, September). <i>Effect of Increased Practice Time Using Sensorimotor Groups on Gross Motor Skill Acquisition for Young Children with Down Syndrome</i>. Poster session presented at the 62<sup>nd</sup> Annual Meeting of the AACPM, Atlanta, GA.</p> <p>LaForme Fiss, A.C., Effgen, S.K., Page, J., &amp; Shasby, S. (2008, February). <i>Effect of Increased Practice Time Using Sensorimotor Groups on Gross Motor Skill Acquisition for Young Children with Down Syndrome</i>. Poster presentation at the APTA Combined Sections Meetings, Nashville, TN.</p>
<p>Anne Shordike, Ph.D., OTR/L</p>	<p>Hocking, C., Pierce, D., Shordike, A., Wright-St. Clair, V., Bunrayong, W., Vittayakorn, S., &amp; Rattakorn, P. (2008). The promise of internationally collaborative research for studying occupation: The example of the older women's food preparation study. <i>Occupational Therapy Journal of Research: Occupation, Participation, and Health</i>, 28, 180-190.</p> <p>Shordike, A., Hocking, C., Vittayakorn, S., Bunrayong, W., Rattakorn, P., Wright St.-Clair, V. &amp; Pierce, D. (2008). <i>Refining the occupation of research across cultures in P. Liamputtong (Ed.) Doing Cross Cultural Research: Ethical and Methodological Perspectives</i>, Heidelberg: Springer.</p>
<p>Mary Ellen Thompson, Ph.D., OTR/L</p>	<p>Thompson, M. (2008). Assessment of teamwork social skills of regular and inclusion students in junior high and middle school. Arizona State University.</p>

Peggy Wittman, Ed.D., OT/L, FAOTA	Howell, D. M., & Wittman, P. (2008, October). "The process of interdisciplinary teamwork between occupational therapy and psychology students." Poster, 2008 Association of Schools of Allied Health Professions Annual Conference, Baltimore, MD.
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## **Resource Requirements**

### **Personnel Impact**

As the only occupational therapy program in the State University System, the Department of Occupational Therapy would not be able to reduce its current student enrollment without severely impacting occupational therapy services in the region. Therefore, the Department would require a minimum of two additional 12-month faculty positions, one at program implementation, and an additional position when the second class is admitted in order to ensure adequate coverage for all current programs. At the time the second class is admitted, the enrollment numbers in all Programs will be analyzed and used to justify additional requested positions.

### **Operating Expenses Impact**

The Program will be primarily online and the Blackboard system will be used. There will be some on site attendance required. Exploration will be made of internal and external programs that assist in providing support to students and faculty engaging in distance learning. External programs may provide funds back to the Department to support the Program's needs, such as hiring additional faculty, and student travel to present at conferences. Internal and external programs may also assist with course development, provide weekly student support, and assist with recruitment. 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 for faculty development in increased expertise in on-line instruction. Additionally, the Department is exploring an increased tuition rate for the OTD Program, which would help with funding. The Department will also seek federal funds for start up.

### **Equipment/physical Facility Needs**

No additional classroom space will be required. Students will attend campus on the weekend two times per semester during the seventh week of classes and at the end of the semester. The Instructional Design Center has been helpful to faculty developing online courses and will continue to be used by faculty in the start-up of the OTD Program.

### **Library Resources**

The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.



**Appendix A**  
**Letters of Support**

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Office of the Dean  
900 S. Limestone, CTW 123  
Lexington, KY 40536-0200  
859.218.80480

August 20, 2009

Dr. Colleen Scheck, Chair & Professor  
Department of Occupational Therapy  
College of Health Sciences  
Dizney 103  
Richmond, KY 40575

Dear Dr. Schneck:

I am pleased to offer my support for the proposal to develop a new post professional Occupational Therapy Doctorate (OTD) program from the Department of Occupational Therapy (OT) at Eastern Kentucky University. In my role as dean of the College of Health Sciences, I have been able to observe the impact of the EKU OT program on the state and its citizens. Your graduates change the lives of patients every day.

Additionally, our college has a very close collaboration with your program with our Rehabilitation Sciences (RHB) Doctoral Program at the University of Kentucky. We have collaboratively educated several students in the area of OT who are now on faculty at universities across the United States. Our partnership, starting its tenth year, is an example of a truly successful collaboration. Both colleges have worked together for the benefit of our students and for their patients and clients. We have also worked together to establish an interdisciplinary experience in rehabilitation with students in occupational therapy from EKU and physical therapy and speech-pathology students from UK at the Rockcastle Hospital and Respiratory Care Center. This unique clinical education experience was beneficial to the patients served, our students and the clinical preceptors at Rockcastle.

This long term successful collaboration has created a strong bond and has emphasized the strength of the OT program at EKU, the only program of its kind in Kentucky. The faculty members are strong, student-focused, and qualified to deliver a clinical doctoral program. I give my support to this proposal and believe that this offers another pathway for entry into the Ph.D. program in Rehabilitation as well as educating the very best practitioners. I wish you success with this proposal and look forward to continued collaboration.

Sincerely,

Lori Stewart Gonzalez, Ph.D.  
Dean & Professor



UNIVERSITY  
OF KENTUCKY

Chandler Medical Center

Rehabilitation Sciences Doctoral Program

900 S. Limestone  
Lexington, KY 40536-0200  
(859) 218-0860  
Fax (859) 323-6003

August 19, 2009

Dear Dr. Schneck:

I am writing this letter to express my support for the Eastern Kentucky University (EKU) Occupational Therapy Department's proposal to develop a new post professional Occupational Therapy Doctorate (OTD) program. As the Director of the Rehabilitation Sciences (RHB) Doctoral Program at the University of Kentucky, I have worked closely with the EKU Occupational Therapy doctoral faculty and am very familiar with their work as doctoral educators.

The EKU Occupational Therapy Department has been an essential partner in the Rehabilitation Sciences Doctoral Program since its creation. EKU Occupational Therapy faculty members are integrally involved in all aspects of the Rehabilitation Sciences Doctoral Program, including developing and teaching doctoral courses, mentoring and advising doctoral students, and collaborating on interprofessional grant and research projects with students, and faculty from the University of Kentucky, Murray State University, and Western Kentucky University.

While working with the EKU Occupational Therapy faculty, I have found them to be highly dedicated and well qualified to provide doctoral level education. The OTD program will provide Kentucky with occupational therapists who will be prepared to engage in evidence based practice and collaborative research, and who will be able to make substantive changes in current clinical practice through leadership roles. I also anticipate that these graduates will be well prepared to continue their education in an interprofessional PhD program such as the RHB Doctoral Program and further develop their scholarly and research expertise to be prepared to seek positions as academicians and scientists.

Given their outstanding history with the RHB Doctoral Program, I believe the EKU Occupational Therapy Department is well qualified and well positioned to implement a post professional OTD program. I fully support their efforts in this endeavor.

Sincerely Yours,

Carl G. Mattacola, PhD, ATC  
Associate Professor and Director-  
Rehabilitation Science Doctoral Program,  
Division of Athletic Training

August 20, 2009

Dr. Colleen Schneck  
Department of Occupational Therapy  
Dizney 103  
Eastern Kentucky University  
521 Lancaster Ave.  
Richmond, KY 40475

Dear Dr. Schneck:

I am writing in support of the proposed post-professional Doctor of Occupational Therapy Program at Eastern Kentucky University. As you know, there is a shortage of occupational therapists with the specialized knowledge and skills to not only provide therapeutic intervention in schools, but also to take a leadership role necessary to move the profession forward in school system practice. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and No Child Left Behind Act of 2001 (NCLB) have created a new demand for occupational therapists who have advanced training in evidence-based practice and leadership. The proposed program specifically seeks to address this need in relation to culturally diverse, rural areas, such as Appalachia, where your university has a long history of service. The post-professional graduate level training provided in the proposed program will support occupational therapists in Kentucky and the surrounding states to achieve clinical specialization in school-based practice, undertake key roles in state and federal policy development, and become administrators in their local programs.

The Department of Occupational Therapy at Eastern Kentucky University stands out as an exemplary institution. The Department's ranking in the top 25 occupational therapy programs in the nation, as well as your faculty's strong track record of training occupational therapists in pediatrics, specifically school-based practice, will serve this program well.

In my role as AOTA's Chief Professional Affairs Officer, I am keenly aware of the need to have practicing occupational therapists with advanced skills providing leadership and doing policy work in culturally diverse, rural areas.

Sincerely,



Maureen Freda Peterson, MS, OT/L, FAOTA  
Chief Professional Affairs Officer

MFP: vs



FAYETTE COUNTY PUBLIC SCHOOLS

September 2, 2009

Dr. Colleen Schneck, Chair & Professor  
Department of Occupational Therapy  
College of Health Sciences  
Dizney 103  
Richmond, KY 40575

Dear Dr. Schneck:

As the Occupational and Physical Therapy Advisor to staff at Fayette County Public Schools I am writing to express my support for the Eastern Kentucky University Occupational Therapy Department's development of a new post professional Occupational Therapy Doctorate (OTD) program. As an occupational therapist and supervisor of occupational therapy personnel in school based practice, I have been exposed to the need for practitioners prepared at an advanced level to meet the diverse student needs for learning. Advanced leadership is needed by occupational therapists to respond to federal policy changes as a result of IDEA-04 and No Child Left Behind legislation. The need for ongoing program development, implementation of evidence-based practice and clinical research presents an opportunity for school-based occupational therapists to respond to changes in service delivery.

The OTD program will provide an innovative delivery method for occupational therapists to expand their knowledge base in specialty areas greatly needed in school-based practice, while maintaining employment in their respective school systems. Graduate education is a challenge financially for many therapists. Offering web-based instruction provides a viable alternative for individuals needing to work, who may be place bound, yet desire to advance their knowledge and skills.

The partnership with the EKU OT Department is extremely valuable for our therapists. The quality of the faculty and history of the educational programming is something that I am particularly proud to be associated. I fully support your intent to implement the post-professional OTD program. I look forward to future collaborations.

Sincerely,

Dana W. Logsdon, MS, OTR/L  
Occupational and Physical Therapy Advisor

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Becky Sagan, Chair • John Price, Vice Chair • Melissa Bacon • Amanda Ferguson • Kirk Tinsley  
Superintendent Stu Silberman

701 East Main Street, Lexington, Kentucky 40502 • Phone: 859.381.4100 • www.fcps.net

## Curriculum Change Form

### Part I

<input type="checkbox"/> (Check one)	Department Name	Occupational Therapy				
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences				
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number					
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)					
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Occupational Therapy Doctorate (OTD)				
<input checked="" type="checkbox"/> New Program (Part III)		(Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input checkbox"="" type="checkbox/&gt;)&lt;/td&gt; &lt;/tr&gt; &lt;tr&gt; &lt;td&gt;&lt;input type="/> 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	8/18/2009	Graduate Council*	11/20/2009
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs	<b>DISCUSSION ITEM</b>
College Curriculum Committee	9/16/2009	Approved	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.)  
 Establish an Occupational Therapy Doctoral (OTD) degree program.

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring, 2012

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

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

The purpose of the post-professional Doctor of Occupational Therapy (OTD) program at EKU is to provide the Commonwealth of Kentucky and surrounding regions with improved occupational therapy services, specifically in the area of school based practice. This graduate program will provide advanced education for Master's prepared occupational therapy practitioners in order to create occupational therapists with highly developed clinical and leadership skills. Graduates will serve in leadership roles, affect health care policy, and act as catalysts for excellence in practice settings throughout Kentucky and surrounding regions in order to best meet the needs of occupational therapy consumers. This program will train advanced practitioners for leadership in the profession to provide greatly needed occupational therapy services. There is no other OTD program currently offered in Kentucky.

---

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

**Personnel Impact:**

As the only occupational therapy program in the State University System, the Department of Occupational Therapy would not be able to reduce its current student enrollment without severely impacting occupational therapy services in the region. Therefore, the Department would require a minimum of two additional 12-month faculty positions, one at program implementation, and an additional position when the second class is admitted in order to ensure adequate coverage for all current programs. At the time the second class is admitted, the enrollment numbers in all Programs will be analyzed and used to justify

additional requested positions. The Department will also seek federal funds for start up.

**Operating Expenses Impact:**

The Program will be primarily online and the Blackboard system will be used. There will be some on site attendance required. Exploration will be made of internal and external programs that assist in providing support to students and faculty engaging in distance learning. External programs may provide funds back to the Department to support the Program's needs, such as hiring additional faculty, and student travel to present at conferences. Internal and external programs may also assist with course development, provide weekly student support, and assist with recruitment. The Department requests a \$10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program. Additionally, the Department is exploring an increased tuition rate for the OTD Program, which would help with funding.

**Equipment/Physical Facility Needs:**

No additional classroom space will be required. Students will attend campus one time per semester during the seventh week of classes. The Instructional Design Center has been helpful to faculty developing online courses and will continue to be used by faculty in the start-up of the OTD Program.

**Library Resources:**

The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

**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 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.)



## OCCUPATIONAL THERAPY DOCTORATE (OTD)

### I. GENERAL INFORMATION

The Occupational Therapy Department offers a post-professional Occupational Therapy Doctorate program for practitioners. This doctoral program will create occupation-based practitioners who will be ethical leaders of change in occupational therapy services for diverse populations. The program is accessible through distance education and is tailored to meet the advanced practice needs of occupational therapists in the Commonwealth and adjoining states.

Graduates of the OTD program will:

5. Engage in occupation based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services
6. Ethically and responsibly meet the needs of diverse client populations by addressing issues related to health disparity, policy, and legislation at local, state, and national levels
7. Serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence based practice
8. Use advanced clinical and ethical reasoning skills to improve occupational therapy services

### II. ADMISSION REQUIREMENTS

Applicants must meet the following criteria for admission to the OTD Program:

1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.
2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.
3. A master's degree.
4. A graduate research methods course.
5. A GRE score of 850 or higher on the combined verbal and quantitative sections and a 4.0 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regional, accredited institution.
6. Three letters of recommendation.
7. A one-to-two page statement of professional goals.
8. A resume and/or professional portfolio.
9. Transcripts of undergraduate and graduate coursework.
10. An online graduate application.
11. Those applicants meeting the above criteria will complete an admission interview with the faculty of the doctoral program prior to final selection.

III. PROGRESSION REQUIREMENTS

Students need to obtain a grade of a B or higher in all courses in order to progress in the program.

IV. PROGRAM REQUIREMENTS (list courses and credit hours)

<u>OTS 834.....</u>	<u>3 hours</u>
<u>OTS 853.....</u>	<u>3 hours</u>
<u>OTS 865.....</u>	<u>3 hours</u>
<u>OTS 901.....</u>	<u>1 hour</u>
<u>OTS 902.....</u>	<u>1 hour</u>
<u>OTS 903.....</u>	<u>1 hour</u>
<u>OTS 904.....</u>	<u>1 hour</u>
<u>OTS 905.....</u>	<u>9 or 12 hours</u>
<u>OTS 910.....</u>	<u>3 hours</u>
<u>OTS 911.....</u>	<u>3 hours</u>
<u>OTS 912.....</u>	<u>3 hours</u>
<u>OTS 913.....</u>	<u>3 hours</u>
<u>Elective.....</u>	<u>3 or 6 hours</u>
<u>Total Credit Hours .....</u>	<u>40 hours</u>

V. EXIT REQUIREMENTS

1. Candidates are required to satisfactorily to complete and present capstone projects.
2. Candidates are required to satisfactorily complete and present a professional portfolio.

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>Occupational Therapy</u> College <u>Health Sciences</u> *Course Prefix & Number <u>OTS 834</u> *Course Title (30 characters) <u>Advanced Dimension of Occupation OBP: V</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;">8/18/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">11/20/2009</td> </tr> <tr> <td></td> <td></td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;"> <b><i>Is this a SACS Substantive Change?</i></b> <table style="display: inline-table; border: 1px solid black; margin: 0 5px;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;">X</td> </tr> </table> <table style="display: inline-table; border: 1px solid black; margin: 0 5px;"> <tr> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input type="checkbox"/></td> </tr> </table> </td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">9/16/2009</td> <td>Approved _____</td> <td>Disapproved _____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</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;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	8/18/2009	Graduate Council*	11/20/2009			Council on Academic Affairs		<b><i>Is this a SACS Substantive Change?</i></b> <table style="display: inline-table; border: 1px solid black; margin: 0 5px;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;">X</td> </tr> </table> <table style="display: inline-table; border: 1px solid black; margin: 0 5px;"> <tr> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input type="checkbox"/></td> </tr> </table>				Yes****	X	No	<input type="checkbox"/>	College Curriculum Committee	9/16/2009	Approved _____	Disapproved _____	General Education Committee*	NA	Faculty Senate**	N/A	Teacher Education Committee*	NA	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

- A. 1. Specific action requested:** Revise course name and course description, prerequisites/corequisite for OTS 834.
- A. 2. Effective date:** Spring, 2012
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

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

To update the course description of an existing course to fit with the proposed OTD program.

**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:** The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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

New or Revised* Catalog Text (*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p><b>OTS 834:</b> <del>Advanced Dimension of Occupation OBP: V</del> <b>Theoretical Analysis for OBP</b>                  Prerequisite: <del>permission of department.</del> Prerequisites: <u>Enrollment in OTD program.</u> Co-requisite: <u>OTS 901.</u> Advanced conceptualization and synthesis of occupational science and existing models of occupational therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	834	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	_____ Laboratory _____ Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites <span style="color: red;">**See definitions on following page**</span></b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)				
Course Prefix and No.	<u>Prerequisite: permission of department. Prerequisites: Enrollment in OTD program.</u>			
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)				
Course Prefix and No.	<u>Co-requisite: OTS 901</u>			
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)				
Course Prefix and No.				
Course Prefix and No.				
Course Prefix and No.				

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

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

IC (3)				VC (3)			
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**EASTERN KENTUCKY UNIVERSITY**  
**DEPARTMENT OF OCCUPATIONAL THERAPY**  
**Syllabus for OTS 834 Theoretical Analysis for OBP, CRN      3 Credit Hours Semester, year**

**Professor's Name**  
**Professor's Office #**  
**Professor's Contact Information (phone and email)**

**Catalogue Description:** Prerequisites: Enrollment in OTD program. Co-Requisite: OTS 901. Advanced conceptualization and synthesis of occupational science and existing models of occupational therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.

**Required Texts:**

Iwama, M. (2006). *The KAWA Project: Culturally relevant occupational therapy*.  
 Sydney: Churchill Livingstone.

Kronenberg, F., Algado, S. & Pollard, N. (eds.) (2005). *Occupational therapy without borders: Learning from the spirit of survivors*. Sydney: Churchill Livingstone.

Molineux, M. (ed.). (2004). *Occupation for occupational therapists*. Malden, MA: Blackwell Publishing.

Whiteford, G. & Wright-St Clair (eds) (2005). *Occupation and practice in context*.  
 Churchill Livingstone

Selected readings from *AJOT*, *OTJR*, *Journal of Occupation Science* and other scholarly journals.

**Recommended Texts:**

American Occupational Therapy Association. (2008) *OT practice framework: Domain and process*. (2<sup>nd</sup> ed.). Bethesda, MD: Author.

Cole, M.B. & Tufano, R. (2008). *Applied theories in occupational therapy: A practical approach*. Thorofare, NJ: Slack Incorporated.

Fazio, L. (2008) *Developing occupational centered programs for the community*. (2<sup>nd</sup> ed.). Prentice Hall

Kielhofner, G. (ed.) (2008). *Model of human occupation: Theory and application* (4<sup>th</sup> ed.). Baltimore: Lippincott Williams & Wilkins.

Kramer, P., Hinojosa, J. and Royeen, C.B. (eds.) (2003). *Perspectives in human occupation: Participation in life*. Baltimore, MD: Lippincott Williams & Wilkins.

Law, Mary; Baum, Carolyn, and Baptiste, Sue. (2001). *Occupation-based practice: Fostering performance and participation*. Thorofare, NJ: Slack, Inc.

Schkade, Janette and McClung, Melissa. (2001). *Occupational adaptation in practice: Concepts and cases*. Thorofare, NJ: Slack, Inc.

Wilcock, A. (2006). *An occupational perspective of health*. (2<sup>nd</sup> ed.). Thorofare, NJ: Slack, Inc.

**Note:** Student may wish to purchase additional books or reading materials in order to facilitate the integration of the work of specific theorists.

**Student Learning Outcomes**

Upon completion of the course, the learner will:

1. Critique the evolution of and research in occupational science and its application to culturally relevant practice in multiple arenas.
2. Examine theoretical models external to occupational therapy used to foster understanding of occupational behavior, health and wellness, diversity and participation for individuals, populations and society.
3. Synthesize occupational science body of knowledge as a change agent for occupational therapy practice of the future.
4. Evaluate the concepts of occupation, ethics, evidence-based research, and occupation-based practice in relationship to a specialty area.
5. Analyze the use of occupations in a specialty practice area of occupational therapy.

6. Apply change methodology to advance the justification and implementation of occupation for individuals and groups in a selected setting.

## EVALUATION METHODS

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to passing this course.

### Course Requirements:

Theoretical Analysis	I: Wiki	10%
Occupation-Based model Critique		15%
Development of OBP Change model in clinical practice		25%
Participation in online activities		30%
Quizzes		10%
Final Exam		10%

### Student Progress:

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

### Attendance Policy:

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

### Last Date to Drop the Class:

Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the ECU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student's responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

**OBP V: Theoretical Analysis for OBP  
Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Assignment/ Readings</b>
Week 1	Organization of theory in the profession of OT Intro to course; requirements and expectations State of the art of theory in practice Health and Disability implications The World Health Organization, The AOTA <i>Practice Framework</i> : Influence of theory on practice	Discussion Boards Quiz
Week 2	Trends affecting how OT uses theory in Occupation-Based Practice Introduction to Change theories: Chaos, complexity	
Week 3	Trends affecting how OT uses theory in Occupation-Based Practice (cont.) Role of theory in critical reasoning and evidence based practice Cultural assumptions and populations Public health and wellness	
Week 4	Trends affecting how OT uses theory in Occupation-Based Practice (cont.) KAWA Model- OT as a change agent	Blog/discussion boards  Quiz
Week 5	Concepts of Occupational Science in the context of change Historical review of OS Occupational Balance Occupational context: social; temporal; space, place, and objects	
Week 6	Concepts of Occupational Science in the context of change (cont.) Occupation and Disability Occupation and lifespan	Theoretical Analysis I Due at end of Week 6: Wiki format
Week 7	<i>(class meets at ECU for 8 hours)</i> Concepts of Occupational Science in the context of change (cont.) Occupational Justice	
Week 8	Theories impacting participation Metatheories: Systems	
Week 9	Theories impacting participation (cont.) Chaos, Feminism, Conflict theory	Blog Due Week 9
Week 10	Theories impacting participation (cont.) Functionalism/pragmatism, symbolic interactionism, Disability Studies, Rehabilitation	
Week 11	Occupation-Based Practice Models: Application to Change MOHO, Ecology of Human Performance, Occupational Adaptation, Person Environment, Occupational Performance	OBP Model Critique due Week 11
Week 12	Occupation-Based Practice Models: Application to Change (cont.) How do we change our clinics and practice?	Quiz Discussion board
Week 13	Critiquing how OTs use theory for person-based intervention	OBP Model for Clinical Practice Wiki
Week 14	Critiquing how OTs use theory for person-based intervention (cont.)	
Week 15	Final exam Class meets at ECU for synthesis activities	Analytical Paper due

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

**Part I**

(Check one)	Department Name	Occupational Therapy	
New Course (Parts II, IV)	College	Health Sciences	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 853	
Hybrid Course ("S," "W")	*Course Title (30 characters)	Leadership and Human Services	
Course Dropped (Part II)	*Program Title	_____	
New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)	
Program Revision (Part III)			
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
<b>Is this a SACS Substantive Change?</b>	<b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	9/16/2009	Approved	Disapproved
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

<b>A. 1. Specific action requested:</b> Revise course description. <b>A. 2. Effective date:</b> Spring, 2012 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)
<b>B. The justification for this action:</b> This is a core course in the OTD program and we needed to update the description to reflect that.
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> NA <b>Operating Expenses Impact:</b> NA <b>Equipment/Physical Facility Needs:</b> NA <b>Library Resources:</b> The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are <i>the British Journal of Occupational Therapy</i> , <i>the Scandinavian Journal of Occupational Therapy</i> , and <i>Physical and Occupational Therapy in Pediatrics</i> .

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

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

<div style="text-align: center;">New or Revised* Catalog Text</div> (*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)  <b>OTS 853: Leadership and Human Services. (3) II.</b>
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Prerequisites: A degree in OT or any other human services discipline. A. Focus on the development and application of leadership skills, including transformational and transactional leadership. Students will demonstrate development of their own leadership skills through a major project. Ethical considerations of leadership implementation for clinical practice.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	853	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	
<b>Co-Requisites and Prerequisites</b> <span style="color: red;">**See definitions on following page**</span>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D .)				
Course Prefix and No.				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)				
Course Prefix and No.				
Course Prefix and No.				
Course Prefix and No.				

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

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

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 853, Leadership and Change, CRN**  
**3.0 credit hours Semester and year**

**Professor's name**  
**Professor's office #**  
**Professor's contact information (phone and email)**

**Catalogue Description:** Prerequisites: A degree in OT or any other human services discipline. Focus on development and application of leadership skills, including transformational and transactional leadership. Ethical considerations of leadership implementation for clinical practice.

**Required Texts:**

Northouse, P. (2007). *Leadership: Theory and practice* (4th ed. ). Thousand Oaks, CA: Sage Publications.  
 Johnson, Craig. (2004) *Meeting the ethical challenges of leadership: Casting light or shadow* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.  
 Additional readings will be assigned from the occupational therapy and leadership literature.

**Student Learning Outcomes:**

Upon completion of the course, the learner will:

1. Analyze current leadership models and the research supporting their use in practice settings.
2. Examine the relationship between ethics, leadership and change theory in the advancement of disciplinary practice.
3. Apply methods of change theory and their use to foster interprofessional collaboration in practice settings.
4. Evaluate leadership traits as shaped through values, beliefs and ethical considerations interprofessionally.
5. Apply leadership theory to analyze trends, predict future needs and affect change within a discipline.

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Midterm Exam	10%
Major leadership project	50%
Analysis of leadership (paper)	15%
Participation in online discussions	5%
Class presentation and lead discussion on ethics/movie	15%
Self-analysis of leadership skills	5%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Last Date to Drop the Class:**

Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student's responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

**OTS 853: Leadership and Change  
Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
Week 1	Introduction to Course, Overview Discussion of Types of Leadership Change theory	Ch. 1, Northouse Leadership Assignments
Week 2	Change Theory; Leadership Approaches	Ch. 2, 3, Northouse
Week 3	Leadership Approaches	Ch. 4, 5, Northouse Due: Decision on leader to analyze
Week 4	Leadership Theories	Ch. 6, 7, 8 Northouse
Week 5	Leadership Theories (cont.)	Ch. 9, 10, 11 Northouse
	Transformational leadership/ Transactional Leadership	Due: Tentative Decision on Project
Week 6	Ethics: The shadow side of leadership	Ch. 1, 2 Johnson Midterm Exam distributed
Week 7	<i>(class meets at EKU for 8 hours)</i> Leadership in Action; Guest Speakers Leaders in Discipline Forum	Due: Leadership Analysis Paper
Week 8	Analysis of a Leader; online discussion of self-analysis of leadership	Due: Self-analysis of Leadership Due
Week 9	Ethics: Looking Inward	Ch. 3, 4 Johnson Due: Midterm Exam
Week 10	Ethical Standards & Strategies; Transformational vs. Pseudotransformationa	Ch. 5,6 Johnson
Week 11	Shaping Ethical Contexts; Ethical Decision Making	Ch. 7, 8 Johnson
Week 12	Creating ethical organizational climate; Ethics in cultural diversity	Ch. 9, 10 Johnson
Week 13	Paradigm Principles and Pioneers; Paradigms for the Future	Due: Major Project
Week 14	Leadership in Professional Organizations	Due: Course Critique
Week 15	Final: Will I be a Leader? Class meets at EKU for synthesis activities	

## Curriculum Change Form

### Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Occupational Therapy</u> College <u>Health Sciences</u> *Course Prefix & Number <u>OTS 901</u> *Course Title ( <u>30 characters</u> ) <u>OTD Leadership Seminar 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: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>8/18/2009</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>11/20/2009</u></td> </tr> <tr> <td colspan="2" style="text-align: center;"> <b>Is this a SACS Substantive Change?</b> </td> <td style="text-align: center;"> <b>Yes****</b> <input checked="" type="checkbox"/> </td> <td style="text-align: center;"> <b>No</b> <input type="checkbox"/> </td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>9/16/2009</u></td> <td>Approved _____</td> <td>Disapproved _____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>N/A</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>N/A</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>N/A</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>8/18/2009</u>	Graduate Council*	<u>11/20/2009</u>	<b>Is this a SACS Substantive Change?</b>		<b>Yes****</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	College Curriculum Committee	<u>9/16/2009</u>	Approved _____	Disapproved _____	General Education Committee*	<u>NA</u>	Faculty Senate**	<u>N/A</u>	Teacher Education Committee*	<u>NA</u>	Board of Regents**	<u>N/A</u>			Council on Postsecondary Edu.***	<u>N/A</u>
	<u>Date</u>		<u>Date</u>																											
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		Council on Postsecondary Edu.***	<u>N/A</u>																											
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																														

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

<b>A. 1. Specific action requested:</b> Add a new course, OTS 901. <b>A. 2. Effective date:</b> Spring, 2012 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> This is a core course requirement in the proposed OTD Program.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> <b>Operating Expenses Impact:</b> <b>Equipment/Physical Facility Needs:</b> <b>Library Resources:</b> The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are <i>the British Journal of Occupational Therapy</i> , <i>the Scandinavian Journal of Occupational Therapy</i> , and <i>Physical and Occupational Therapy in Pediatric</i>	

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

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

New or Revised* Catalog Text (*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<b>OTS 901 OTD Leadership Seminar I. (1) II.</b> Prerequisite: Enrollment in OTD Program. Students will draw on co-occurring OTD Program coursework to: conceptualize identity as a leader in occupation-based practice during change; create a professional portfolio; and develop initial doctoral practicum plans.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	901	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1.0	Lecture 1.0 Laboratory _____ Other _____ online _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	1.0	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Enrollment in OTD Program.</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 901, OTD Leadership Seminar I, CRN**  
**1.0 credit hours Semester and year**

**Professor's name**

**Professor's office #**

**Professor's contact information (phone and email)**

**Catalogue Course Description:** Prerequisite: Enrollment in OTD Program. Students will draw on co-occurring OTD Program coursework to: conceptualize identity as a leader in occupation-based practice during change; create a professional portfolio; and develop initial doctoral practicum plans.

**Texts:**

- Banta, T. (2003). Introduction: Why portfolios? In T. Banta (ed.). *Portfolio assessment: Uses, cases, scoring and impact. Assessment Update Collections*. San Francisco: Jossey-Bass.
- Griffiths, Y. & Padilla, R. (2006). National status of the entry-level doctorate in occupational therapy. *American Journal of Occupational Therapy*.
- Mu, K., Coppard, B., & Padilla, R. (2006). Graduate outcomes of the first entry-level occupational therapy doctoral program in the United States. *Education Special Interest Section Quarterly of the American Occupational Therapy Association*, 16, 1-4.
- Nagayda, J., Schindehette, S., & Richardson, J. (2005). *The professional portfolio in occupational therapy*. Thorofare, NJ: Slack Inc.
- Pierce, D. (2003). Chapter 2: Design process. *Occupation by design: Building therapeutic power*. Philadelphia, PA: F. A. Davis.
- Pierce, D., & Peyton, C. (1999). A historical cross-disciplinary perspective on the professional doctorate for occupational therapy. *American Journal of Occupational Therapy*, 53, 64-71.
- Powell, S., & Greenberg, N. (2009, March). ePortfolio: A tool to support best practice in occupational therapy education. *Education Special Interest Section Quarterly*, 19(1), 2-4.

**Recommended Texts:**

- Chisholm, D., Dohli, C., & Schreiber, J. (2004). Chapter 4: Presenting the evidence. *Occupational therapy intervention resource manual: A guide for occupation-based practice*. Clifton Park, NY: Thomson Delmar Learning.
- Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston, MA: Little, Brown and Company.
- Molineux, M. (2004). *Occupation for occupational therapists*. Oxford, England: Blackwell Publishing.
- Wheatley, M. (2006). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco, CA: Berret-Koehler.
- Whiteford, G., & Wright-St. Clair, V. (2005). *Occupation and practice in context*. New York: Elsevier.

**Student Learning Outcomes:**

Upon completion of the course, the learner will:

- Review and discuss history of, and research related to, the professional doctorate in occupational therapy (OTD).
- Describe and analyze personal motivations and areas of interest for leadership within occupational therapy.
- Apply professional development portfolio methods to assess individual professional history, strengths, and areas of advanced competency and leadership.
- Synthesize from theory and research on occupation-based practice a personal perspective on best practice.
- Review professional goals and learning needs in order to synthesize initial objectives for individual internships to be completed within the OTD Program.
- Analyze critical aspects of change impacting personal career plans.

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

90-100 = A      80-89 = B

70-79	= C	60-69	= D
59 and below	= F		

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Personal leadership vision statement	10%
Personal statement on excellence in occupation-based practice	15%
Analysis of key aspects of change that will impact future career	15%
Draft objectives for practicums	20%
Professional development portfolio.	40%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student’s responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Last Date to Drop the Class:** Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student’s responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.



**OTS 901: OTD Leadership Seminar I  
Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Readings/assignments</b>
Week 1	The OTD: Producing clinical leaders for occupational therapy	
Week 2	The OTD	
Week 3	The OTD	
Week 4	Crafting individual leadership within change	
Week 5	Leadership vision	
Week 6	Driving change in practice	
Week 7	<i>(class meets at EKU for 8 hours)</i>	Personal leadership vision statement Analysis of key aspects of change that will impact future career
Week 8	Hallmarks of excellence in occupation-based practice	
Week 9	Personal statement on excellence in occupation-based practice	
Week 10	The art of effective reflection for practitioners	Statement on excellence in OBP
Week 11	The professional development portfolio	
Week 12	The professional development portfolio	
Week 13	Practicum planning and management	
Week 14	Practicum planning and management	
Week 15	Drafting initial objectives for practicum Class meets at EKU for synthesis activities	Draft objectives for practicum Professional development portfolio

# Curriculum Change Form

## Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Occupational Therapy Health Sciences OTS 902 OTD Leadership Seminar II _____ (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee 8/18/2009 Graduate Council* 11/20/2009 Is this a SACS Substantive Change? <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee 9/16/2009 Approved _____ Disapproved _____ General Education Committee* NA Faculty Senate** N/A Teacher Education Committee* NA Board of Regents** N/A Council on Postsecondary Edu.*** N/A		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

**A. 1. Specific action requested:** Add a new course, OTS 902

**A. 2. Effective date:** Spring, 2012

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

**B. The justification for this action:** This is a core course requirement in the proposed OTD Program.

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

**Personnel Impact:**

**Operating Expenses Impact:**

**Equipment/Physical Facility Needs:**

**Library Resources:** The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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

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.)

**OTS 902 OTD Leadership Seminar II (1) A.** Prerequisites: OTS 901. Students will draw on co-occurring OTD Program coursework to: establish goals for development through the OTD; revise a professional portfolio to implement career aspirations, and set doctoral practicum objectives.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	902	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1.0	Lecture <u>1</u> Laboratory _____ Other _____	Cip Code (first two digits only) 51		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	1.0	N	FR _____ JR _____ SO _____ SR _____	
			<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	OTS 901
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 902, OTD Leadership Seminar II, CRN**  
**1.0 credit hour Semester and year**

**Professor's name**

**Professor's office #**

**Professor's contact information (phone and email)**

**Catalogue Course Description:** Prerequisites: OTS 901. Students will draw on co-occurring OTD Program coursework to: establish goals for development through the OTD; revise a professional portfolio to implement career aspirations, and set doctoral practicum objectives.

**Texts:**

Banta, T. (2003). Introduction: Why portfolios? In T. Banta (ed.). *Portfolio assessment: Uses, cases, scoring and impact. Assessment Update Collections*. San Francisco: Jossey-Bass.

Nagayda, J., Schindehette, S., & Richardson, J. (2005). *The professional portfolio in occupational therapy*. Thorofare, NJ: Slack Inc.

Pierce, D. (2003). Chapter 2: Design process. *Occupation by design: Building therapeutic power*. Philadelphia, PA: F. A. Davis. Selected literature from occupational therapy and related fields will also be required.

**Student Learning Outcomes:**

Upon completion of the course, the learner will:

1. Explore and plan opportunities for professional development through completion of the OTD Program.
2. Analyze theory and research within an area of desired professional expertise in relation to a professional development plan.
3. Analyze the ways in which a personal career mission can shape and guide leadership within areas of professional specialization.
4. Review and analyze multiple practicum plans responsive to career plan.
5. Review professional goals and learning needs in order to revise objectives for individual practicums to be completed within the OTD Program.

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to passing this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Personal statement of career mission	25%
Five year career plan	25%
Listing of potential practicums, with revised objectives	25%
Revised professional development portfolio	25%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.

- It is the student’s responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Last Date to Drop the Class:** Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student’s responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

### OTS 902: OTD Leadership Seminar II Course Outline

Date	Topic	Readings/Assignments
Week 1	Career planning	
Week 2	Career planning: mission statements	
Week 3	Feedback on individual career plans and mission statements	Personal statement of career mission
Week 4	Reviews of interest area literature and research	
Week 5	Career guidance based on interest area evidence	
Week 6	Discussion of career recommendations based on interest area reviews	
Week 7	<i>(class meets at EKU for 8 hours)</i> Career planning	Five year career plan
Week 8	Developing multiple possibilities for practicums	
Week 9	Developing multiple possibilities for practicums	
Week 10	Developing multiple possibilities for practicums	
Week 11	Developing multiple possibilities for practicums	
Week 12	Ongoing development of a professional portfolio	Listing of potential practicums, with revised objectives
Week 13	Ongoing development of a professional portfolio	
Week 14	Ongoing development of a professional portfolio	
Week 15	Course summary Class meets at EKU for synthesis activities	Revised professional development portfolio

# Curriculum Change Form

## Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 (Major __, Option __; Minor __; or Certificate __)	Occupational Therapy Health Sciences OTS 903 OTD Leadership Seminar III _____ _____ *Provide only the information relevant to the proposal.
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	9/16/2009	Approved    Disapproved	_____
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

<p><b>A. 1. Specific action requested:</b> Add a new course, OTS 903</p> <p><b>A. 2. Effective date:</b> Spring, 2012</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b></p> <p>This is a core course requirement in the proposed OTD Program.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are <i>the British Journal of Occupational Therapy</i>, <i>the Scandinavian Journal of Occupational Therapy</i>, and <i>Physical and Occupational Therapy in Pediatrics</i>.</p>

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

<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p><b><u>OTS 903 OTD Leadership Seminar III (1) I. Prerequisite: OTS 902. Students will draw on co-occurring OTD Program coursework to revise professional portfolio to include a multi-year action plan for leadership development; and prepare final practicum proposal.</u></b></p>
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### Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	903	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1.0	Lecture <u>1</u> _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
W	1.0	N		FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

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

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

OTS 902.

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

Test Scores \_\_\_\_\_

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

Minimum 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)			

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 903, OTD Leadership Seminar III, CRN**  
**1.0 credit hours Semester and year**

**Professor's name**

**Professor's office #**

**Professor's contact information (phone and email)**

**Catalogue Course Description:** Prerequisite: OTS 902. Students will draw on co-occurring OTD Program coursework to revise professional portfolio to include a multi-year action plan for leadership development; and prepare final practicum proposal.

**Texts:**

Banta, T. (2003). Introduction: Why portfolios? In T. Banta (ed.). *Portfolio assessment: Uses, cases, scoring and impact. Assessment Update Collections*. San Francisco: Jossey-Bass.

Nagayda, J., Schindehette, S., & Richardson, J. (2005). *The professional portfolio in occupational therapy*. Thorofare, NJ: Slack Inc.

Pierce, D. (2003). Chapter 2: Design process. *Occupation by design: Building therapeutic power*. Philadelphia, PA: F. A. Davis. Selected literature from occupational therapy and related fields will also be required.

**Student Learning Outcomes:**

Upon completion of the course, the learner will:

1. Revise professional portfolio and career plan in response to developing understanding of a personal area of clinical specialization, planned leadership, and selected practicums.
2. Revise statement of individualized objectives for practicums to be completed within the OTD Program.
3. Synthesize final proposal of individual practicum locations and objectives to be completed within the OTD Program that best support career mission and leadership potential.

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Revised career plan	25%
Revised professional development portfolio	25%
Revised objectives for practicums	25%
Final proposal for individual practicums	25%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences



and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.

- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Last Date to Drop the Class:** Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student’s responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

**OTS 903: OTD Leadership Seminar III**  
**Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
Week 1	Revising career plans in response to area of specialization	
Week 2	Revising career plans in response to development as a researcher	
Week 3	Feedback on career plans	
Week 4	Revising portfolios in response to area of specialization	Revised career plan
Week 5	Revising portfolios in response to development as a researcher	
Week 6	Feedback on portfolios	
Week 7	Discussion of career plans, portfolios, and practicums (class meets at EKU for 8 hours)	Revised portfolio
Week 8	Developing practicum sites	
Week 9	Developing practicum sites	
Week 10	Writing practicum objectives	
Week 11	Writing practicum objectives	Revised objectives for practicums
Week 12	Development and final selection of practicums	
Week 13	Development and final selection of practicums	
Week 14	Feedback on practicums proposal	
Week 15	Plan for creating, receiving approval for, and initiating contract development for individualized practicums Class meets at EKU for synthesis activities	Final proposal for practicums

**Curriculum Change Form**

**Part I**

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 904
Hybrid Course ("S," "W")	*Course Title (30 characters)	OTD Leadership Seminar IV
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
Program Revision (Part III)	*Provide only the information relevant to the proposal.	
Program Suspended (Part III)		

Proposal Approved by:	Date	Date
Departmental Committee		Graduate Council* 11/20/2009
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	9/16/2009	Approved Disapproved
General Education Committee*	NA	Faculty Senate** N/A
Teacher Education Committee*	NA	Board of Regents** N/A
		Council on Postsecondary Edu.*** N/A

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

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

**A. 1. Specific action requested:** Add a new course, OTS 904

**A. 2. Effective date:** Spring, 2012

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

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

This is a core course requirement in the proposed OTD Program.

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

**Personnel Impact:**

**Operating Expenses Impact:**

**Equipment/Physical Facility Needs:**

**Library Resources:** The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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

New or Revised\* Catalog Text

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

**OTS 904 OTD Leadership Seminar IV (1) II. Prerequisite: OTS 903. Students will draw on co-occurring OTD Program coursework to: finalize a professional portfolio that portrays personal plans for career leadership in practice excellence; and propose and obtain doctoral practicum contracts.**

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	904	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1.0	Lecture <u>1</u> _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
W	1.0	N		
			FR _____ JR _____ SO _____ SR _____	
			<b>FOR BANNER USE ONLY</b>	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____ Practicum _____				
			Date of data entry _____	
			Data entry person _____	

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	OTS 903
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 904, OTD Leadership Seminar IV, CRN**  
**1.0 credit hours Semester and year**

**Professor's name**

**Professor's office #**

**Professor's contact information (phone and email)**

**Catalogue Course Description:** Prerequisite: OTS 903. Students will draw on co-occurring OTD Program coursework to: finalize a professional portfolio that portrays personal plans for career leadership in practice excellence; and propose and obtain doctoral practicum contracts.

**Texts:**

Banta, T. (2003). Introduction: Why portfolios? In T. Banta (ed.). *Portfolio assessment: Uses, cases, scoring and impact. Assessment Update Collections*. San Francisco: Jossey-Bass.

Nagayda, J., Schindehette, S., & Richardson, J. (2005). *The professional portfolio in occupational therapy*. Thorofare, NJ: Slack Inc.

Pierce, D. (2003). Chapter 2: Design process. *Occupation by design: Building therapeutic power*. Philadelphia, PA: F. A. Davis. Selected literature from occupational therapy and related fields will also be required.

**Student Learning Outcomes:**

Upon completion of the course, the learner will:

1. Revise professional portfolio and career plan in response to developing understanding of clinical pedagogy and evidence-based practice in occupational therapy
2. Successfully propose and obtain two practicum contracts with measurable objectives, to be completed within the OTD Program, with support from faculty

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Revised career plan	25%
Revised professional development portfolio	25%
Two practicum contracts with measurable objectives	50%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.

- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Last Date to Drop the Class:** Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student's responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

**OTS 904: OTD Leadership Seminar IV  
Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
Week 1	Revising career plans in response to area of specialization	
Week 2	Revising career plans in response to clinical pedagogy	
Week 3	Feedback on career plans	Revised career plan
Week 4	Revising portfolios in response to area of specialization	
Week 5	Revising portfolios in response to clinical pedagogy	
Week 6	Feedback on portfolios	
Week 7	Discussion of career plans, portfolios, and practicums Class meets at ECU for 8 hours	Revised portfolio
Week 8	Creating measurable objectives for internships	
Week 9	Contracting with facilities for internships with the OTD	
Week 10	Writing practicum objectives	
Week 11	Writing practicum objectives	
Week 12	Proposing practicums to supervisors	
Week 13	Discussion of practicum-seeking experiences	
Week 14	Discussion of practicum-seeking experiences	
Week 15	Discussion of practicum-seeking experiences Course summary Class meets at ECU for synthesis activities	Two practicum contracts with measurable objectives

# Curriculum Change Form

## Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Occupational Therapy Health Sciences OTS 905 OTD Practicum _____ _____ _____ _____
Proposal Approved by:		
	Date	
Departmental Committee	8/18/2009	Graduate Council*
		Date 11/20/2009
<b>Is this a SACS Substantive Change?</b>		
	Yes**** <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Council on Academic Affairs		
College Curriculum Committee	9/16/2009	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		Date N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

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

**A. 1. Specific action requested:** Add a new course, OTS 905.

**A. 2. Effective date:** Spring, 2012

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

**B. The justification for this action:** This is a core course requirement in the proposed OTD Program.

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

**Personnel Impact:**

**Operating Expenses Impact:**

**Equipment/Physical Facility Needs:**

**Library Resources:** The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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

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

New or Revised* Catalog Text (*Use <del>strikethrough</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p><b>OTS 905 OTD Practicum (3 – 6) I, A.</b> Prerequisites: OTS 904. Custom-designed practicums for capstone, field-based experiences in the Clinical Doctorate in Occupational Therapy. Course emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	905	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 12	
3 - 6	Lecture _____	Laboratory _____	Other 3-6 Practicum _____	Cip Code (first two digits only) 51
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)  FR _____ JR _____ SO _____ SR _____
P	3-6	N		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum X _____		

**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.	OTS 904
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum 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)			



**Eastern Kentucky University Department of Occupational Therapy**  
**Syllabus for OTS 905, OTD Practicum, CRN**  
**3 to 6 credit hours, repeated to a minimum of 9 or a maximum of 12**  
**Semester and year**

**Professor's name**

**Professor's office #**

**Professor's contact information (phone and email)**

**Catalogue Course Description:** Prerequisites: OTS 904. Custom-designed practicums for capstone, field-based experiences in the Clinical Doctorate in Occupational Therapy. Course emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.

**Texts:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.

Selected resources specific to the area of practice of the practicum.

**Recommended Texts:** Selected resources specific to the area of practice of the practicum.

**Student Learning Outcomes:**

The following learning objectives are general. For each student, they will be customized through the four 1-credit OTD Leadership Seminars.

Upon completion of the course, the learner will:

- Analyze client population needs at the practicum site, with a focus on health disparity, policy, and legislation at local, state, and national levels.
- Design and implement a project in which the student serves as a leader of change at local, state, or national levels, using tools such as program development, participatory action research, client education, and evidence based practice.
- Implement service improvement focused on occupation-based practice and using advanced clinical and ethical reasoning skills.

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to passing this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are **cited**.

**Course Requirements for 6-credit Practicum:**

20%    Needs Analysis  
40%    Change Leadership Project  
40%    Occupation-based Practice Improvement Project

**Course Requirements for 3-credit Practicum:**

20%    Needs Analysis  
40%    Change Leadership Project Plan  
40%    Occupation-based Practice Improvement Plan

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Policy on Late Assignments:**

Assignments received past their due date will be subject to an up to 10% grade reduction at the discretion of the instructor.

**Last Date to Drop the Class:**

Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student's responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

**OTS 905: OTD Practicum  
Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Assignments (3 credit practicum)</b>	<b>Assignments (6 credit practicum)</b>
Week 1	Methods for analysis of population needs	Online discussion	Online discussion
Week 2	Leadership through change: selecting a focus	Online discussion	Online discussion
Week 3	Leadership through change: drafting plans	Needs Analysis Due Feedback to peers	Needs Analysis Due Feedback to peers
Week 4	Leadership through change: Plan implementation	Online discussion	Online discussion
Week 5	Methods for practice improvement	Online discussion	Online discussion
Week 6	Methods for practice improvement	Online discussion	Online discussion
Week 7	Methods for practice improvement	Online discussion	Online discussion
Week 8	Occupation-based practice improvement: Selecting a focus	Online discussion	Online discussion
Week 9	Occupation-based practice improvement: Planning	Online discussion	Online discussion
Week 10	Occupation-based practice improvement: Implementation	Change Leadership Plan Due Feedback to peers	Change Leadership Project Due Feedback to peers
Week 11	Occupation-based practice improvement: Implementation	Online discussion	Online discussion
Week 12	Occupation-based practice improvement: Implementation	Online discussion	Online discussion
Week 13	Occupation-based practice improvement: Implementation	Online discussion	Online discussion
Week 14	Leadership identity	Online discussion	Online discussion
Week 15	Leadership identity	EKU Onsite: Present and Submit Occupation-based Practice Improvement Plan	EKU Onsite: Present and Submit Occupation-based Practice Improvement Project

# Curriculum Change Form

## Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Occupational Therapy</u> College <u>Health Sciences</u> *Course Prefix & Number <u>OTS 910</u> *Course Title ( <u>30 characters</u> ) <u>Policy Analysis for OT</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: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">8/18/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">11/20/2009</td> </tr> <tr> <td colspan="2">                     Is this a SACS Substantive Change? <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">9/16/2009</td> <td>Approved _____ 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;">N/A</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;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	8/18/2009	Graduate Council*	11/20/2009	Is this a SACS Substantive Change? <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	9/16/2009	Approved _____ Disapproved _____		General Education Committee*	NA	Faculty Senate**	N/A	Teacher Education Committee*	NA	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009																											
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General Education Committee*	NA	Faculty Senate**	N/A																											
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		Council on Postsecondary Edu.***	N/A																											
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																														

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

<b>A. 1. Specific action requested:</b> Create a new course, OTS 910. <b>A. 2. Effective date:</b> Spring, 2012 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> This is a core course requirement in the proposed OTD Program.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> <b>Operating Expenses Impact:</b> <b>Equipment/Physical Facility Needs</b> <b>Library Resources:</b> The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are <i>the British Journal of Occupational Therapy</i> , <i>the Scandinavian Journal of Occupational Therapy</i> , and <i>Physical and Occupational Therapy in Pediatrics</i> .	

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

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

New or Revised* Catalog Text (*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<b>OTS 910 Policy Analysis for OT (3) A.</b> Prerequisite: OTS 901. Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy needs in emerging practice.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	910	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	3	N	FR _____ JR _____ SO _____ SR _____	
			<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	OTS 901
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum 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)			

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 910, Policy Analysis for OT, CRN**  
**3.0 credit hours Semester, year**

**Professor's name**  
**Professor's office #**  
**Professor's contact information: (phone and email)**

**Catalogue Description:** Prerequisite: OTS 901. Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy need in emerging practice.

**Required Texts:**

Doll, J. (2009). Program development and grant writing in occupational therapy: Making the connection. Sudbury, MA: Jones and Bartlett Publishers.

Healthy People 2020. <http://www.healthypeople.gov>

Kronenberg, F., Algado, S. & Pollard, N. (eds.) (2005). Occupational therapy without Borders: Learning from the spirit of survivors. Sydney: Churchill Livingstone.

Pollard, N., Kronenberg, F. & Sakellariou, D. (eds.). (2008). A political practice of occupational therapy. Sydney: Churchill Livingstone.

Wilcock, A. (2006). An occupational perspective of health. (2<sup>nd</sup> ed.). Thorofare, NJ: Slack, Inc.

Additional readings are selected from: *American Journal of Occupational Therapy*, *Occupational Therapy Journal of Research*, *Journal of Occupational Science*, and journals from related disciplines such as education, psychology, and rehabilitation.

**Recommended Texts:**

Fazio, L. (2008) Developing occupational centered programs for the community. (2<sup>nd</sup> ed.). Prentice Hall.

Iwama, M. (2006). The KAWA Project: Culturally relevant occupational therapy. Sydney: Churchill Livingstone.

Note: Student may wish to purchase additional books or reading materials in order to facilitate the integration of the work of specific authors.

**Student Learning Outcomes:**

Upon completion of the course, the learner will:

1. Analyze the impact of societal trends on the profession of occupational therapy in healthcare and community settings.
2. Apply concepts of occupational justice to advocate for persons within diverse contexts.
3. Analyze legislative, regulatory, bioethical, epidemiological, disability studies and health care policies in the context of systems theory for change in a practice setting.
4. Evaluate policy in relationship to a specific practice setting, with application to resource allocation, service delivery options and reimbursement options.
5. Analyze the impact and influence of occupational therapy on health disparities locally and globally.

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be

completed in order to pass this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Policy Analysis: Wiki	10%
Annotated Bibliography on Policy topic	15%
Program Development analysis for specialty practice	25%
Participation in online activities	30%
Quizzes	10%
Final Exam	10%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Last Date to Drop the Class**

Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student's responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly.

This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

**OTS 910: Policy Analysis impacting OT  
Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
Week 1	Societal trends and the practice of occupational therapy Intro to course; requirements and expectations. State of the art of practice: Societal trends impacting health and disability, medical and community practice settings. The World Health Organization and its role in policy.	Discussion Board/Blog Quiz
Week 2	Link of policy and occupational science Occupational justice as a movement	Quiz Discussion board Wiki
Week 3	Occupational justice as a movement (cont.)	Quiz Discussion board Wiki
Week 4	Legislative and regulatory Policies impacting OT Review of political processes Cultural assumptions and populations Public health and wellness Healthy People 2020	Blog/discussion boards Quiz
Week 5	Program Development Considerations Needs assessments, populations, health disparity, environmental and epidemiological concerns	Needs Assessment draft due Week 4 Blog/discussion boards
Week 6	Disability Studies and Occupation	Blog/discussion boards
Week 7	<i>(class meets at EKU for 8 hours)</i>	
Week 8	Resource allocation, Service delivery options and Reimbursement: Administrative considerations and external funding	Policy Analysis I Due at end of Week 6: Wiki format Blog/discussion boards
Week 9/10	Impact and influence of occupational therapy locally and globally on health disparities	Annotated Bibliography due
Week 11	Bioethics and Healthcare	Blog/discussion boards
Week 12	Bioethics and healthcare (cont.)	Blog/discussion boards
Week 13	Program Development Models and Critique	Program Development Model for Clinical Practice Wiki
Week 14	Program development models and critique (cont.)	Program Development Model for Clinical Practice Wiki
Week 15	Final exam Class meets at EKU for synthesis activities	Analytical Paper



# Curriculum Change Form

## Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Occupational Therapy</u> College <u>Health Sciences</u> *Course Prefix & Number <u>OTS 911</u> *Course Title (30 characters) <u>Applied Research for OT</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: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>8/18/2009</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>11/20/2009</u></td> </tr> <tr> <td colspan="2" style="text-align: center;"> <b>Is this a SACS Substantive Change?</b> </td> <td colspan="2" style="text-align: center;"> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> </td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>9/16/2009</u></td> <td>Approved</td> <td>Disapproved</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>N/A</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>N/A</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>N/A</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>8/18/2009</u>	Graduate Council*	<u>11/20/2009</u>	<b>Is this a SACS Substantive Change?</b>		<b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		College Curriculum Committee	<u>9/16/2009</u>	Approved	Disapproved	General Education Committee*	<u>NA</u>	Faculty Senate**	<u>N/A</u>	Teacher Education Committee*	<u>NA</u>	Board of Regents**	<u>N/A</u>			Council on Postsecondary Edu.***	<u>N/A</u>
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																														

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

<b>A. 1. Specific action requested:</b> Create new course OTS 911  <b>A. 2. Effective date:</b> Spring, 2012  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> This is a core course requirement in the proposed OTD Program.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b>  <b>Operating Expenses Impact:</b>  <b>Equipment/Physical Facility Needs:</b>  <b>Library Resources:</b> The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are <i>the British Journal of Occupational Therapy</i> , <i>the Scandinavian Journal of Occupational Therapy</i> , and <i>Physical and Occupational Therapy in Pediatrics</i> .	

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

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

New or Revised* Catalog Text (*Use <del>strikethrough</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<b>OTS 911: Applied Research for OT (3) I.</b> Prerequisite: OTS 902. Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of the researcher as an agent of change in practice will be emphasized.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	911	Spring, 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	OTS 902
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum 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)			

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 911 Applied Research for OT, CRN**  
**3.0 credit hours Semester, year**

**Professor's name**

**Professor's office #**

**Professor's contact information: (phone and email)**

**Catalogue Course Description:** Prerequisite: OTS 902. Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of research as an agent of change in practice will be emphasized.

**Text:**

Kielhofner, G. (2006). *Research in occupational therapy: Methods of inquiry for enhancing practice*. Philadelphia, PA: FA Davis.

Additional readings to be assigned

**Student Learning Outcomes:**

1. Critique key paradigms and perspectives influencing research methods for clinical practice
2. Evaluate research designs, using both qualitative and quantitative methodologies, that are essential to occupational therapy research
3. Formulate research questions related to current clinical practice
4. Apply research methodology, including sampling, data collection, and data analysis, as appropriate for a research question
5. Evaluate ethical issues impacting health related research
6. Analyze research methods that may be used as change agents in occupational therapy practice, such as participatory action research
7. Assess opportunities for collaborative research with clinical and community partners
8. Evaluate research funding opportunities

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Research proposa	40%
Research proposal presentation	20%
Active learning assignments	20%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
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- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Last Date to Drop the Class:**

Last day to withdraw from this class is xxx.

**Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

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**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student's responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly.

This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

[\*Note: All written work must be formatted in APA, 6<sup>th</sup> Ed.]

**OTS 911: Applied Research in OT  
Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Readings/assignments</b>
Week 1	Introduction to course; introduction to research methods and role of research in the profession	
Week 2	Research paradigms and perspectives; comparison of qualitative and quantitative paradigms	
Week 3	Research questions and the need for the study; literature review	
Week 4	Quantitative designs	
Week 5	Qualitative designs	
Week 6	Mixed method designs	
Week 7	<i>(class meets at EKU for 8 hours)</i> Research designs continued; student presentations; research design critique	
Week 8	Sampling methods	
Week 9	Data collection methods	
Week 10	Quantitative data analysis	
Week 11	Qualitative data analysis	
Week 12	Ethics/ IRB; data verification; bias	
Week 13	Research to change practice: Participatory action, program development, outcomes, needs assessment	
Week 14	Data management; funding	
Week 15	Collaborative research; dissemination of findings Class meets at EKU for synthesis activities	

# Curriculum Change Form

## Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Occupational Therapy Health Sciences OTS 912 Evidence-based practice for OT _____ (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee	8/18/2009	Graduate Council*
Is this a SACS Substantive Change?	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	9/16/2009	Approved _____ 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:** Add a new course, OTS 912.

**A. 2. Effective date:** Spring, 2012

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

**B. The justification for this action:** This is a core course requirement in the proposed OTD Program.

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

**Personnel Impact:**

**Operating Expenses Impact:**

**Equipment/Physical Facility Needs:**

**Library Resources:** The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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

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

New or Revised* Catalog Text (*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p><b>OTS 912: Evidence-based Practice for OT (3) II.</b> Prerequisite: OTS 903. Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, and communicating decisions.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	912	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	OTS 903
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum 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)			

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 912 Evidence-Based Practice for OT, CRN**  
**3.0 credit hours**  
**Semester and year**

**Professor's name**

**Professor's office #**

**Professor's contact information (phone and email)**

**Catalogue Course Description:** Prerequisite: OTS 903. Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, communicating decisions.

**Texts:**

Law, M. & MacDermid, J. (2008). *Evidence-based rehabilitation: A guide to practice*. Thorofare, NJ: Slack.

Journal Articles and other materials- Readings for each week are posted on the topical outline

**Student Learning Outcomes:**

Upon completion of the course, the learner will:

1. Analyze the relationship between clinical reasoning and EBP in occupational therapy.
2. Evaluate peer-reviewed research and critical appraisals of research to justify intervention decisions in a specialized practice area.
3. Distinguish between differing strategies to find evidence, including the use of online databases.
4. Compare and contrast methods for measuring outcomes in EBP in a specialized practice area.
5. Use ethical reasoning to evaluate the ethical issues pertaining to EBP decisions.
6. Apply appropriate strategies for communicating EBP decisions to a variety of stakeholders in a specialized practice setting.

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Online Discussion Boards	30%	
Evidence Compilation		10%
Critical Appraisal	20%	
EBP Presentation	25%	
Final Exam		15%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria



and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
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**Last Date to Drop the Class:**

Last day to withdraw from this class is xxx.

**Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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.

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**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student's responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

**OTS 912: Evidence-Based Practice in OT**  
**Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
Week 1	Introduction: What is EBP? Relationship Between Critical Thinking, Clinical Reasoning, and EBP	Readings: Law and MacDermid, Chapter 1 <i>Journal Articles...</i> Assignment: Discussion Board #1
Week 2	Relationship between EBP and Occupation-Based Practice: Applying EBP to Clinical Reasoning in OT	Readings: Law and MacDermid, Chapter 2 <i>Journal Articles...(Mattingly &amp; Fleming?)</i> Assignment: Discussion Boards 2 & 3
Week 3	Relationship between EBP and Occupation-Based Practice: Applying EBP to Clinical Reasoning in OT, continued	Readings: Law and MacDermid, Chapter 2 <i>Journal Articles...</i> Assignment: Discussion Boards 4 & 5
Week 4	Finding Evidence in Clinical Practice: Measuring Outcomes	Readings: Law and MacDermid, Chapter 4 <i>Journal Articles...</i> Assignment: Discussion Boards 6 & 7
Week 5	Measuring Outcomes, continued	Readings: Law and MacDermid, Chapter 4 <i>Journal Articles...</i> Assignment: Discussion Board 8
Week 6	Searching for Evidence	Readings: Law and MacDermid, Chapter 5 <i>Journal Articles...</i> Assignment: Discussion Boards 9 & 10
Week 7	(Class meets at ECU for 8 hours) Assessing Evidence: Evaluating the Evidence Systematic Reviews Incorporating Different Types of Evidence Into Decision-Making	Readings: Law and MacDermid, Chapters 6-9 <i>Journal Articles...</i> Assignment: Evidence Compilation Due
Week 8	Using EBP to Change Occupational Therapy Practice: Evidence Informing Practice	Readings: Law and MacDermid, Chapter 10 <i>Journal Articles...</i> Assignment: Discussion Boards 11 & 12
Week 9	Using EBP to Change Occupational Therapy Practice: Intervention Program Development	Readings: Law and MacDermid, Chapter 10 <i>Journal Articles...</i> Assignment: Discussion Boards 13 & 14
Week 10	Evidence Structuring Practice: Practice Guidelines Ethical Challenges: Using Ethical Reasoning with EBP	Readings: Law and MacDermid, Chapter 11 <i>Journal Articles...</i> Assignments: Discussion Boards 15 & 16 ; Critical Appraisal Due
Week 11	Communicating EBP Decisions to Clients, Administrators, Funders, and other Practitioners	Readings: Law and MacDermid, Chapter 12 <i>Journal Articles...</i>
Week 12	Sowing the Seeds of Change: Dissemination/Transfer of Knowledge	Readings: Law and MacDermid, Chapter 13-14 <i>Journal Articles...</i>
Week 13	Online Presentations	Readings: As posted by presenters Assignment: Online Presentation
Week 14	Online Presentations	Readings: As posted by presenters Prepare for Final Exam
Week 15	Final Exam Class meets at ECU for synthesis activities	

# Curriculum Change Form

## Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Occupational Therapy</u> College <u>Health Sciences</u> *Course Prefix & Number <u>OTS 913</u> *Course Title (30 characters) <u>Educational Practices for OT</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;">8/18/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">11/20/2009</td> </tr> <tr> <td style="text-align: center;"><b>Is this a SACS Substantive Change?</b></td> <td style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">9/16/2009</td> <td>Approved _____</td> <td>Disapproved _____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</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;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	8/18/2009	Graduate Council*	11/20/2009	<b>Is this a SACS Substantive Change?</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input type="checkbox"/></td> </tr> </table>	Yes****	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	9/16/2009	Approved _____	Disapproved _____	General Education Committee*	NA	Faculty Senate**	N/A	Teacher Education Committee*	NA	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																																		

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

<b>A. 1. Specific action requested:</b> Add a new course, OTS 913 <b>A. 2. Effective date:</b> Spring, 2012 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> This is a core course requirement in the proposed OTD Program.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> <b>Operating Expenses Impact:</b> <b>Equipment/Physical Facility Needs:</b> <b>Library Resources:</b> The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are <i>the British Journal of Occupational Therapy</i> , <i>the Scandinavian Journal of Occupational Therapy</i> , and <i>Physical and Occupational Therapy in Pediatrics</i> .	

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

	New or Revised* Catalog Text (*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p><b>OTS 913 Educational Practices for OT (3) I.</b> Prerequisites: OTS 903. Fundamental principles of designing and implementing educational programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.</p>	

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	913	Spring, 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u> Laboratory _____ Other _____	Cip Code (first two digits only) 51		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	OTS 903
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum 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)			

**Eastern Kentucky University**  
**Department of Occupational Therapy**  
**Syllabus for OTS 913, Educational Practices for OT, CRN**  
**3.0 credit hours Semester, year**

**Professor's name**

**Professor's office #**

**Professor's contact information: (phone and email)**

**Catalogue Description:** Prerequisites: OTS 903. Fundamental principles of designing and implementing educational programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.

**Texts:**

Costa, D. M. (2007). *Clinical supervision in occupational therapy: A guide for fieldwork and practice*. Bethesda, MD: AOTA Press.

Costa, D. M. (2007). *Essential guide to occupational therapy fieldwork education: Resources for today's educators and practitioners*. Bethesda, MD: AOTA Press.

Marzano, R. J., & Kendall, J. S. (2008). *Designing and assessing educational objectives: Applying the new taxonomy*. Thousand Oaks, CA: Corwin Press.

McKeachie, W., & Svinicki, M. (2006). *McKeachie's Teaching tips: Strategies, research and theory for college and university professors* (12<sup>th</sup> ed.). Boston: Houghton-Mifflin.

Palmer, Parker, J. (1998). *The courage to teach*. San Francisco, CA: Josey-Bass Publishers.

Journal readings will be assigned throughout the semester from health professions literature and education policy literature.

**Student Learning Outcomes:** By the end of the course, students will be able to:

1. Evaluate educational theories across the lifespan and their use in occupational therapy.
2. Evaluate policies that influence education in occupational therapy.
3. Analyze traditional and emerging theories of learning.
4. Apply principles of course construction to occupational therapy education.
5. Evaluate effective instructional strategies and appropriate outcomes measures to promote learning in occupational therapy offerings.

**EVALUATION METHODS**

**Grading Practices:** All assignments will be graded using the following scale:

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

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

**Written Assignments Grading Criteria:**

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

**Course Requirements:**

Presentation of learning strategy analysis	10%
Development of course syllabus and topical outline (including behavioral learning objectives)	20%
Client education program paper, brochure and presentation	25%
Workshop brochure (description, objectives, schedule, topics, faculty/instructors)	15%
Participation in online activities	30%

**Student Progress:**

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

**Attendance Policy:**

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student’s responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

**Last Date to Drop the Class** Last day to withdraw from this class is xxx.

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Student Responsibility:** All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student’s responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities weekly.

This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

**OTS 913: Educational Practices for OT**  
**Topical Outline**

<b>Date</b>	<b>Topic</b>	<b>Assignments /Readings</b>
Week 1	Introduction to course; Adult learning theories; Learning styles	Palmer, <i>The Courage to Teach</i> (whole book) Discussion Board 1
Week 2	Adult education approaches; Effective classroom teaching; active learning approaches; designing effective online education	McKeachie & Svinicki, Chapters 3, 4, 5, 6, 18, 22 Discussion Board 2
Week 3	Adult education approaches; Educational approaches in higher education: Developing service learning opportunities for students	McKeachie & Svinicki Chapters 20, 21 Discussion Board 3
Week 4	Course design: Course objectives, syllabus, topical outline; Bloom's taxonomy; accreditation standards and policies influencing occupational therapy education	Marzano & Kendall McKeachie & Svinicki Chapters 1 & 2
Week 5	Instructional design in occupational therapy education	Readings: Costa, <i>Clinical supervision in occupational therapy</i> (whole book) Assignments: Course syllabus and topical outline due
Week 6	Fieldwork education	Costa, <i>Essential guide to occupational therapy fieldwork education</i> (whole book)
Week 7	<i>Class meets at EKU for 8 hours</i> Presentations of learning strategy analysis	Presentations
Week 8	Evaluating learning in occupational therapy education	McKeachie & Svinicki Chapters 7, 8
Week 9	Evaluating learning in occupational therapy education (continued)	McKeachie & Svinicki Chapters 9, 9
Week 10	Principles of effective one-on-one client education	Readings TBA
Week 11	Childhood learning theories; Applying adult and childhood learning theories to clinical education	Readings TBA
Week 12	Principles of developing group and/or population based programming; principles of developing effective workshops	Readings TBA Due: Workshop Brochure
Week 13	Examples of effective client education programs	
Week 14	Professional presentations: format, writing objectives	
Week 15	Online presentations of client education programs Class meets at EKU for synthesis activities	Due: Client Education Program paper



EASTERN KENTUCKY UNIVERSITY  
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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, Assistant Dean  
College of Arts and Sciences



Dr. John Wade, Dean  
College of Arts and Sciences

**DATE: December 2, 2009**

**SUBJECT: Agenda items for 12-17-2009 Council on Academic Affairs Meeting**

The College of Arts and Sciences submits the following agenda items for consideration at the December 17, 2009 meeting of the Council on Academic Affairs.

**AGENDA**

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

**New Course**

SOC 322 (Sociology of Mass Media) - To add a course that has been taught as a special topics course, Sociology of Mass Media

**Department of Art & Design**

**Course Revision**



ART 313 (Figure Painting) - Drop semester offering of fall and spring to spring only  
ART 314 (Painting Media) - Drop fall and spring semester offering to fall only  
ART 383 (Photography IV) - Change prerequisite from ART 381 to ART 382 and add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 413 (Advanced Painting) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 414 (BFA Painting) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 423 (Advanced Sculpture) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 424 (BFA Sculpture) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 432 (Printmaking V) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 434 (BFA Printmaking) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 443 (Jewelry and Metalsmithing V) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 444 (BFA Jewelry Metalsmithing) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 472 (Ceramics IV) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 473 (Ceramics V) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 474 (BFA Ceramics) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 483 (Photography V) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 484 (BFA Photography) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
ART 499 (Senior Exhibition) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
DES 322 (Interior Design Studio III) - Add prerequisite of admission in BFA program. Drop TEC 331 as a co-requisite.  
DES 326 (Interior Design Studio IV) - Add prerequisite of Major GPA 3.0 and statement admission in BFA program.  
DES 352 (Image Making) - Add prerequisite of Major GPA 3.0 and statement admission in BFA program.  
DES 353 (Production of Graphic Design) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program.  
DES 354 (Typography II) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
DES 422 (Interior Design Studio V) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program  
DES 426 (Interior Design Studio VI) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program

DES 450 (Professional Practices in Graphic Design) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program

DES 451 (New Media) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program

DES 453 (Senior Workshop in Design) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program

DES 454 (BFA Graphic Design) - Add prerequisite of a Major GPA 3.0 and statement admission to the BFA program

### **Editorial Change**

ART 312 (Painting II) - To change “instructor approval” to “departmental approval” in to course description.

ART 562 (Seminar in Art Criticism)-Change prerequisite Art History course prefix from ART to ARH.

ARH 594 (Italian Renaissance Art) - Change prerequisite Art History course prefix from ART to ARH.

ARH 595 (Baroque and Rococo Art) -Change prerequisite Art History course prefix from ART to ARH

DES 226 (Interior Design Studio II) - The course is taught during the Spring semester. Changing the symbol for the semester the course is taught from I. to II.

DES 327 (History of Design I) - Change the symbol for the semester the course is taught from II. to I. The course is taught during the Fall semester. Also the prefix for art history prerequisites and corequisites have changed from ART 390 and 391 to ARH 390 and 391.

DES 328 (History of Interior Design II) - Change the symbol for the semester the course is taught from I. to II. The course is taught during the Spring semester.

Minor in Art (Art History) - Change course prefix from ART to ARH

Minor in Art (Studio) - Change course prefix from ART to ARH

Minor in Art (Teaching) - Change course prefix from ART to ARH and to eliminate dropped course listing and add approved course listing.

### **Program Revision**

Art/Studio Options (B.F.A) - Add a description of program objectives and degree requirements. Remove dropped courses and add approved courses. Add courses that are required but not listed.

Art(B.A) - Correct typo errors, revise list of approved degree requirements, and include a description of objectives for degree program.

### **Department of Computer Science**

#### **Course Revision**

CSC 550/750 (Graphics Programming) - Change prerequisites from CSC 310 with a math course to CSC 316.

### **Department of English & Theatre**

#### **Course Revision**

ENG 210 (Enjoying Literature) - To prohibit students from receiving credit for both ENG 210 and the proposed ENG 210W course.

ENG 212 (World Literature) - To prohibit students from receiving credit for both ENG 212 and the proposed ENG 212W course.

ENG 351 (American Literature II) - Prohibit students from receiving credit for both ENG 351 and the proposed ENG 351W course

### **New Course**

ENG 351W (American Literature II) – Add course to curriculum

### **Program Revision**

English (B.A.) - Change ENG 499 from a required course to an elective.

## **Department of Foreign Languages & Humanities**

### **Course Revisions**

FRE 301 (Survey of French Literature I) - Add prerequisite to FRE 301 Survey of French Literature I

FRE 302 (Survey of French Literature II) - Add prerequisite to FRE 302 Survey of French Literature II

FRE 310 (Topics in French: \_\_\_\_\_) - Revise course description to still include language and culture but not literary topics

### **Dropped Courses**

FRE 400 (French Literary Studies) – Drop course from curriculum

FRE 401 (French Language Studies) – Drop course from curriculum

### **New Course**

FRE 312 (French Literary Studies: \_\_\_\_\_) - Add new course to curriculum

### **Program Revisions**

French (B.A.) - Add requirement of GPA 2.75 in courses for French major, reduce required hours.

Minor in French- Change total required hours for French minor from 24 to 21 and reword recommended sequence of FRE courses.

Spanish (B.A.) - Add requirement of GPA 2.75 in courses for Spanish major, reduce required hours from 128 to 120, and delete recommendation for specific supporting courses.

## **Department of Geography & Geology**

### **Course Revision**

GEO 456 (Geographic Image Interpretation) – Change course title.

### **Dropped Courses**

GEO 101 (Introduction to Geography) – Drop course from curriculum

GEO 201 (Historical Geography I: Pre-Industrial Era) – Drop Course from curriculum

GEO 202 (Historical Geography II: Modern World) – Drop Course from curriculum

### **Editorial Change**

Geology (B.S.) - Correct errors in number of hours for supporting course requirements and free electives. Correct excluded blocks for general education requirements.

## **Department of Government**

**Course Revision**

POL 551 (Classical Political Theory) - To change catalog description: Students cannot receive credit for both POL 551 and POL 551W.

POL 751 (Classical Political Theory) - To prevent students from receiving credit for both POL 751 and PHI 551, PHI 551W, POL 551, POL 551W or PHI 751.

**New Course**

POL 551W (Classical Political Theory: W) – Add new course to curriculum

**Department of History****Course Revision**

HIS 246 (World Civilizations I) - Change the title of HIS 246, World Civilizations I, to World Civilizations to 1500

HIS 247 (World Civilizations II) - To change the title of HIS 246, World Civilizations II, to World Civilizations since 1500

**Program Revision**

History B.A.- Reducing the number of required electives from 46 to 38 hours.

**Department of Mathematics and Statistics****New Course**

MAE 550 (Teaching Mathematics in the Secondary School) - Add a new course to curriculum

MAE 750 (Teaching Mathematics in the Secondary School) - Add a new course to curriculum

MAE 843 (Teaching math to low achievers) - Add a new course to curriculum

MAE 850 (Trends and materials in the Teaching of Mathematics) - Add a new course to curriculum

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

PHI 551 (Classical and Medieval Political Theory) - To change catalog language to ensure that students cannot receive credit for the W and non-W versions of the same course.

PHI 751 (Classical Political Theory) - To prevent students from receiving credit for both PHI 751 and PHI 551, PHI 551W, POL 551, POL 551W or POL 751.

**New Course**

PHI 551W (Classical and Medieval Political Theory: W) – Add new course to curriculum

**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)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%; text-align: right;">ANSW</td> </tr> <tr> <td>College</td> <td style="text-align: right;">A&amp;S</td> </tr> <tr> <td>*Course Prefix &amp; Number</td> <td style="text-align: right;">SOC 322</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td style="text-align: right;">Sociology of Mass Media</td> </tr> <tr> <td>*Program Title</td> <td style="text-align: right;">(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	SOC 322	*Course Title (30 characters)	Sociology of Mass Media	*Program Title	(Major ____, Option ____, Minor ____, or Certificate __)																		
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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Proposal Approved by:</td> <td style="width: 25%; text-align: center;"><u>Date</u></td> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/29/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <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;">11/16/09</td> <td>Approved      Disapproved</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</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	10/29/2009	Graduate Council*	N/A	<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	_____	College Curriculum Committee	11/16/09	Approved      Disapproved	_____	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
Proposal Approved by:	<u>Date</u>		<u>Date</u>																										
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<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	_____																										
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Teacher Education Committee*	N/A	Board of Regents**	N/A																										
		Council on Postsecondary Edu.***	N/A																										

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To add a course that has been taught as a special topics course, Sociology of Mass Media</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall, 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b>          Mass Media is a core topic area of sociological analysis and would expand elective options available to majors</p> <p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> none- course has already been taught twice by Matthew Irvin as special topics course.</p> <p><b>Operating Expenses Impact:</b>          none</p> <p><b>Equipment/Physical Facility Needs:</b>          none</p> <p><b>Library Resources:</b>          Pertinent library texts and videos are in EKU's main library.</p>
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## Part II. Recording Data for New, Revised, or Dropped Course

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

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

### New or Revised\* Catalog Text

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

**SOC 322 Sociology of Mass Media. (3) A.** Mass media as social structure and audience agency; mass media is examined through analysis of media ownership, media content, and audience characteristics.

## 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)*
SOC	322	Fall 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>  3  </u> Laboratory _____ Other _____		Cip Code (first two digits only)    45	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____                      JR _____ SO _____                      SR _____	
			<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>  Check all applicable  </u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

*Eastern Kentucky University*  
Department of Anthropology, Sociology and Social Work  
Syllabus for SOC 322, Sociology of Mass Media, **CRN XXXXX**  
3 credit hours  
*Fall, 2010*

Dr Matthew Irvin  
Office: Keith Room 108  
Phone 859-622-2409  
e-mail: [matthew.irvin@eku.edu](mailto:matthew.irvin@eku.edu)

**Catalogue Description:** Mass media as social structure and audience agency in interpretation of mass media is examined through analysis of media ownership, media content, and audience characteristics.

**Required Texts:** 1) *Media/Society: Industries, Images, and Audiences*. 3<sup>rd</sup> Edition. Croteau, David and William Hoynes.. Pine Forge Press. Thousand Oaks. 2003. 2) *Media Analysis Techniques* 2<sup>nd</sup> Edition .Arthur Asa Berger. Sage. New York. 1998.

**Student Learning Outcomes.** The successful student will:

- Define and describe the characteristics of media as a social institution
- Assess the effect of media technology as an agent of socialization (both primary and secondary).
- Assess the degree to which news and entertainment are separate media content and the extent to which these have converged.
- Analyze how news and entertainment function as instruments of authoritative power-, i.e. ideology formation. This will be accomplished by an identification and assessment of media control- who owns the media, and who decides what media content and technology will-and will not-be emphasized, and why.
- Describe and interpret the social construction of, and use of sentiment by media owners in generating salience in media content: i.e. the manufacture of fear, patriotic impulses, pride, and consumer desire.
- examine and distinguish between the delivery systems of mass media and media content
- Examine characteristics of work (the labor process) in mass media.
- Analyze the concept of the audience: the social construction of audiences; different theoretical approaches to the role of audience in relation to media, and the degree to which audience members- as reflexive actors-have the ability to resist media influence.
- Assess the comparative strengths and weaknesses of the cultural and critical perspectives in media analysis.
- Define and examine the function that media plays in maintaining an assumptive order that creates inequalities based on race, ethnicity, gender, social class, sexuality, religion, and national identity.
- Use critical and cultural approaches to conduct a focused content analysis of both print and electronic media.

**Evaluation Methods: YOU WILL BE GRADED BASED ON THE FOLLOWING CRITERIA:**

Detailed descriptions of assignments and tests follow in the section immediately following.

Test 1	25
Test 2	25
Test 3	25
Final Assignment	15 points
Video reaction papers	<u>10</u> points



Total 100 points.

**Grading scale:**

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>80-89</b>
<b>C</b>	<b>70-79</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>&gt;60</b>

You must submit all tests, assignments, and material to me through the Blackboard site for this course. Your assignments, tests, and grading are as follows.

**Assignments: Final Assignment 15 Points**

You will have ONE FINAL ASSIGNMENT.

This assignment will be worth 20 points of your grade and is due, posted on Blackboard, on the last day of class (12: 05 AM, May 3<sup>rd</sup>). Details for this assignment will be posted on Blackboard under ASSIGNMENTS.

**Assignments:** Video Assessments. You will be watching a series of critical videos ( this is, after all, a mass media class ) . Guidelines for these assignments will be posted on Blackboard . Each video assessment is due by the test date following after the video: example: if you watch a video on January 29<sup>th</sup>, you would need to submit the video assessment for that video by Test One's scheduled time.

**Tests.** You will take three tests Each test is an essay test and will take 2 hours and 20 minutes. You will take tests on your own, over a two day time span, at a location of your choice, on a computer and submit them to me via Blackboard.

**Student Progress:** One third of students' grades will be available prior to midterm and last day to withdraw date.

Last Day To Withdraw: October 29<sup>th</sup> 2010 is the last day to withdraw from class with a grade of 'W'.

**Attendance Policy:**

Students are expected to attend class. If You Have More Than FOUR UNEXCUSED ABSENCES, your grade will drop BY ONE LETTER GRADE. If you miss more than seven classes and these are unexcused, then you will FAIL THE COURSE.

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

**Services Building Room 361 by (4.1.4P** Volume 4, Academic Affairs Chapter 1, Academic Practices Section 4, Course Syllabi )

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

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

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

### Course Outline:

Weeks 1-2

Part 1. Introduction. Media and the Social World. The importance of media. Mass media defined. . Print, sound, broadcast, and "new" media. Mass media and society. Structure, constraint, and agency in mass media: audience formation. **Course goals covered: an introduction to media as a social institution, media as agent of socialization; introduction to concept of audience; delivery systems (e.g. the technology of mass media).** **Readings.** Croteau and Hoynes: Chapter 1 p. 1 Media and the Social World.

### Week 3 The Media Industry. Media Economics.

Who owns the media? Changing patterns of ownership. Conglomeration of media ownership. Constraint vs. agency. The role of advertising in mediating relations between media producers and consumers.

**Course goals covered: an introduction to media ownership. The effect of advertising on media content. The scale of media ownership. An introduction to media's power and influence. Constraint vs. agency in social relations: content-the relationship between media producer, audience, and advertiser.** **Readings.** Croteau and Hoynes: Chapter 2. The Media Industry and the Social World. P 31

Week 4. Media Analysis Part 1. Media Analysis Techniques, Chapter 2 p. 37 Marxist Analysis.

### Test: Topics One Through Four, Videos.

Your test will be posted and available on Blackboard during Week 6. You will have two hours and 20 minutes to complete your test, at a location of your choosing.

Week 5. Politics, Regulation and the Media.

The regulatory environment. Pirate radio. The Telecommunications Act of 1996. Small private radio. The FCC. The First Article of the Constitution and Freedom of the Press. Constraints via regulation on ownership and control of the media. The death of the Fairness Doctrine and the rise of talk radio. The history of regulating for diversity, morality, accuracy, and the 'national interest'. Media as lobbyist –how do media organize to create and channel an advantageous regulatory environment? Political donations by media to political campaigns. **Readings.** Croteau and Hoynes. Chapter 3. Political Influence on the Media. P 77.

Week 6. Media Analysis Techniques Part 2. Berger P.97. Sociological Analysis Techniques.

Week 7

Video: Bill Moyers: The Public Mind.

See attached video assessment guide under Assignments: Videos on Blackboard. Submit via Blackboard by Test 1

Week 8-9

Part 4 Media Organizations and Media Workers.

The limits of economic and political constraints on media work. The organization of media work in news environments-news routines, selecting front page stories. The definition and history of the concept of 'objectivity' in the news. Entertainment professions. Who makes pop stars? The decision making and production process.

**Course goals: Constraint and agency in media production. Social relations between media producers. Who works in the media? Readings.** Croteau and Hoynes- Chapter 4 Media Organizations and Professionals. P 121.

### **Week 10 Ideology.**

Ideology defined. Dominant ideology. Media's role in ideological formation, maintenance, and amplification. News media and elites. Entertainment media and the construction of masculinity. Rap music-dominant resistance, response by dominant actors. Advertising. The rise of gendered radio. Marxist analysis. Cultural analysis. **Readings.** Croteau and Hoynes. Chapter 5. Media and Ideology p 159

### **Week 11 . Social Inequality and the Media.**

Media content vs. real world. Race and media content: diversity, media roles, raced media images. Changing media roles for women, men. Sexuality and the media. Topics covered: Power and effect on race, ethnicity, gender, sexuality. Social relations: media production, ideology formation, stereotyping. **Readings.** Croteau and Hoynes, Chapter 6. Social Inequality and Media Representation p. 195

**Video: Tough Guise.**

**See attached video assessment guide under Assignments: Videos on Blackboard. Submit via Blackboard by Test 1**

### **Week 12 Audiences**

#### **Audiences**

Audiences, politics, constraint and agency. Active audiences vs. passive audiences. The active audience. Agency and polysemy,. Decoding media and social position: gender, class and television; race, news and meaning making. How international audience views America through lens of American television programs. Audience defined. Active vs. passive models compared. Cultural vs. critical theoretical perspectives compared. Multiple readings of media 'texts'.

**Readings.** Croteau and Hoynes Chapter 7.

Week 13

**Topic; Audiences part two. Media analysis methodology and methods.**

**Readings** Croteau and Hoynes Chapter 8.

Week 14. Media Analysis. Media Analysis Techniques Part 3. Semiotic Analysis P 3.

Reality and Popular Culture: Semiotics and the Construction of Meaning.

Video Dreamworlds 3

Video assessment guide available online under Blackboard: Assignment: Video Guides. Submit via Blackboard by Test 2.

Week 14

Part 9. Media technology and social change.

'New' media technologies. The difference between content and delivery revisited. The digital divide. The social construction of media technologies. Emergent new interactive media. . Topics covered: differentiation of media technology, content-the recursive effects of the two on one another.

Readings. Croteau and Hoynes. Chapter 9. Media Technology and Social Change. P 299.

Week 15. Media Analysis. Media Analysis Techniques Part 2 Page 125 Applications

Week 16. Global media and the future.

Globalization and the global media industry. Transnational ownership of media conglomerates.

Readings. Croteau and Hoynes. Chapter 10. Media in a Changing Global Culture.

**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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 313</u> *Course Title ( <u>30 characters</u> ) <u>Figure Painting</u> *Program Title _____ (Major ____, Option <u>x</u> __; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes</b> *** <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop semester offering of fall and spring to spring only. <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> This course is offered only once per academic year and the catalog should reflect this.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: <b>NA</b>  Operating Expenses Impact: <b>NA</b>  Equipment/Physical Facility Needs: <b>NA</b>  Library Resources: <b>NA</b>	

**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.)

**ART 313 Figure Painting. (3) I, II.** Prerequisite: ART 312. Painting problems involving the human figure as subject matter.

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

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

**New or Revised\* Program Text**

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

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 314</u> *Course Title <u>(30 characters)</u> <u>Painting Media</u> *Program Title _____ (Major ____, Option <u>x</u> __; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes</b> *** <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop fall and spring semester offering to fall only. <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> This course is offered only once per academic year and the catalog should reflect this.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA  Operating Expenses Impact: NA  Equipment/Physical Facility Needs: NA  Library Resources: NA	

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

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

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

### New or Revised\* Catalog Text

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

**ART 314 Painting Media. (3) I, II.** Prerequisite: ART 312. An investigation of oils, acrylics, and other painting media, emphasizing experimentation and the development of technical skills. Particular attention is given to the appropriateness of media and technique to imagery and content.

## 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**

(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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 383</u> *Course Title ( <u>30 characters</u> ) <u>Photography IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs _____ Approved ____ Disapproved ____
College Curriculum Committee _____ General Education Committee* <u>NA</u> Teacher Education Committee* <u>NA</u>		Faculty Senate** <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.)  
 Change prerequisite from ART 381 to ART 382 and add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program."

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

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

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**B. The justification for this action:**  
 The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students. This change also reflects moving the "admission to the BFA program" as a requirement for this course to be more consistent with other Option areas in the department.

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

**Personnel Impact:** NA

**Operating Expenses Impact:** NA

**Equipment/Physical Facility Needs:** NA

**Library Resources:** NA

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

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

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

**ART 383 Photography IV. (3) I, II.** Prerequisites: ART ~~381~~ 382, Major GPA 3.0, and admission to the BFA program. Intermediate course in photography. Builds on creative skills and techniques learned in previous photography courses. Course may cover traditional, digital or alternative processes.

**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)*
ART	383	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ART <del>381</del> 382
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 413</u> *Course Title <u>(30 characters)</u> <u>Advanced Painting</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0. <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**ART 413 Advanced Painting. (3) I, II.** Prerequisites: ART 313, 314, ~~Major GPA 3.0~~, and admission to the BFA program. Advanced problems in painting, emphasizing the student's personal expression through imagery and techniques.

**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)*
ART	413	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ART 313, 314
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 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)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 414</u> *Course Title ( <u>30 characters</u> ) <u>BFA Painting</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

### New or Revised\* Catalog Text

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

**ART 414 BFA Painting. 3) I, II.** Prerequisites: ART 413, Major GPA 3.0, and admission to the BFA program. ~~and approval of BFA committee.~~ Corequisite: ART 499. Final exit course in BFA painting area with emphasis in professional development. Course includes preparation for senior show, writing of senior thesis, and portfolio assembly.

## 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)*
ART	414	FALL 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program and approval of BFA Committee
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 423</u> *Course Title <u>(30 characters)</u> <u>Advanced Sculpture</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 <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisites of a Major GPA 3.0 <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**ART 423 Advanced Sculpture. (3) I, II.** Prerequisites: ART 322, 323, Major GPA 3.0, and admission to BFA program or departmental approval. The students' sculptural directions are defined and directed at the advanced level, through individually tailored extended projects.

## 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)*
ART	423	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>Major GPA 3.0</u>

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 424</u> *Course Title ( <u>30 characters</u> ) <u>BFA Sculpture</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ <u>10/2/2009</u> _____ <u>NA</u> Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> <u>NA</u> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

### New or Revised\* Catalog Text

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

**ART 424 BFA Sculpture. (3) I, II.** Prerequisites: ART 423, Major GPA 3.0, and admission to the BFA program. ~~and approval of BFA committee.~~ Corequisite: ART 499. Final exit course in BFA sculpture area with emphasis on professional development. Course includes preparation for senior show, writing of senior thesis, and portfolio assembly.

## 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)*
ART	424	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ART 423
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program

**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.	ART 499
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 432</u> *Course Title ( <u>30 characters</u> ) <u>Printmaking V</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**ART 432 Printmaking V. (3) I, II.** Prerequisites: ART 333, Major GPA 3.0, and admission to the BFA program. The student is free to pursue a program of individual interest. Emphasis placed on creativity and professionalism.

**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)*
ART	432	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 434</u> *Course Title ( <u>30 characters</u> ) <u>BFA Printmaking</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ <u>10/2/2009</u> _____ <u>NA</u> Departmental Committee <u>10/2/2009</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>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA  Operating Expenses Impact: NA  Equipment/Physical Facility Needs: NA  Library Resources: NA	

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

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

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

### New or Revised\* Catalog Text

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

**ART 434 BFA Printmaking. (3) I,II.** Prerequisites: ART 432, Major GPA 3.0, and admission to the BFA program. ~~and approval of BFA committee.~~ Corequisite: ART 499. Final exit course in BFA printmaking area with emphasis on professional development. Course includes preparation for senior show, writing of senior thesis, and portfolio assembly.

## 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)*
ART	434	FALL 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program And approval of BFA Committee
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 443</u> *Course Title ( <u>30 characters</u> ) <u>Jewelry and Metalsmithing V</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**ART 443 Jewelry and Metalsmithing V. (3) I, II.** Prerequisites: ART 344, Major GPA 3.0, and admission to BFA program. Designed for the advanced student pursuing a career as a professional jeweler/metalsmithing. Attention given to developing a personal design philosophy. Students will submit a work proposal for the semester.

**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)*
ART	443	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)



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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 444</u> *Course Title ( <u>30 characters</u> ) <u>BFA Jewelry and Metalsmithing</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <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.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

### New or Revised\* Catalog Text

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

**ART 444 BFA Jewelry and Metalsmithing. (3) I, II.** Prerequisites: ART 443, Major GPA 3.0, and admission to the BFA program. ~~and approval of BFA committee.~~ Corequisite: ART 499. Final exit course in BFA jewelry and metalsmithing area with emphasis on professional development. Course includes preparation for senior show, writing of senior thesis, and portfolio assembly.

## 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)*
ART	444	FALL 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program And approval of BFA Committee
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 472</u> *Course Title ( <u>30 characters</u> ) <u>Ceramics IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes</b> *** <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**ART 472 Ceramics IV. (3) I, II.** Prerequisites: ART 372, Major GPA 3.0, and admission to the BFA program. An exploration into an independent and personal way of working with clay. Various kiln building and firing techniques will be explored.

**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)*
ART	472	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 473</u> *Course Title ( <u>30 characters</u> ) <u>Ceramics V</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <u>NA</u>		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program."</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b></p> <p>The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact: NA</b></p> <p><b>Operating Expenses Impact: NA</b></p> <p><b>Equipment/Physical Facility Needs: NA</b></p> <p><b>Library Resources: NA</b></p>

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

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

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

### New or Revised\* Catalog Text

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

**ART 473 Ceramics V. (3) I, II.** Prerequisite: ART 472. Major GPA 3.0, and admission to the BFA program. Continued independent work in clay as defined and directed through individual projects.

## 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)*
ART	473	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 474</u> *Course Title ( <u>30 characters</u> ) <u>BFA Ceramics</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____ Approved _____ Disapproved _____
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		
College Curriculum Committee <u>11/16/09</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA  Operating Expenses Impact: NA  Equipment/Physical Facility Needs: NA  Library Resources: NA	

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

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

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

### New or Revised\* Catalog Text

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

**ART 474 BFA Ceramics. (3) I, II.** Prerequisites: ART 473, Major GPA 3.0, and admission to the BFA program. ~~and approval of BFA committee.~~ Corequisite: ART 499. Final exit course in BFA ceramics area with emphasis on professional development. Course includes preparation for senior show, writing of senior thesis, and portfolio assembly.

## 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)*
ART	474	FALL 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program And approval of BFA Committee
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 483</u> *Course Title ( <u>30 characters</u> ) <u>Photography V</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**ART 483 Photography V. (3) I, II.** Prerequisites: ART 383, Major GPA 3.0, and admission to BFA program ~~or~~ departmental approval. Advanced course which builds on creative skills and techniques learned in previous photography courses. Stresses development of student initiative/personal expression.

## 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)*
ART	483	FALL 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 Or departmental approval

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 484</u> *Course Title ( <u>30 characters</u> ) <u>BFA Photography</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <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.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**ART 484 BFA Photography. (3) I,II.** Prerequisites: ART 483, Major GPA 3.0, and admission to the BFA program. ~~and approval of BFA committee.~~ Corequisite: ART 499. Culminating experience in art photography serving to crystallize and unify individual expression. The student prepares a portfolio and written statement of personal photographic concerns.

## 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)*
ART	484	FALL 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program And approval of BFA Committee

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ART 499</u> *Course Title ( <u>30 characters</u> ) <u>Senior Exhibition</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ <u>10/2/2009</u> _____ <u>NA</u> Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> <u>NA</u> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0; revise corequisite language <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**ART 499 Senior Exhibition. (1) I, II. (1) I, II.** Prerequisite: Major GPA 3.0 and last semester senior in BFA program. Corequisite: ART 414, ~~or~~ 424, ~~or~~ 434, ~~or~~ 444, ~~or~~ 474, ~~or~~ 484; or DES 426 or 454. Organization and presentation of an exhibition of the student's work.

## 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)*
ART	499	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.    ART 414, or 424, or 434, or 444, or 474, or 484; or DES 426 or 454.

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)    Major GPA 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)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 322</u> *Course Title (30 characters) <u>Interior Design Studio III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of "admission in BFA program." Drop TEC 331 as a corequisite.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirement in the BFA course descriptions to provide clarification for students. TEC 331 is no longer offered during the Fall semester.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**DES 322 Interior Design Studio III. (3) I.** Prerequisites: DES 226 and 330, Major GPA 3.0, and admission to the BFA program. Corequisites: ~~TEC 334~~ and DES 325. Research, analysis, programming, space planning, and human factors in residential and/or small-scale commercial design. Laptops and CAD software required. Studio meets for 3 hours twice a week.

## 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)*
DES	322	FALL 2010	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"/>	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other <u>6</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	TEC 331 and
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)	admission to the BFA program

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)



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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 326</u> *Course Title ( <u>30 characters</u> ) <u>Interior Design Studio IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <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.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of Major GPA 3.0 and statement "admission in BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirement in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

### New or Revised\* Catalog Text

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

**DES 326 Interior Design Studio IV. (3) II.** Prerequisite: DES 322, Major GPA 3.0, and admission to the BFA program. Research, analysis, organization, advance programming in large-scale commercial and/or residential design, emphasizing special populations, and resulting in functional and aesthetic design solutions. Studio meets for 3 hours twice a week.

## 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)*
DES	326	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 6 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>Major GPA 3.0 and admission to the BFA program</u>

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 352</u> *Course Title ( <u>30 characters</u> ) <u>Image Making</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change?</i> <b>Yes</b> *** <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u>		Faculty Senate** <u>NA</u>
General Education Committee* <u>NA</u>		Board of Regents** <u>NA</u>
Teacher Education Committee* <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program" <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> NA  <b>Operating Expenses Impact:</b> NA  <b>Equipment/Physical Facility Needs:</b> NA  <b>Library Resources:</b> 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.)

**DES 352 Image Making. (3) II.** Prerequisites: DES 350, ~~and~~ 351, Major GPA 3.0, and admission to the BFA program. Corequisite: DES 353. An advanced integration of various techniques and materials, both traditional and contemporary, to promote understanding of the importance of imagery within the field of graphic design.

**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)*
DES	352	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	DES 350
Course Prefix and No.	DES 351
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 353</u> *Course Title ( <u>30 characters</u> ) <u>Production for Graphic Design</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Graduate Council* <u>NA</u> Council on Academic Affairs _____	Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u> General Education Committee* <u>NA</u> Teacher Education Committee* <u>NA</u>	Faculty Senate** <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program."</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> 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.)

**DES 353 Production for Graphic Design.(3) II.** Prerequisites: DES 350, ~~and 351~~, Major GPA 3.0, and admission to the BFA program. Corequisite: DES 352. Exploration of materials, surface graphics, marketing, and production problems as the refinement and integration of many design principles.

## 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)*
DES	353	FALL 2010	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. _____	
3	Lecture _____	Laboratory _____	Other <u>5</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____                      JR _____ SO _____                      SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	DES 350
Course Prefix and No.	DES 351
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>Major GPA 3.0 and admission to the BFA program</u>

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 354</u> *Course Title ( <u>30 characters</u> ) <u>Typography II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>	Graduate Council* <u>NA</u> Council on Academic Affairs _____	Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u> General Education Committee* <u>NA</u> Teacher Education Committee* <u>NA</u>	Faculty Senate** <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program"</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></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 ~~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.)

**DES 354 Typography II. (3) A.** Prerequisites: DES 352, ~~and 353~~, Major GPA 3.0, and admission to the BFA program. Corequisite: DES 451. Advanced study of typography as an expressive medium. Special attention to multi-page document work, advanced issues of typography in scale as well as its usage in new media and alternative situations.

**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)*
DES	354	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	DES 352
Course Prefix and No.	DES 353
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 422</u> *Course Title (30 characters) <u>Interior Design Studio V</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>	Graduate Council* <u>NA</u> Council on Academic Affairs _____	Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u> General Education Committee* <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.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of Major GPA 3.0 and statement "admission in BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirement in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

### New or Revised\* Catalog Text

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

**DES 422 Interior Design Studio V. (3) I.** Prerequisites: DES 326, 328, Major GPA 3.0 and admission to the BFA program. Advanced studio experience in interior design with emphasis on one or more of the following: residential, exhibit/retail, hospitality, office, historic preservation and adaptive-use. Studio meets for 3 hours twice a week.

## 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)*
DES	422	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 6 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>Major GPA 3.0 and admission to the BFA program</u>

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 426</u> *Course Title <u>(30 characters)</u> <u>Interior Design Studio VI</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> Graduate Council* <u>NA</u>		
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs _____
College Curriculum Committee <u>11/16/09</u> Approved _____ Disapproved _____		
General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u>		
Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u>		
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite of Major GPA 3.0 and statement "admission in BFA program." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirement in the BFA course descriptions to provide clarification for students.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> 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.)

**DES 426 Interior Design Studio VI. (3) II.** Prerequisites: DES 421, DES 422, Major GPA 3.0, and admission to the BFA program. Corequisite: ART 499. Advanced studio experiences in interior design requiring students to design a comprehensive large-scale project. Studio meets for 3 hours twice a week.

## 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)*
DES	426	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 6 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>Major GPA 3.0 and admission to the BFA program</u>

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 450</u> *Course Title ( <u>30 characters</u> ) <u>Professional Practices in Graphic Design</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>	Graduate Council* <u>NA</u> Council on Academic Affairs _____	Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u> General Education Committee* <u>NA</u> Teacher Education Committee* <u>NA</u>	Faculty Senate** <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program."</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> 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.)

**DES 450 Professional Practices in Graphic Design. (3) I, II.** Prerequisites: DES 354, ~~and 451~~, Major GPA 3.0, and admission to the BFA program. Corequisite: DES 453. This course examines the professional standards and practices specific to the field of graphic design.

## 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)*
DES	450	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	DES 354
Course Prefix and No.	DES 451
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>Major GPA 3.0 and admission to the BFA program</u>
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 451</u> *Course Title ( <u>30 characters</u> ) <u>New Media</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> <i>Is this a SACS Substantive Change?</i> <b>Yes</b> *** <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Graduate Council* <u>NA</u> Council on Academic Affairs _____	Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u> General Education Committee* <u>NA</u> Teacher Education Committee* <u>NA</u>	Faculty Senate** <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program."</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> 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.)

**DES 451 New Media. (3) A.** Prerequisites: DES 354, ~~and 451~~, Major GPA 3.0, and admission to the BFA program.  
Corequisite: DES 453. This course examines the professional standards and practices specific to the field of graphic design.

## 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)*
DES	451	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	DES 352
Course Prefix and No.	DES 353
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)



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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 453</u> *Course Title <u>(30 characters)</u> <u>Senior Workshop in Design</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Graduate Council* <u>NA</u> Council on Academic Affairs _____	Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u> General Education Committee* <u>NA</u> Teacher Education Committee* <u>NA</u>	Faculty Senate** <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>	
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program."</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> 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.)

**DES 453 Senior Workshop in Design. (3) I, II.** Prerequisite: DES 354, ~~and 451~~, Major GPA 3.0 and admission to the BFA program. Corequisite: DES 450. Exploration of current issues, technical procedures, and design products.

**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)*
DES	453	FALL 2010	AS X    JS BT    EM ED    PC HS	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	Cip Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	DES 354
Course Prefix and No.	DES 451
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Major GPA 3.0 and admission to the BFA program

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

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

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

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

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Art &amp; Design</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>DES 454</u> *Course Title <u>(30 characters)</u> <u>BFA Graphic Design</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/2/2009</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Graduate Council* _____ <u>NA</u> Council on Academic Affairs _____	Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u> General Education Committee* <u>NA</u> Teacher Education Committee* <u>NA</u>	Faculty Senate** _____ <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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add prerequisite of a Major GPA 3.0 and statement "admission to the BFA program."</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b> The prerequisite of a Major GPA 3.0 and "admission to the BFA program" has been noted on the BFA application and not in catalog, therefore the Department is including these requirements in the BFA course descriptions to provide clarification for students.</p> <hr/> <p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> NA</p>
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## Part II. Recording Data for New, Revised, or Dropped Course

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

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

### New or Revised\* Catalog Text

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

**DES 454 BFA Graphic Design. (3) I, II.** Prerequisites: DES 453, Major GPA 3.0, and admission to the BFA program.  
~~approval of BFA committee, and departmental approval.~~ Corequisite: ART 499. Final phases of the student designer's transition into the profession. Additional guidance towards portfolio and senior thesis development.

## 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)*
DES	454	FALL 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 5 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>Major GPA 3.0 and admission to the BFA program</u> <u>Approval of BFA Committee and Departmental approval</u>
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

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

**Part I**

Department Name	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	ART 312		
*Course Title <small>(30 characters)</small>	Painting II		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/2002	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To change "instructor approval" to "departmental approval" in the course description.</p>	
<p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small></p>	
<p><b>ART 312 Painting II. (3) I, II.</b> Prerequisite: ART 210 or <del>instructor</del> departmental approval. Continuation of Painting sequence, emphasizing further development of skills and conceptual abilities as they relate to image-making.</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</small></p>	

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*			
ART	312	Fall 2010	AS x _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD			
Credit Hrs. 3	Weekly Contact Hrs. Lecture _____ Laboratory 5 _____ Other _____		Repeatable Maximum No. of Hrs. _____				
Schedule Type** (List all applicable)		Work Load (for each schedule type)	Cip Code (first two digits only) 50				
		Grading Mode**	Class Restriction, if any: (undergraduate only)				
			Major Restrictions, I any:				
			FR _____				
			SO _____				
			JR _____				
			SR _____				
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____				
		Thesis _____					
		Internship _____					
		Independent Study _____					
		Practicum _____					
<b>Co-Requisites and Prerequisites</b>							
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)							
Course Prefix and No.							
Course Prefix and No.							
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)							
Course Prefix and No. ART 210 or <del>instructor-</del> departmental approval							
Course Prefix and No.							
Test Scores							
Minimum GPA (when a course grouping or student cumulative GPA is required)							
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)							
Course Prefix and No.							
Test Scores							
Minimum GPA (when a course grouping or student cumulative GPA is required)							
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)							
Course Prefix and No.							
Course Prefix and No.							
Course Prefix and No.							
Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).							
Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*\*Use Validation Tables.)



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

**Part I**

Department Name	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	ART 562		
*Course Title (30 characters)	Seminar in Art Criticism		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/02	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change prerequisite Art History course prefix from ART to ARH.</p>	
<p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>	
<p><b>ART 562 Seminar in Art Criticism</b> (3) A. Prerequisites: <del>ART</del> <u>ARH</u> 390 and 391. Study of various topics and problems which relate to the student's understanding and critical awareness of the visual arts.</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>	

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ART	562	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only) 50	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ART ARH 390 and 391
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	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	ART 762		
*Course Title (30 characters)	Seminar in Art Criticism		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/02	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change prerequisite Art History course prefix from ART to ARH.</p>	
<p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>	
<p><b>ART 762 Seminar in Art Criticism.</b> (3) I, II. Prerequisites: <del>ART</del> <u>ARH</u> 390 <u>and</u> 391. Study of various topics and problems which relate to the student's understanding and critical awareness of the visual arts.</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>	

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ART	762	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs.	Weekly Contact Hrs. Lecture <input checked="" type="checkbox"/> 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) 50	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<p><b>FOR BANNER USE ONLY</b></p> <p>Date of data entry _____</p> <p>Data entry person _____</p>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ART ARH 390 and 391.
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.)

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

**Part I**

Department Name	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	ARH 594		
*Course Title <small>(30 characters)</small>	Italian Renaissance Art		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/2002	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change prerequisite Art History course prefix from ART to ARH.</p>	
<p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small></p>	
<p><b>ARH 594 Italian Renaissance Art. (3) A.</b> Prerequisite: <del>ART</del> <u>ARH</u> 391 or departmental approval. In-depth study of selected aspects of the painting, sculpture, and architecture of Italy between 1400 and 1600.</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</small></p>	

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ARH	594	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>x</u> 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) 50
			Class Restriction, if any: (undergraduate only) FR _____ SO _____ JR _____ SR _____	Major Restrictions, if any: FR _____ SO _____ JR _____ SR _____
			<div style="border: 2px solid black; padding: 5px;"> <p align="center"><b>FOR BANNER USE ONLY</b></p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

**Co-Requisites and Prerequisites**

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

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

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

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

Course Prefix and No. ART-ARH 391 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.)

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

**Part I**

Department Name	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	ARH 595		
*Course Title <small>(30 characters)</small>	Baroque and Rococo Art		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/2002	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change prerequisite Art History course prefix from ART to ARH.</p>	
<p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</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><b>New or Revised* Catalog Text</b></p> <p><small>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small></p>	
<p><b>ARH 595 Baroque and Rococo Art. (3) A.</b> Prerequisite: <del>ART</del> <u>ARH</u> 391 or departmental approval. A specialized study of the art and architecture of church and state in Europe during the Age of Absolutism, from the late sixteenth to the late eighteenth century.</p>	

**Part III. Recording Data for Revised Program**

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>	
<p><b>New or Revised* Program</b></p> <p><small>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</small></p>	

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ARH	595	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>x</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Class Restriction, if any: (undergraduate only)	Major Restrictions, if any:
			FR _____ SO _____ JR _____ SR _____	FR _____ SO _____ JR _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ART ARH 391 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)			

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(\*\*Use Validation Tables.)



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

**Part I**

Department Name	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	ARH 795		
*Course Title (30 characters)	Baroque and Rococo Art		
*Program Title	_____ (Major ____, Option ____; Minor ____; or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/2002	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change prerequisite Art History course prefix from ART to ARH and change Instructor approval to Departmental approval.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</p>
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**Part II. Recording Data for Revised Course**

<p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p>
<p><b>New or Revised* Catalog Text</b></p> <p>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p><b>ARH 795 Baroque and Rococo Art. (3) A.</b> Prerequisite: <del>ART</del> <u>ARH</u> 391 or <del>instructor approval</del> <u>departmental approval</u>. An in-depth study of selected aspects of art and architecture of church and state in Europe during the Age of Absolutism, from the late sixteenth century. The graduate student will be expected to prepare a scholarly paper.</p>

**Part III. Recording Data for Revised Program**

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>
<p><b>New or Revised* Program</b></p> <p>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ARH	795	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>x</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Class Restriction, if any: (undergraduate only)	Major Restrictions, if any:
			FR _____ SO _____ JR _____ SR _____	FR _____ SO _____ JR _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ART ARH 391 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)			

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(\*\*Use Validation Tables.)

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

**Part I**

Department Name	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	DES 226		
*Course Title (30 characters)	Interior Design Studio II.		
*Program Title	_____ (Major ____, Option ____; Minor ____; or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/2002	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>The course is taught during the Spring semester. Changing the symbol for the semester the course is taught from I. to II.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p><b>DES 226 Interior Design Studio II. (3) † II.</b> Prerequisite: DES 222. The study of the concepts and requirements in residential interior design. Programming, human factors, space planning, and study of functional and aesthetic aspects of residential environments will be explored. Studio meets for 3 hours twice a week.</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>

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

**Part I**

Department Name	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	DES 327		
*Course Title (30 characters)	History of Interior Design I.		
*Program Title	_____ (Major ____, Option ____; Minor ____; or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/2002	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change the symbol for the semester the course is taught from II. to I. The course is taught during the Fall semester. Also the prefix for art history prerequisites and corequisites have changed from ART 390 and 391 to ARH 390 and 391.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</p>
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**Part II. Recording Data for Revised Course**

<p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p>
<p>New or Revised* Catalog Text</p> <p>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p><b>DES 327 History of Interior Design I. (3) H- I.</b> Prerequisite or Corequisite: <del>ART</del> <u>ARH</u> 390 and 391. The study of the history and theory of architecture, interiors, and decorative arts from the Renaissance through the nineteenth century. An examination of the significance and application to current design problems.</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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*			
DES	327	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ARTD			
Credit Hrs. 3	Weekly Contact Hrs. Lecture <u>x</u> 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) 50			
			Class Restriction, if any: (undergraduate only) FR _____ SO _____ JR _____ SR _____	Major Restrictions, if any: FR _____ SO _____ JR _____ SR _____			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<p><b>FOR BANNER USE ONLY</b></p> <p>Date of data entry _____</p> <p>Data entry person _____</p>				
		Thesis _____					
		Internship _____					
		Independent Study _____					
		Practicum _____					
<b>Co-Requisites and Prerequisites</b>							
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)							
Course Prefix and No. _____							
Course Prefix and No. _____							
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)							
Course Prefix and No. _____							
Course Prefix and No. _____							
Test Scores _____							
Minimum GPA (when a course grouping or student cumulative GPA is required) _____							
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)							
Course Prefix and No. <u>ART ARH 390 and 391</u>							
Test Scores _____							
Minimum GPA (when a course grouping or student cumulative GPA is required) _____							
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)							
Course Prefix and No. _____							
Course Prefix and No. _____							
Course Prefix and No. _____							
Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).							
Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*\*Use Validation Tables.)

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

**Part I**

Department Name	Art & Design		
College	Arts & Sciences		
*Course Prefix & Number	DES 328		
*Course Title <small>(30 characters)</small>	History of Interior Design II.		
*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	12/19/2002	

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  Change the symbol for the semester the course is taught from I. to II. The course is taught during the Spring semester.	<b>A. 2. Effective date:</b> (Example: Fall 2001)  Fall 2010
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**Part II. Recording Data for Revised Course**

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.	<p style="text-align: center;">New or Revised* Catalog Text</p> <p><small>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</small></p> <p><b>DES 328 History of Interior Design II. (3) <del>I.</del> <u>II.</u></b> Prerequisite: DES 327. The study of the history and theory of architecture, interiors, and decorative arts from the nineteenth century through present day. An examination of the significance and application to current design problems.</p>
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**Part III. Recording Data for Revised Program**

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.	<p style="text-align: center;">New or Revised* Program</p> <p><small>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</small></p>
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**Editorial Change - Curriculum Form**  
**(Present only one curriculum editorial change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

Department Name	Art and Design		
College	Arts and Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Minor in Art (Art History)		
	(Major ____, Option ____, Minor <u>X</u> __, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	September 25, 2009	
Unknown	_____		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change course prefix from ART to ARH</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</p>
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**Part II. Recording Data for Revised Course**

<p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p>
<p>New or Revised* Catalog Text</p> <p>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>

**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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>
<p><b><u>Minors</u></b></p> <p><b>MINOR in ART (ART HISTORY)</b></p> <p>A student may minor in art history by completing a minimum of 18 hours as follows: <u>ARH</u> <del>ART</del> 390, 391, <u>ART</u> 562 and nine hours of art history electives.</p>

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

**Part I**

Department Name	Art and Design		
College	Arts and Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Minor in Art (Studio)		
	(Major ____, Option ____, Minor <u>X</u> __, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	September 25, 2009	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change course prefix from ART to ARH</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</p>
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**Part II. Recording Data for Revised Course**

<p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p>
<p>New or Revised* Catalog Text</p> <p>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>

**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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>
<p><b><u>Minors</u></b></p> <p><b>MINOR IN ART (STUDIO)</b></p> <p>A student may minor in art studio by completing a minimum of 18 hours as follows: ART 100, 152, 153; <u>ARH</u> 390 or 391; and six hours of art electives.</p>



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

**Part I**

Department Name	Art and Design		
College	Arts and Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Minor in Art (Teaching)		
	(Major ____, Option ____, Minor <u>X</u> __, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	September 25, 2009	

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change course prefix from ART to ARH and to eliminate dropped course listing and add approved course listing.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</p>
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**Part II. Recording Data for Revised Course**

<p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p>
<p>New or Revised* Catalog Text</p> <p>(*Use <del>strikeout</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>

**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 <del>strikeout</del> for deletions and <u>underlines</u> for additions.)</p>
<p><b><u>Minors</u></b></p> <p><b>MINOR IN ART (TEACHING)</b></p> <p>A student may minor in art (teaching) by completing a minimum of 24 hours as follows: ART100, 152, 153, 210, 460; <u>ARH</u> 390, 391; <del>EME 439</del>, <u>361</u> or ELE 361.</p>

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Art &amp; Design</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title ( <u>30 characters</u> ) _____ *Program Title <u>ART/STUDIO OPTIONS (B.F.A.)</u> (Major <u>X</u> , Option <u>X</u> ; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>September 4, 2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved <u>x</u> Disapproved _____ <u>12/17/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>1/11/10</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>4/19/10</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add a description of program objectives and degree requirements. Remove dropped courses and add approved courses. Add courses that are required but not listed.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b>          We are providing a description of program objectives and making degree requirements more explicit in the catalog, rather than referring to another document part of our BFA degree program. We are also making editorial changes of approved course additions or removal to better reflect our catalog information with CARES reports.</p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> NA</p>
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**Part II. Recording Data for New, Revised, or Dropped Course**

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

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

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

## **ART/STUDIO DESIGN STUDIO OPTIONS (B.F.A.)**

CIP Code: 50.0702

Upon completion of a Baccalaureate of Fine Arts (B.F.A.) degree with an Option in: Ceramics, Graphic Design, Interior Design, Jewelry and Metals, Painting, Photography, Printmaking or Sculpture, students will be able to apply elements and principles of art and design, be more aware of the influences of perception and observation, and be able to use a variety of media and techniques to communicate ideas effectively and expressively. Students will demonstrate critical and creative thinking by analysis and research, both verbal and written, of their own or other's art and design works, with an understanding of historical and contemporary concepts, theories, methods, periods and styles.

The B.F.A. degree prepares students for professional careers as artists and designers of listed Options below. Students will demonstrate professional practice, writing, portfolio development and presentation for employment in art and design studios, companies, or freelancing, and for applications to graduate schools, exhibitions, competitions, grants, and fellowships.

### **BFA Admission Requirements**

All students who are accepted by the Office of Admissions and seek a baccalaureate fine art degree ~~declare their major as Bachelor of Fine Arts~~ are admitted to the University as a pre-BFA major and must select from at least one pre-BFA option area in Ceramics, Graphic Design, Interior Design, Jewelry and Metals, Painting, Photography, Printmaking or Sculpture. ~~baccalaureate fine arts.~~

Pre-BFA students are eligible to apply to the BFA degree program after completing 15 credit hours of Studio Foundation courses. When applying for the BFA program, pre-BFA students must have completed or be enrolled in the courses specified for their declared Pre-BFA option.

Students are also required to submit an application, statement of goals, and portfolio for review by the BFA Entrance Review Committee once the minimum requirements have been met, usually by the fourth or fifth semester, depending on the Option area (transfer students must meet equivalent minimum requirements and complete a minimum of 24 hours in Art and/or Design). Students will be notified by letter of the results and can meet with their area supervisor. Students not accepted to the BFA degree program may re-apply at a later date or seek another degree program. Portfolio requirements include examples of drawing, 2D and 3D works (from a variety of courses), as well as examples specific to an Option area. Students wishing to pursue the BFA degree should average and maintain a 3.0 GPA and earn a grade of "C" or higher in all major and supporting course requirements in order to apply to, and complete the BFA degree program. Consult with a departmental advisor, area supervisor, or visit our website at [www.art.eku.edu](http://www.art.eku.edu) to obtain a copy of the "Entrance Criteria and Degree Requirements for the BFA in Art and Design".

### **Progression Requirements**

Once a student is admitted to the BFA degree program, they are eligible to take upper division courses that require "admission to the BFA" as listed in the course descriptions of this *Catalog* and are expected to participate in all major and supporting course requirements, including a BFA exhibition and review. Any BFA student whose major GPA falls below 3.0, or who earns a grade lower than "C" in a major or supporting course requirement ~~course~~, will be placed on BFA probation. Once on BFA probation the student has one semester to either raise their major GPA to the required 3.0, or to retake the course in which they earned a low grade and pass with a "C" or higher. If any student on BFA probation fails to meet either of the above conditions, he/she will be removed from the BFA program. Such students may reapply at a later date or seek another degree program.

# **Pre-BFA Curriculum**

## **General Education Requirements**

Standard General Education program, excluding block VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

## **Studio Foundations .....15 hours**

ART 100, 152, 153, 164 and

Interior Design: DES 250.

All other areas: ART 101.

## **Options: (students must select at least one option)**

### **Pre-BFA Ceramics**

Students must have completed an additional  
3 credit hours from ART 210, 230 or 280 and  
3 credit hours from ART 220 or 240.  
6 credit hours from ART 270, 371, and be enrolled in ART 372.

### **Pre-BFA Graphic Design**

Students must have completed an additional  
3 credit hours from ART 210, 230 or 280 and  
3 credit hours from ART 220, 240 or 270.  
3 credit hours from DES 250, and be enrolled in DES 350 and 351.

### **Pre-BFA Interior Design**

Students must have completed an additional  
12 credit hours from DES 122, 222, INT 195, CON 250, and be enrolled in  
DES 226 and 330.

### **Pre-BFA Metals and Jewelry**

Students must have completed an additional  
3 credit hours from ART 210, 230 or 280 and  
3 credit hours from ART 220 or 270.  
9 credit hours from ART 240, 341, 343, and be enrolled in ART 344.

### **Pre-BFA Painting**

Students must have completed an additional  
3 credit hours from ART 230, or 280 and  
3 credit hours from ART 220, 240 or 270.  
6 credit hours from ART 210, 312, and be enrolled in ART 313 or 314.

### **Pre-BFA Photography**

Students must have completed an additional  
3 credit hours from ART 210 or 230 and  
3 credit hours from ART 220, 240 or 270.  
6 credit hours from ART 280, 381, and be enrolled in ART 382.

### **Pre-BFA Printmaking**

Students must have completed an additional  
3 credit hours from ART 210 or 280 and  
3 credit hours from ART 220, 240 or 270.  
6 credit hours from ART 230, 331, and be enrolled in ART 332.

### **Pre-BFA Sculpture**

Students must have completed an additional  
3 credit hours from ART 210, 230 or 280 and  
3 credit hours from ART 240 or 270.  
6 credit hours from ART 220, 321, and be enrolled in ART 322 or 323.

## **BFA Degree Requirements**

**Major Requirements .....61-70 hours**

**Studio Foundations .....15 hours**

ART 100, 152, 153, 164 and

**Interior Design:** DES 250.

**All other areas:** ART 101.

**Core .....19-22 hours**

ART 499 and

**Interior Design:** DES 122, 225, 325, 330, 421\*\* (6 hours).

**All other areas:** ART 210, 220, 230, 240, 270, 280, and 562.

### **Options\***

**Ceramics .....33 hours**

ART 321, 341, 371, 372, 472, 473, 474, 12 hours ART/  
DES/ARH electives.

**Graphic Design .....33 hours**

DES 250, ~~254~~, 350, 351, 352, 353, 354, 450, 451, 453, 454,  
and 3 hours ART/DES/ARH electives.

**Interior Design .....27 hours**

DES 222, 226, 322, 326, 327, 328, 422, 426, 3 hours  
ART/DES/ARH electives.

**Jewelry and Metals .....33 hours**

ART 321, 341, 343, 344, 371, 443, 444, 12 hours  
ART/DES/ARH electives.

**Painting .....33 hours**

ART 312, 313, 314, ~~331, 381~~, 413, 414, 6 hours selected from:  
ART 300, 331, 381, 12 hours ART/DES/ARH electives.

**Photography .....33 hours**

ART ~~312, 331, 381~~, 382, 383, 483, 484, 6 hours selected from:  
ART 300, 312, 331, 12 hours ART/DES/ARH electives.

**Printmaking .....33 hours**

ART ~~312, 331, 332, 333, 381~~, 432, 434, 6 hours selected from:  
ART 300, 312, 381, 12 hours ART/DES/ARH electives.

**Sculpture .....33 hours**

ART 321, 322, 323, 341, 371, 423, 424, 12 hours  
ART/DES/ARH electives.

**Supporting Course Requirements .....9-18 hours**

**Interior Design:** ADM 302; ARH 390, 391; CON 250; TEC  
331; INT 195.

**All other areas:** ARH 390, 391, 3 hours of ARH electives selected  
from: ARH 463, 465, 492, 493, 496, 497, 498, 594, 595.

**General Education Requirements .....42 hours**

Standard General Education program, excluding block VIII  
(6 hours). Refer to Section Four of this *Catalog* for details  
on the General Education and University requirements.

**University Requirement .....1 hour**

ASO 100.

**Free Electives .....6 hours**

**Total Curriculum Requirements .....128 hours**

~~\*Probationary candidacy and eventual advanced study for the BFA is conditional upon meeting qualifications and having a portfolio reviewed no earlier than the fourth semester (transfers must have 24 hours in Art and/or Design). Students wishing to pursue the BFA degree should average and maintain a 3.0 GPA in all major requirements and earn a grade of "C" or higher in all major requirements in order to apply to and complete the BFA degree program. Portfolio requirements include samples of drawings, 2D and 3D works, and examples specific to an Option area. Consult with a departmental advisor or area supervisors or visit our website, [www.art.eku.edu](http://www.art.eku.edu) to obtain a copy of the "Entrance Criteria and Degree Requirements for the BFA in Art and Design" in effect for their area at the time of their initial application for admission to the program.~~

~~\*\*Students not meeting the requirements for DES 421 will take other ART/DES electives or repeat ART/DES required courses.~~

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Art &amp; Design</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>ART (B.A.)</u> (Major <u>X</u> , Option <u>X</u> ; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>September 4, 2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>11/16/09</u> Approved <u>x</u> Disapproved _____ <u>12/17/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>1/11/10</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>4/19/10</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Correct typo errors, revise list of approved degree requirements, and include a description of objectives for degree program.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b>          We are making editorial corrections of past errors, adding approved curriculum changes, and a new description of degree program objectives.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> 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.)

**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 ~~strikethrough~~ for deletions and underlines for additions.)

**ART (B.A.)**

CIP Code: 50.0702

Upon completion of an Art degree with a Teacher Education or Liberal Arts Option, students will gain a broad knowledge of a variety of media and techniques, be able to apply elements and principles of art and design, be more aware of the influences of perception and observation, and be able to use a variety of media and techniques to communicate ideas effectively and expressively. Students will demonstrate critical and creative thinking by analysis and research, both verbal or written, of their own or other's art and design works, with an understanding of historical and contemporary concepts, theories, methods and styles.

The BA degree with the Teacher Education Option is offered in cooperation with the College of Education, which includes secondary teaching certification in art. Refer to the College of Education section of this *Catalog* regarding the teacher certification requirements associated with this program.

<b>Major Requirements</b> .....	<del>57-73</del> <b>76</b> hours
<b>Studio Foundations</b> .....	<b>15</b> hours
ART 100, 101, 152, 153, and 164.	
<b>Art Core</b> .....	<b>21</b> hours
ART 210, 220, 230, 240, 270, 280, 562	
<b>Teacher Education Option</b> <del>with asterisks</del> .....	<del>37</del> <b>40</b> hours
ART <del>360</del> , 460, EDF 103, 203, 319, 413, SED 401, EME <del>439</del> , <u>361</u> ESE 490, 540 and EMS 499.	
<b>Liberal Arts Option</b> .....	<b>21</b> hours
Additional 21 hours of art, <u>design</u> , or art history electives limited to the following: ART 300, 301, 312, 313, or 314, 321, 322, or 323, 331, 332, 341, 343, 371, 372, 381, 382, 401, <del>463</del> , ARH <del>463</del> , 465, 492, 493, 496, 497, 498, 594, 595, <u>DES 122, 222, 225, 226, 250, 327, 328, 330, 350, 351.</u>	
<b>Supporting Course Requirements</b> .....	<b>9</b> hours
ARH 390, 391, and 3 hours of an art history elective <u>selected from:</u> <u>ARH 463, 465, 492, 493, 496, 497, 498, 594, 595.</u>	
<b>General Education Requirements</b> .....	<b>42</b> hours
Standard General Education program, excluding block VIII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
<b>University Requirement</b> .....	<b>1</b> hour
ASO 100.	
<b>Free Electives (Liberal Arts Option only)</b> .....	<b>19</b> hours
<b>Total Curriculum Requirements</b> .....	<b>128</b> hours

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>CSC 550</u> *Course Title <u>(30 characters)</u> <u>Graphics Programming</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: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>10/2/09</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>11/20/09</u></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <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;"><u>10/19/2009</u></td> <td>Approved _____ Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>n/a</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>n/a</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>n/a</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>n/a</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>n/a</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>10/2/09</u>	Graduate Council*	<u>11/20/09</u>	<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	_____	College Curriculum Committee	<u>10/19/2009</u>	Approved _____ Disapproved _____		General Education Committee*	<u>n/a</u>	Faculty Senate**	<u>n/a</u>	Teacher Education Committee*	<u>n/a</u>	Board of Regents**	<u>n/a</u>			Council on Postsecondary Edu.***	<u>n/a</u>
	<u>Date</u>		<u>Date</u>																											
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change prerequisites from CSC 310 with a math course to CSC 316 <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Increase the prerequisites to better prepare students for course content. The previous prerequisites are not required for earlier courses.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> n/a  <b>Operating Expenses Impact:</b> n/a  <b>Equipment/Physical Facility Needs:</b> n/a  <b>Library Resources:</b> n/a	

## Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**CSC 550 Graphics Programming. (3) A.** Prerequisites: ~~CSC 310 and one of MAT 124, 124H, 211, or 261~~CSC 316. 3-D geometry, model transformation, matrices, computer algorithms and protocols, texture mapping, camera control, and collision detection.

## 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)*
CSC	550	Fall 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	CSC 310 and MAT 124 or 124H or 211 or 261 <u>CSC 316</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.)

**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>Computer Science</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>CSC 750</u> *Course Title (30 characters) <u>Graphics Programming</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: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>10/2/09</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>11/20/09</u></td> </tr> <tr> <td colspan="2">           Is this a SACS Substantive Change? <b>Yes****</b> <input type="checkbox"/> <b>No</b> <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;"><u>10/19/2009</u></td> <td>Approved _____ Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>n/a</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>n/a</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>n/a</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>n/a</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>n/a</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>10/2/09</u>	Graduate Council*	<u>11/20/09</u>	Is this a SACS Substantive Change? <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	_____	College Curriculum Committee	<u>10/19/2009</u>	Approved _____ Disapproved _____		General Education Committee*	<u>n/a</u>	Faculty Senate**	<u>n/a</u>	Teacher Education Committee*	<u>n/a</u>	Board of Regents**	<u>n/a</u>			Council on Postsecondary Edu.***	<u>n/a</u>
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) No changes requested  <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Changes are being requested for the undergraduate version of this course (CSC550). No changes are needed to CSC750.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: n/a  Operating Expenses Impact: n/a  Equipment/Physical Facility Needs: n/a  Library Resources: n/a	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**CSC 750 Graphics Programming. (3) A.** Prerequisite: CSC 730 or departmental approval. 3-D geometry, model transformation, matrices, computer algorithms and protocols, texture mapping, camera control, and collision detection.

**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)*
CSC	750	Fall 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>English &amp; Theatre</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ENG 210</u> *Course Title ( <u>30 characters</u> ) <u>Enjoying Literature</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/5/09</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Graduate Council* <u>NA</u> Council on Academic Affairs _____	
College Curriculum Committee <u>10/19/09</u> General Education Committee* _____ Teacher Education Committee* <u>NA</u>	Approved _____ Disapproved _____ Faculty Senate** <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>	
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To prohibit students from receiving credit for both ENG 210 and the proposed ENG 210W course.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Spring 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b> The Department of English &amp; Theatre has proposed a writing-intensive course, ENG 210W, but will retain the original, non-writing-intensive ENG 210. The course description of the original course needs to make clear that credit will not be allowed for both ENG 210 and ENG 210W.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None.</p> <p><b>Operating Expenses Impact:</b> None.</p> <p><b>Equipment/Physical Facility Needs:</b> None.</p> <p><b>Library Resources:</b> None.</p>	



**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**ENG 210 Enjoying Literature. (3) I, II.** Prerequisite: ENG 102 or 105 or HON 102. Understanding and enjoying the distinctive aesthetic qualities, forms and meanings of literary works within ethical and cultural contexts. Gen. Ed. IIIB or VII (AH). Credit not awarded for students with credit for ENG 210W.

**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)*
ENG	210	Spring 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> 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		N	FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**    **\*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	<u>ENG 210W</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

**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>English &amp; Theatre</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ENG 212</u> *Course Title <u>(30 characters)</u> <u>World Literature II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/5/09</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs _____
College Curriculum Committee <u>10/19/09</u> Approved _____ Disapproved _____		Faculty Senate** <u>NA</u>
General Education Committee* _____		Board of Regents** <u>NA</u>
Teacher Education Committee* <u>NA</u>		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To prohibit students from receiving credit for both ENG 212 and the proposed ENG 212W course.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Spring 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b> The Department of English &amp; Theatre has proposed a writing-intensive course, ENG 212W, but will retain the original, non-writing-intensive ENG 212. The course description of the original course needs to make clear that credit will not be allowed for both ENG 212 and ENG 212W.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None.</p> <p><b>Operating Expenses Impact:</b> None.</p> <p><b>Equipment/Physical Facility Needs:</b> None.</p> <p><b>Library Resources:</b> None.</p>	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**ENG 212 Survey of World Literature II. (3) I, II.** Prerequisite: ENG 102 or 105 or HON 102. Selected readings from masterpieces of world literature from the 17th century to the present. Gen. Ed. IIIB or VII (AH). Credit not awarded for students with credit for ENG 210W.

**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)*
ENG	212	Spring 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> 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		N	FR _____    JR _____ SO _____    SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**    **\*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	<u>ENG 212W</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

**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>English &amp; Theatre</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ENG 351</u> *Course Title ( <u>30 characters</u> ) <u>American Literature II</u> *Program Title _____ (Major <u>x</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/5/09</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>11/16/09</u> Approved _____ Disapproved _____ General Education Committee* _____ Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To prohibit students from receiving credit for both ENG 351 and the proposed ENG 351W course.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Spring 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b> The Department of English &amp; Theatre has proposed a writing-intensive course, ENG 351W, but will retain the original, non-writing-intensive ENG 351. The course description of the original course needs to make clear that credit will not be allowed for both ENG 351 and ENG 351W.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None.</p> <p><b>Operating Expenses Impact:</b> None.</p> <p><b>Equipment/Physical Facility Needs:</b> None.</p> <p><b>Library Resources:</b> None.</p>	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**ENG 351 American Literature II. (3) I, II.** Prerequisite: ENG 102 or 105 (B) or HON 102. A study of selected works by representative authors reflecting the chronological development of American literature from 1865 to the present. Credit not awarded for students with credit for ENG 351W.

**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)*
ENG	351	Spring 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> 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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**    **\*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	<u>ENG 351 W</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>English &amp; Theatre</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>ENG 351W</u> *Course Title (30 characters) <u>American Literature II</u> *Program Title _____ (Major <u>x</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/5/09</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>	Graduate Council* <u>NA</u> Council on Academic Affairs _____	Approved _____ Disapproved _____
College Curriculum Committee <u>11/16/09</u> General Education Committee* <u>NA</u> Teacher Education Committee* <u>NA</u>	Faculty Senate** <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>	
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          To offer a writing-intensive option to the existing English 351 course.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001) Spring 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	
<p><b>B. The justification for this action:</b> The course offerings in the Department of English &amp; Theatre need to include writing-intensive options for our majors.</p>	
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None.</p> <p><b>Operating Expenses Impact:</b> None.</p> <p><b>Equipment/Physical Facility Needs:</b> None.</p> <p><b>Library Resources:</b> None.</p>	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**ENG 351W American Literature II. (3) I, II.** Prerequisite: ENG 102 or 105 (B) or HON 102. A study of selected works by representative authors reflecting the chronological development of American literature from 1865 to the present. Credit not awarded for students with credit for ENG 351.

**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)*
ENG	351W	Spring 2010	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 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 23	
1	100%	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	ENG 102 or 105 (B) or HON 102
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	ENG 351
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.)

## ENG 351W: American Literature II

CRN:	Dr. Deborah Core
Term:	Case Annex 387
Time, Days:	Phone: 622-2093
Location:	<a href="mailto:deborah.core@eku.edu">deborah.core@eku.edu</a>
3 hours credit	Office hrs:

**Catalog Description:** ENG 351W American Literature II: Writing Intensive. (3) I, II.  
**Prerequisite:** ENG 102 or 105 or HON 102. A study of selected works by representative authors reflecting the chronological development of American literature from 1865 to the present. Credit will not be awarded to students who have credit for ENG 351.

**Text:** McMichael, George et al, eds. *Anthology of American Literature*, Vol. II, **9<sup>th</sup> ed.** Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.

### Student Learning Outcomes:

#### *Writing-Intensive Course Outcomes:*

1. Students will demonstrate a writing process that produces effective documents appropriate to course level.
2. Students will recognize effective writing strategies.

#### *Department of English and Theatre:*

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, non-fiction, and drama.

#### *Specific Course Outcomes:*

1. Students will demonstrate knowledge of the chronological and thematic development of American literature since the Civil War
2. Students will demonstrate knowledge of major writers and works of the age
3. Students will analyze the basics of canon formation and will apply the basics of critical thinking about literature
4. Students will think, speak, and write effectively as literary critics.

**Assignments and Grades:** Methods of assessment are as follows: *quizzes, short writings, class participation, two tests (midterm and final), and longer writing.*

Quizzes will be short and unannounced and given at the beginning of the class period, or after the break. They will be five-point multiple-choice quizzes.

Short writings will be 1 1/2 -2 page (typed) responses to study questions which follow the weekly reading assignments on the syllabus, in the smaller, italicized font. You'll do six writings out of the study questions offered for each class period. Please have at least two of the six turned in before the midterm exam (that will help us not get quite so rushed at the end). The best essay responses and writings will be thoughtful, carefully-argued, mechanically correct, and effectively detailed. See the sample and rubric attached. *Three of the short writings need to be revised after I return them to you. You'll give me the original with the revised version attached. If the revision is successful, I will record the*

*higher grade. You will not receive a higher score just for fixing mechanical problems but rather for re-thinking the content. As the semester progresses, your later papers should show that you have learned from the earlier ones.*

Class participation has to do with being in class promptly, being attentive, staying for the entire period, participating in small-group work, and being respectful of all others in the room. It doesn't mean you have to answer every question, although everyone should strive participate to the greatest degree that they can.

Tests will be a combination of essay and objective questions, covering lectures, discussion, and readings. The second test, given during finals week, will be non-comprehensive and equal in point value to the first test.

The longer writing is a piece of writing (7 or more pages) -that you'll work on throughout the term. It is **not** a research writing, but rather the exploration of a major literary idea that you'll use to explore and integrate the work of five authors. You'll make notes for, draft, add to, revise, and polish as we go along. I'll work with each of you individually on this, and I'll ask you to post drafts on Blackboard and do peer review in the classroom. We'll take class time to develop and hone ideas for this project. The final version should be extremely well thought-out and polished, showing the semester's work and reflection. See rubrics attached.

→ Also, for the longer writing, you must send an electronic copy to me at [Deborah.core@eku.edu](mailto:Deborah.core@eku.edu) by class time on 12/10. The document must be in Microsoft WORD; you must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

Quizzes (10) @ 5 points each = 50 points possible  
 Short writings (6) @ 20 points each = 120 points  
 Tests (2) @ 100 points each = 200 points  
 Participation @ 30 points = 30 points  
 Longer writing @ 100 points = 100 points (part of these points will be awarded for parts of the process)

Thus, 500 earned points are possible for the course. A = 500-450 points; B = 449-400 points; C = 399-350 points, D = 349-300 points; F = 299 points and below.

**Midterm grade notification:** I will email each of you your grade when I submit the grades on [date]. If you prefer to be notified in another form than email, just let me know. The midterm grade will be based primarily on your score on the first test, although the grade will be lowered if you have not turned in your first two short writings by that point.

**Attendance:** Students missing more than 20% of class meetings [insert number] will fail. Late work (quizzes, writing assignments) may not be made up. Tests may be made up only at my discretion, with appropriate documentation explaining the absence. If you have a personal situation that is potentially going to cause an attendance problem, please talk with me.

**Last Day to Drop:** [insert here and on course outline] is the last day to withdraw from full-

semester classes or from the university.

**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](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

**Academic Integrity:** Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Staying in Touch:** I am in my office most of the time and can be reached at the phone number above. However, the easiest way to get in touch is by email, at the address above. I'll try to arrive in Corbin early and be available to anyone who wants to talk before class, and I will always be free to chat after class as well.

### Course Outline

**Note: this course will be supplemented by an online component: you're enrolled under Blackboard. Check the course site often.**

8/27 Introduction to course and overview; quick reflective writing on topic to be assigned; introduction to the idea of period and genre (benefits and disadvantages of these divisions); introduction to Whitman and Dickinson.

[Friday 8/28 last day to drop without a W]

[Sunday 8/30 last day to add a class]

9/3 Choose "big idea" to work on for longer writing. Read 1-10 (introductory materials), Soaring or digging in? Whitman 54-79 (mid-page); 88-90 (sec. 24), 115 (mid-page)-116; 124-129 (top of page); Dickinson 188-220. *Writing topic: Dickinson and Whitman are both writers who confront the essentials of life, yet their styles (and lives) are vastly different. Choose a few lines from each on a similar topic (death, selfhood, etc.) and compare and contrast them.*

9/10 American fiction, "local color, and the canon. Read <http://faculty.tamu-commerce.edu/droyal/regionalism.htm>; Freeman, Jewett, Harte, and Cable 444-496. *Writing topics (choose one): One common way of looking at literature is through the development of conflict – the individual against self, society, one other individual, or fate/nature/God. Look at Louisa in "A New England Nun" through this vantage point. What sorts of conflict does she enact? OR "A White Heron" may be read on a surface level or on a more mystical or symbolic plane. Choosing the latter approach, discuss the possible symbolism of the tree, the hunter, the bird, and/or other figures in the tale. OR Regarding Cable's story – what makes it uniquely American? What makes it universal? OR Discuss differences between the portrayal of female characters in "local color" fiction by male as opposed to female authors.*

9/17 Realism evolves. Twain 221-223; 243-291 (end of Ch. XII); 44-54 (Twain as critic); Howells 22-30 (criticism); James 30-44 (criticism). *Writing topics: Hemingway famously said that all American literature comes from one novel, Huck Finn. Based on the bit that you have read, how do you see this being true? What aspects of American literature was Hemingway advocating when he made this comment? OR What do the three writers, fiction writers*

all writing as critics, have in common? What are their differences?

9/24 Realism evolves, later. James 540-579; Howells 529-539; Wharton 875-890 and Report on longer paper project: first two authors and treatment. *Writing topics: Compare Howells' Editha with Louisa in "New England Nun." OR Having read "Editha" and Howells' critical work, discuss how he does or does not live up to his own criteria for fiction. OR Compare Wharton's women to James' Daisy Miller.*

10/1 Wharton "Roman Fever" at [http://www.geocities.com/short\\_stories\\_page/whartonromanfever.html](http://www.geocities.com/short_stories_page/whartonromanfever.html); Intro to 20<sup>th</sup> century 981-992; Cather 1134-1152; Anderson 1194-1212. *Writing topics: Cather and Anderson are both sometimes clinical in their realism, referring to their fictional characters as "cases." How does this trait fit in with the modernism described in the introduction? OR If the fiction you read for today was all you knew about relations between the sexes in America, what would you conclude about such relations?*

10/8 The Harlem Renaissance (in prose). Hurston 1462-1474; Toomer 1452-1458. The writers of the Left Bank: Hemingway 1515-1528; Fitzgerald 1481-1515. *Writing topics: Hemingway and Fitzgerald are often seen as cornerstones of modern American fiction. Based on what you have read, what is that cornerstone all about? What are their preoccupations? OR Hurston has been criticized for not dealing with racism head-on, but she insisted, "I refuse to be tragically colored." Does "Six Bits" deal with racism, overtly or covertly? OR What are Dexter's "winter dreams"? How do they change?*

10/15 Midterm; need to have 2 (of 6) short writings turned in; introduction to "Southern Gothic."

[Friday 10/16 faculty submit midterm grades]

10/22 Faulkner 1529-1541; F. O'Connor 1889-1900; Baldwin 1867-1889. Report on project: two more authors. *Writing topics: "Sonny's Blues" gets much of its effect from careful use of a time line and the creation of a narrator's voice. Discuss how these work in the story. OR O'Connor often creates a central character who is literally devilish. Discuss the role of such a character in what you have read. Faulkner is often seen, with Hemingway and Fitzgerald, as an overpowering writer of his age. Based on what you have read, what is so important about Faulkner?*

10/29 Current voices in American fiction: Tan 2108-2117; Walker 2098-2105; Mason 2118-2128; Alexie 2369-2385. *Writing topic: Some could argue that with these writers, we are almost back to "local color." Do you think so? What are the universal issues that they deal with? OR We are so close to these writers (all of them living) that it is hard to see how each will be valued in the canon in fifty or a hundred years. Which of them do you think will "make it," and why? You might find it helpful to go back to James and other critics to make your case.*

[Friday 10/30 last day to withdraw from full-semester class or university]

11/5 Transition to American poetry: review handout, Dickinson and Whitman. Frost 1104-1120; Pound 1283-1287; Eliot 1307-1312. Discuss organizational plans for longer paper. Need to have 4 (of 6) short writings turned in. *Writing topics: Pound famously said of literature, "Make it new!" How does he follow his own advice? OR Frost has been called by an unadmiring critic "the poet of the revealing incident" and classed with minor c. American poets. Do you agree? If not -- what's great about Frost? OR "The Love Song of J. Alfred Prufrock" is often seen as a cornerstone of modern American poetry. What's so great about it? What is revolutionary or particularly modern?*

- 11/12 A. Lowell (handouts); Millay 1378-1381; Stevens 1381-1390. Fifth and final author chosen; *Writing topics: Millay and Lowell are marginal in the canon, some would say because of gender. What do you think? Should they have a more prominent place? OR Stevens' "Sunday Morning" is often paired with "Prufrock" as foundational to American verse. What do they have in common? How do they differ?*
- 11/19 The confessional voice: Roethke, Jarrell, Bishop, R. Lowell 173-1770, handouts. *Writing topics: compare the "fish" poems: what is the point of each, and how does it reach its poetic effect? OR Look at the image of nature in the Berry poem. How is this typical of American attitudes toward nature? Or is it?*
- 11/26 No class (Thanksgiving break)
- 12/3 The Harlem Renaissance (in verse). 1420-1452. Sanchez 1949-1957; Jordan 1962-1968; Dove 1968-1978. Draft of longer writing due; peer review and conferences with instructor. *Writing topic: These poets all have their own styles. Choose two poems that offer points of comparison and show how each achieves its effect. **Last chance to turn in a short writing!***
- 12/10 Our contemporaries: Rich 1820-1826, handouts. Oliver (handouts); Collins 2236-2363. **Folder and final (longer) writing due. Course evaluation given.**
- 12/17 **Final exam (non-comprehensive)**



### Rubric for longer-writing stages

(100 points total are possible for this project overall; 25 are to be awarded as the project goes on; see below.)

Topic on 9/3:	Clear, appropriate topic	= 5 points
	Vague topic	= 3 points
	No topic	= 0 points
2 paragraphs on 2 authors, 9/24:	Effective, focused	= 5 points
	Partial or less focused	= 3 points
	No paragraphs	= 0 points
2 added paragraphs on 2 more authors, integrated, 10/22:	Effective, integrated	= 5 points
	Partial or less effective	= 3 points
	No added paragraphs	= 0 points
Draft/peer review, 12/3:	Thoughtful comments	= 5 points
	Less thoughtful comments	= 3 points
	No draft/ review done	= 0 points
Self-assessment of process/revisions, due 12/10:	Thoughtful revisions	= 5 points
	Thin comments, few real revisions	= 3 points
	No revisions	= 0 points
Graded writing, due 12/10:	see below	= 75 points



How effectively does the writing address, through clear critical thinking, the topic it takes on?				
How effectively does the writing select quotations from the literary work to make its case?				
Does the writing use quotations gracefully, integrating them smoothly and correctly into sentences and paragraphs, citing them parenthetically?				
Does the writing develop fully to the length required (1 ½ - 2 pages)?				
Is the writing developed through a sensible and meaningful organizational pattern?				
Does the writing show control of mechanics and syntax?				
Does the writing show grace in transitions and sentence structure? Is word choice accurate?				

Overall comments and thoughts for revision:

Points: \_\_\_\_\_(of 20 possible)

### Some points to remember for short writings

- 1) At the top of the page, please put your **name**, the **due date** of the writing, and the **number that the writing is for you** – that is, if this is the third writing you’ve turned in, put “Writing #3.” That will help both of us keep track of what you have done so far.
- 2) Each writing should be neat and professional-looking, with standard font, font size, and margins.
- 3) Proofread and get rid of typos as well as mechanical errors.
- 4) When you quote, punctuation marks generally go inside the quotation marks.
- 5) Titles of short stories and poems go inside quotations marks.
- 6) When quoting from a poem, use the “slash” mark to indicate that you are quoting from two lines. Example:

Yeats’s “Sailing to Byzantium” initially describes an old man in negative terms, as “a paltry thing,/ A tattered coat upon a stick.”
- 7) Quote judiciously: don’t use long undigested quotes to bulk up your paper; use carefully chosen short ones to make a meaningful point.
- 8) Answer the question posed, clearly and thoughtfully.
- 9) You may use “I” your writing if it is appropriate, but be aware that too much “I” may mean that the paper is focused on you rather than on the work of literature. If you write, “I don’t see a lot of Romantic traits in this poem,” the subject of the sentence is you, not the poem. If you revise that sentence to “There are not many Romantic traits in this poem,” then you have created an idea that you can work on supporting – an arguable thesis. While our readings of a literary work always reflect ourselves – and we need to know and respect that fact – still, we don’t want to make our critical work so autobiographical that we lose sight of the literature!



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Richmond, Kentucky 40475-3102  
Serving Kentuckians Since 1906

College of Arts and Sciences  
Department of English and Theatre  
(859) 622-5861

467 Case Annex  
521 Lancaster Avenue  
Fax (859) 622-3156

Dr. Gerald Nachtwey  
Department of English and Theatre  
Case 467  
EKU CAMPUS

1 November 2009

Dear Jerry:

I'm writing to let you know that the course I proposed, ENG 351W, has been approved by the Curriculum Committee of the Department of English and Theatre and also by the TCAC (writing-intensive) Advisory Committee. It's my understanding ENG 351W will not replace the ENG 351 course in the catalogue but will be an alternative to it.

I think that you already have the other documents that you need to send this proposal on to the College Curriculum Committee, but if not, let me know. Attached you will find the course syllabus and letter of support from Dr. Keller, which were part of the TCAC approval process.

Thanks for your help. If you need any further documentation, just let me know.

Best regards,

A handwritten signature in black ink, appearing to read "Deborah Core".

Deborah Core  
Professor of English  
Director, Thinking and Communicating Across the Curriculum

Cc: Dr. James Keller



**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																																				
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<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)																																					
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title	English (B.A)																																				
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.																																					
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  To change ENG 499 from a required course to an elective</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)  Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b> There has been trouble in scheduling this course as it creates an overload for any faculty member, and this overload cannot be funded practically. Also, since this course was created, each individual emphasis in the major has modified or created its own capstone course which can be scheduled and staffed within traditional loads. ENG 499 will remain in the curriculum as an elective that can be offered when it can be funded and staffed.</p> <p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> no new faculty needed</p> <p><b>Operating Expenses Impact:</b> no additional expenses required</p> <p><b>Equipment/Physical Facility Needs:</b> no new equipment and facilities needed</p> <p><b>Library Resources:</b> current holdings acceptable</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.)

### English (B.A.)

*CIP Code: 23.0101*

Upon completion of an English degree with a Literature emphasis, graduates will: 1) demonstrate a clear sense of the chronological and thematic development of British and American literature, familiarity with canonical writers and works of the age, and a more specialized knowledge in various genres, periods, authors, and literary trends; 2) be prepared for post-baccalaureate professional lives; 3) demonstrate the ability to think, speak, and write more effectively as literary critics. Upon completion of an English degree with a Creative Writing emphasis, graduates will: 1) write a publishable work, critical or creative, and submit it through traditional means/e-submissions; 2) possess knowledge of appropriate writers, the history, pedagogies/theories/genres, 3) possess knowledge of and apply basic research methods in their works, creative or critical, as well as use these skills to research the literary/popular marketplace. Upon completion of the English degree with a Technical Writing emphasis, graduates will: 1) produce various types of technical documents required in the workplace that reflect knowledge of audience, purpose, clarity, and precision; 2) demonstrate competence with hardware/software expected of technical/professional writers.

**Major Requirements .....~~39-56~~ 40-57 hours**

**Core .....~~9~~ 10 hours**

ENG 301, 302\*\*, 474, 499.

**Options**

**Literature Emphasis .....30 hours**

ENG 350, 351, 352, 353, 410, and a minimum of 15 additional upper division literature hours, three of which must be in British literature and three in American literature, nine of the hours must be at the 400 and 500 level.

**Creative Writing Emphasis .....30 hours**

ENG 350, 351, 352, 353, 410, 490; a minimum of 12 additional hours selected from the following: ENG 306, 406, 407, 408, 409, 420, 502, 503, 504, or one course, for which prerequisites have been met, from the Technical Writing Emphasis.

**Technical Writing Emphasis .....30 hours**

ENG 350, 351, 352, 353, 410, and a minimum of 15 hours to include ENG 300, 400, 420, 491 and three hours selected from ENG 306, 406, 409, 500, 502, 510.

**Theatre Emphasis .....47 hours**

ENG 335, 430, and THE 110, 135, 150, 200, 210, 220, 235; 285 or 385; 300; three hours from THE 310, 311 or 320; THE 341, 390, 391, and 130/330 (4).

**Supporting Course Requirements**

**Literature Emphasis .....12 hours**

Six hours of a particular foreign language\* or American Sign Language and six hours from the following with no more than three hours from any one group: CMS 210, 300, 310; HIS 336, 340, 345, 346; THE 390, 391; CIS 212 or CSC 104.

**Creative Writing Emphasis .....12 hours**

Six hours of a particular foreign language\* or American Sign Language and six hours from the following with no more than three semester hours from any one group: CMS 320, 350; COM 201; JOU 305, 307; CIS 212 or CSC 104.

**Technical Writing Emphasis .....18 hours**

Six hours of a particular foreign language\* or American Sign Language and twelve hours from the courses below: CCT 290, 302, 570; ART 152, BEM 375; CIS 212 or CSC 104; COM 320A (one credit), 320B, 320C, 320D, 320E, 320F, 320G, 320H, and 320I; TEC 255, 355; CMS 250, 300, 320, 350; CSC 160, 177, 190; GCM 211, 212, 217, 316, 317.

**General Education Requirements .....42-48 hours**

Standard General Education program excluding block VIII (6 hours) for the Literature Emphasis, Creative Writing Emphasis, or Technical Writing Emphasis. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

**University Requirement .....1 hour**

ASO 100.

**Free Electives .....~~27-33~~ 28-34 hours**

**Total Curriculum Requirements .....128 hours**



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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 _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Foreign Languages & Humanities Arts & Sciences FRE 301 Survey of French Literature I  *Provide only the information relevant to the proposal.										
Proposal Approved by:												
Departmental Committee  <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> College Curriculum Committee General Education Committee* Teacher Education Committee*	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Date</th> <th style="text-align: center; border-bottom: 1px solid black;">Date</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">10/28/2009</td> <td style="text-align: center;">NA</td> </tr> <tr> <td style="text-align: center;">11/16/09</td> <td style="text-align: center;">NA</td> </tr> <tr> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>	Date	Date	10/28/2009	NA	11/16/09	NA	NA	NA	NA	NA	Graduate Council* Council on Academic Affairs Approved      Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.												

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add prerequisite to FRE 301 Survey of French Literature I.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010.	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Although the course description includes the phrase "taught in French," a few students with little or no knowledge of the language have insisted on trying to enroll in this course. It is therefore necessary to add the following prerequisite: FRE 204 or FRE 210 or equivalent proficiency with department chair approval.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**FRE 301 Survey of French Literature I. (3) A. Prerequisite: FRE 204 or FRE 210 or equivalent proficiency with departmental approval.** Selected readings from masterpieces of French literature, through the eighteenth century, with an introduction to the techniques of French literary analysis. Taught in French.

**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)*
FRE	301	Fall 2010	AS <input type="checkbox"/> X    JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____                      JR _____ SO _____                      SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**    **\*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	<u>FRE 204 or FRE 210 or equivalent proficiency with departmental approval.</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)



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(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 _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Foreign Languages & Humanities Arts & Sciences FRE 302 Survey of French Literature II _____ _____ _____
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	10/28/2009	Graduate Council* _____ NA Council on Academic Affairs _____ Approved _____ Disapproved _____
College Curriculum Committee General Education Committee* Teacher Education Committee*	11/16/09 NA 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><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Add prerequisite to FRE 302 Survey of French Literature II.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010.</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b>          Although the course description includes the phrase "taught in French," a few students with little or no knowledge of the language have insisted on trying to enroll in this course. It is therefore advisable to add the following prerequisite: FRE 204 or FRE 210 or equivalent proficiency with department chair approval.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> 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.)

**FRE 302 Survey of French Literature II. (3) A. Prerequisite: FRE 204 or FRE 210 or equivalent proficiency with departmental approval.** Selected readings from masterpieces of French literature of the nineteenth and twentieth centuries, with an introduction to the techniques of French literary analysis. Taught in French.

## 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)*
FRE	302	Fall 2010	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"/>	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No. \_\_\_\_\_ FRE 204 or FRE 210 or equivalent proficiency with 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) <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.	Foreign Languages & Humanities Arts & Sciences FRE 310 Topics in French: _____ _____ (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	10/28/09	Graduate Council* <span style="float: right;"><u>Date</u> NA</span>
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		
College Curriculum Committee	11/16/09	Council on Academic Affairs <span style="float: right;">NA</span>
General Education Committee*	NA	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	Faculty Senate** <span style="float: right;">NA</span>
		Board of Regents** <span style="float: right;">NA</span>
		Council on Postsecondary Edu.*** <span style="float: right;">NA</span>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise course description to still include language and culture but not literary topics; revise prerequisite language.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010.	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The new course FRE 312 French Literary Studies: _____ will be used to teach topics from French literature. In the future, therefore, FRE 310 will only be used for topics drawn from language and culture. (Although literature has been listed as a possible topic in the past, FRE 310 has not ever actually been used for a literary topic, and we wish to maintain and formalize this distinction.)	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact: NA</b> <b>Operating Expenses Impact: NA</b> <b>Equipment/Physical Facility Needs: NA</b> <b>Library Resources: NA</b>	

**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.)

**FRE 310 Topics in French: \_\_\_\_\_. (1-3) A.** Prerequisite: FRE 204 or FRE 210 or equivalent proficiency with departmental chair approval. May be retaken to a maximum of 9 hours if topic is different. Selected topics in French language, ~~literature~~, or culture.

**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)*
FRE	310	Fall 2010	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"/>	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	With <del>chair</del> <u>departmental</u> 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 Course Drop

Department Name	Foreign Languages & Humanities		
College	Arts & Sciences		
Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee:	_____ 10/28/2009 _____	Graduate Council*	_____
College Curriculum Committee:	_____	Council on Academic Affairs	_____
General Education Committee*:	_____	Approved ___ Disapproved ___	_____
Teacher Education Committee*	_____		
*If Applicable (Type NA if not applicable.)			

**Completion of A and B is required:**

**A. Effective date:** (Example: Fall 2009)  
Spring 2010

**B. The justification for this action: (course no longer taught/comment if other)**  
Drop courses from curriculum

**List all courses to be dropped**

Prefix	Number	Title	Comments:
FRE	400	French Literary Studies: _____	Drop course from curriculum
FRE	401	French Language Studies: _____	Drop course from curriculum

For Registrar Office Use Only: Copy Sent to: Graduate Council	Date: _____	Initial: _____	Version 1.2 02/26/09
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**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name: Foreign Languages & Humanities College: Arts & Sciences *Course Prefix & Number: FRE 312 *Course Title (30 characters): French Literary Studies: _____ *Program Title: _____ (Major __, Option __; Minor __; 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> 10/28/2009	<u>Date</u> Graduate Council* NA Council on Academic Affairs _____ Approved ___ Disapproved ___ Faculty Senate** NA Board of Regents** NA Council on Postsecondary Edu.*** NA
College Curriculum Committee: 11/16/09 General Education Committee*: NA Teacher Education Committee*: NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add new topics course <b>FRE 312 French Literary Studies:</b> _____. <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010. <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Most students majoring in French nowadays have no intention of pursuing graduate degrees in French literature, so we are dropping the more advanced FRE 400 literary topics course and replacing it with this more useful and more flexible FRE 312 course. It will allow us to tailor the course content more effectively to the needs of the students in our program.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> NA <b>Operating Expenses Impact:</b> NA <b>Equipment/Physical Facility Needs:</b> NA <b>Library Resources:</b> 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.)

**FRE 312 French Literary Studies:** \_\_\_\_\_. **(3) A.** Prerequisite: FRE 204 or FRE 210 or equivalent proficiency with department chair approval. A selected topic from the major French authors and literary movements. Taught in French. May be retaken to a maximum of nine hours, if content is different.

**Part III. Recording Data for New, Revised, or Suspended Program**

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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)*
<u>FRE</u>	<u>312</u>	Fall 2010	AS <u>X</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>9</u>	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>8</u>	<u>3</u>	<u>A, N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites \*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	<u>FRE 204 or FRE 210 or equivalent proficiency with departmental approval.</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)



## DEPARTMENT OF FOREIGN LANGUAGES AND HUMANITIES

**FRE 312 Les Philosophes du 18ème siècle**  
**CRN XXXXX Fall 2010**

**Dr. Rebecca King**  
**Case Annex 365 (622-1005)**  
**rebecca.king@eku.edu**

**FRE 312 French Literary Studies:** \_\_\_\_\_. (3) A. Prerequisite: FRE 204 or FRE 210 or equivalent proficiency with department chair approval. A selected topic from the major French authors and literary movements. Taught in French. May be retaken to a maximum of nine hours, if content is different.

**COURSE DESCRIPTION:** This FRE 312 is a study of French writers and *philosophes* of the eighteenth century. Selected works of literature from this period will be read, analyzed, and discussed in class. All discussions, assignments, and tests will be done in French. Lectures on historical background and literary movements will also be given in French.

**TEXTBOOK:** A Survey of French Literature, Vol. 3: The Eighteenth Century, 3rd edition, by Morris Bishop and Kenneth T. Rivers (Focus Publishing, 2005).

### **STUDENT LEARNING OUTCOMES:**

Students will demonstrate

- ▶ Ability to participate in class discussions in French with increasing self-confidence.
- ▶ Ability to express literary and philosophical concepts in clear and grammatically correct written French.
- ▶ Familiarity with well known authors and understanding of their works.
- ▶ Knowledge of the vocabulary and techniques of literary analysis necessary for preparing an *explication de texte*.

### **COURSE REQUIREMENTS:**

In addition to the daily reading assignments, from time to time you will have graded class activities and assignments: individual presentations, homework assignments, and/or short quizzes. Students who miss a daily quiz or assignment may **not** make it up, but the instructor will take into consideration any special circumstances when averaging grades for the semester. Doing your assignments and participating in class will be considered an essential part of this course and will count 150 points toward the final grade. You must finish assignments by the deadlines you are given in order to receive full credit for them. You will have two major exams (100 points each) during the semester and a Final Exam (150 points) which will contain a general review of material covered in the course plus more detailed questions on the material covered after the second exam. Exams will typically include excerpts to identify and briefly discuss, short questions on factual information, and discussion questions on literary topics.

The grading scale for this course will be the following:

**A** 90 - 100 %      **B** 80 - 89 %      **C** 70 - 79 %      **D** 60 - 69 %      **F** 0 - 59 %

**ATTENDANCE POLICY:** Almost all students who take this course are working on a major or a minor in French. You will be expected to attend every class, to arrive on time for each class, and to come prepared to participate. You may miss no more than three classes on the Tuesday/Thursday sequence without having your grade lowered one letter as penalty, and missing five or more classes will result in a grade of "F" --- unless you are able to justify these absences. Absences are usually excused only for participation in university-sponsored activities or for emergencies such as personal illness or a critical illness or death in

your immediate family. You are expected to be present to take the exams with the rest of your class on the indicated dates. If you miss an exam, you will not be allowed to make it up without a valid excuse (submitted in writing).

**Official e-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications will be sent to this EKU e-mail address. You are responsible for checking your e-mail daily.

**Note:** Students are advised that EKU's **Academic Integrity Policy** will be strictly enforced in this course. The Academic Integrity Policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding this policy may be directed to the Office of Academic Integrity.

**Note:** 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](mailto: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 calendar of information about the last day to drop the course without receiving a "W" and other deadlines is available in the Colonel's Compass at [www.eku.edu/compass](http://www.eku.edu/compass).

## TENTATIVE SCHEDULE OF ASSIGNMENTS

Week 1	Introduction et cadre historique Fontenelle, <i>Entretiens sur la pluralité des mondes: premier soir</i>
Week 2	Lesage, <i>Histoire de Gil Blas de Santillane</i> (extrait) Marivaux, <i>L'Île des esclaves</i>
Week 3	L'Abbé Prévost, <i>Histoire de Manon Lescaut</i> (extraits)
Week 4	Montesquieu, <i>Lettres persanes</i> (sélections) Montesquieu, <i>L'Esprit des lois</i> (sélections)
Week 5	Révision et conclusion EXAMEN I (insert date)
Week 6	Voltaire, <i>Candide ou l'optimisme</i> Voltaire, <i>Candide</i> (suite)
Week 7	Voltaire, <i>Candide</i> (conclusion) Diderot, <i>Le Neveu de Rameau</i> (extrait)
Week 8	Le libertinage Choderlos de Laclos, <i>Les Liaisons dangereuses</i> (extrait)
Week 9	Rousseau, <i>Discours sur l'origine de l'inégalité: Seconde partie</i> (extraits) Rousseau, <i>Émile, ou de l'éducation</i> (extraits)

- Week 10      Rousseau, *Confessions* (extraits)  
Bernardin de Saint-Pierre, *Paul et Virginie* (extrait)
- Week 11      Révision et conclusion  
EXAMEN II (insert date)
- Week 12      Buffon, homme scientifique et son *Discours sur le style* (extrait)  
Beaumarchais, *Le Mariage de Figaro* (extrait: *Le Monologue de Figaro*)
- Week 13      Vauvenargues, *Réflexions et Maximes* (extraits)  
Sade, *Justine* (extrait)
- Week 14      Chénier, *La Jeune Captive* (poème)  
Napoléon, *Citations* (sélections)
- Week 15      L'Assemblée nationale, *Déclaration des Droits de l'Homme et du Citoyen* (extraits)  
Conclusion

EXAMEN FINAL: (insert date and time of the final exam)



## DEPARTMENT OF FOREIGN LANGUAGES AND HUMANITIES

**FRE 312 Les Philosophes du 18ème siècle**  
**CRN XXXXX (3 hrs) Fall 2010**

**Dr. Rebecca King**  
**Case Annex 365 (622-1005)**  
**rebecca.king@eku.edu**

**FRE 312 French Literary Studies:** \_\_\_\_\_. (3) A. Prerequisite: FRE 204 or FRE 210 or equivalent proficiency with department chair approval. A selected topic from the major French authors and literary movements. Taught in French. May be retaken to a maximum of nine hours, if content is different.

**COURSE DESCRIPTION:** This FRE 312 is a study of French writers and *philosophes* of the eighteenth century. Selected works of literature from this period will be read, analyzed, and discussed in class. All discussions, assignments, and tests will be done in French. Lectures on historical background and literary movements will also be given in French.

**TEXTBOOK:** A Survey of French Literature, Vol. 3: The Eighteenth Century, 3rd edition, by Morris Bishop and Kenneth T. Rivers (Focus Publishing, 2005).

### STUDENT LEARNING OUTCOMES:

Students will demonstrate the ability to

- Analyze, interpret, and discuss in French with increasing self-confidence the relevant literary works.
- Compare and contrast differing literary and philosophical concepts in clear and grammatically correct written French.
- Analyze the essential ideas of each literary work and evaluate its influence and lasting importance.
- Apply the vocabulary and techniques of literary analysis necessary for preparing an *explication de texte* [an organized analysis of a literary text focusing on form and content].

### COURSE REQUIREMENTS:

In addition to the daily reading assignments, from time to time you will have graded class activities and assignments: individual presentations, homework assignments, and/or short quizzes. Students who miss a daily quiz or assignment may **not** make it up, but the instructor will take into consideration any special circumstances when averaging grades for the semester. Doing your assignments and participating in class will be considered an essential part of this course and will count 100 points toward the final grade. You must finish assignments by the deadlines you are given in order to receive full credit for them. You will have two major exams during the semester, one written *explication de texte* (two pages) and one *explication de texte* presented orally (10-15 minutes) in class. Each of these will be on a short passage chosen by you from the assigned readings. The Final Exam will contain a general review of material covered in the course plus more detailed questions on the material covered after the second exam. Exams will typically include excerpts to identify and briefly discuss, short questions on factual information, and discussion questions on literary topics.

Grades will be based on the following tests and activities:

Assigned class activities and/or quizzes .....	100 points
Two tests, 100 points each .....	200 points
Written <i>explication de texte</i> .....	50 points
Oral <i>explication de texte</i> .....	50 points
Final exam .....	<u>150 points</u>
course total .....	550 points

The grading scale for this course will be the following:

**A** 90 - 100 %      **B** 80 - 89 %      **C** 70 - 79 %      **D** 60 - 69 %      **F** 0 - 59 %

**ATTENDANCE POLICY:** Almost all students who take this course are working on a major or a minor in French. You will be expected to attend every class, to arrive on time for each class, and to come prepared to participate. You may miss no more than three classes on the Tuesday/Thursday sequence without having your grade lowered one letter as penalty, and missing five or more classes will result in a grade of “F” --- unless you are able to justify these absences. Absences are usually excused only for participation in university-sponsored activities or for emergencies such as personal illness or a critical illness or death in your immediate family. You are expected to be present to take the exams with the rest of your class on the indicated dates. If you miss an exam, you will not be allowed to make it up without a valid excuse (submitted in writing).

**Official e-mail:** An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications will be sent to this ECU e-mail address. You are responsible for checking your e-mail daily.

**Note:** Students are advised that ECU’s **Academic Integrity Policy** will be strictly enforced in this course. The Academic Integrity Policy is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu). Questions regarding this policy may be directed to the Office of Academic Integrity.

**Note:** **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@ecu.edu](mailto:disserv@ecu.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.**

**Calendar of important dates for the semester:** [Give holidays and the deadline for dropping a course.]

**Midterm grades**, based on Test I, the written two-page *explication de texte*, and class activities, will be made available in writing to each student individually (in class) before the deadline for posting midterm grades online.

## TENTATIVE SCHEDULE OF ASSIGNMENTS

Week 1	Introduction et cadre historique Fontenelle, <i>Entretiens sur la pluralité des mondes: premier soir</i>
Week 2	Lesage, <i>Histoire de Gil Blas de Santillane</i> (extrait) Marivaux, <i>L’Île des esclaves</i>
Week 3	L’Abbé Prévost, <i>Histoire de Manon Lescaut</i> (extraits)
Week 4	Montesquieu, <i>Lettres persanes</i> (sélections) Montesquieu, <i>L’Esprit des lois</i> (sélections) [Each student will select a topic from previously covered works for a written <i>explication de texte</i> and start preparing it to turn in before midterm.]

- Week 5 Révision et conclusion  
EXAMEN I (insert date)
- Week 6 Voltaire, *Candide ou l'optimisme*  
Voltaire, *Candide* (suite)  
[Written *explication de texte* is to be turned in.]
- Week 7 Voltaire, *Candide* (conclusion)  
Diderot, *Le Neveu de Rameau* (extrait)
- Week 8 Le libertinage  
Choderlos de Laclos, *Les Liaisons dangereuses* (extrait)
- Week 9 Rousseau, *Discours sur l'origine de l'inégalité: Seconde partie* (extraits)  
Rousseau, *Émile, ou de l'éducation* (extraits)
- Week 10 Rousseau, *Confessions* (extraits)  
Bernardin de Saint-Pierre, *Paul et Virginie* (extrait)
- Week 11 Révision et conclusion  
EXAMEN II (insert date)  
[Each student will select a topic from previously covered works by Voltaire, Diderot, or Rousseau for an *explication de texte* and start preparing it for oral presentation in class.]
- Week 12 Buffon, homme scientifique et son *Discours sur le style* (extrait)  
Beaumarchais, *Le Mariage de Figaro* (extrait: *Le Monologue de Figaro*)  
[*Explications individuelles*]
- Week 13 Vauvenargues, *Réflexions et Maximes* (extraits)  
Sade, *Justine* (extrait)  
[*Explications individuelles*]
- Week 14 [*Explications individuelles*]  
Chénier, *La Jeune Captive* (poème)
- Week 15 Napoléon, *Citations* (sélections)  
L'Assemblée nationale, *Déclaration des Droits de l'Homme et du Citoyen* (extraits)  
Conclusion

EXAMEN FINAL: (insert date and time of the final exam)

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 ( <u>30 characters</u> ) *Program Title *Provide only the information relevant to the proposal.	Foreign Languages & Humanities Arts & Sciences  French (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	10/28/2009	NA
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		
College Curriculum Committee	11/16/09	NA
General Education Committee*	NA	NA
Teacher Education Committee*	NA	NA
	Graduate Council*	NA
	Council on Academic Affairs	NA
	Approved <input checked="" type="checkbox"/> Disapproved	12/17/09
	Faculty Senate**	1/11/10
	Board of Regents**	4/19/10
	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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Add requirement of GPA 2.75 in courses for French major, reduce required hours from 128 to 120, and delete recommendation for supporting courses. Delete reference to FRE 400 and replace with FRE 312.</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>	<p><b>B. The justification for this action:</b></p> <p>Since the minimum required GPA for teaching majors has been changed to 2.75 by the College of Education, we wish to raise the GPA for both the French major and the French teaching major. In decreasing the number of hours required for the major from 128 to 120, we are responding to the current policy of the university. Deleting the specific recommendations for supporting courses in a second foreign language and in English will allow the majors more freedom in selecting the courses they take as electives. Most of our students try to combine a French major with another major, not necessarily another language, and thus need maximum flexibility in their choices of electives and supporting courses. The new course FRE 312 will replace FRE 400, which is being dropped, in the list of courses which can be taken to satisfy the requirement for six hours of literature.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> NA</p> <p><b>Operating Expenses Impact:</b> NA</p> <p><b>Equipment/Physical Facility Needs:</b> NA</p> <p><b>Library Resources:</b> 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.)

**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.)

**French (B.A.)**

*CIP Code: 16.0901*

**Major Requirements.....30 hours**

A student may major in French by completing a minimum of 30 semester hours in French courses numbered 200 and above. The following courses are required: FRE 340, 360; six hours from FRE 301, 302, 312, 313, 314, or 315; ~~or 400~~; and nine hours of upper division electives. A grade of “C” or higher is required in each course for credit toward the major.

Students must attain a 2.75 GPA in their major and are ~~also~~ required to pass a departmental proficiency exam which covers spoken and written language, culture, and literature.

**Supporting Course Requirements.....3 hours**

FCC 220 is required. ~~Strongly recommended: six hours in a second foreign language; three hours each in upper division English courses in grammar and literature.~~

**General Education Requirements.....45 hours**

Standard General Education program, excluding block IIIB. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

**University Requirement.....1 hour**

A SO 100.

**Free Electives.....49 41 hours**

**Total Curriculum Requirements.....~~128~~ 120 hours**

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Foreign Languages & Humanities Arts & Sciences  Minor in French (Major ____, Option ____, Minor <input checked="" type="checkbox"/> ; or Certificate ____)
Proposal Approved by:		
Departmental Committee	Date 10/28/2009	Graduate Council* Council on Academic Affairs
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Date NA
College Curriculum Committee	11/16/09	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		Date NA

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be 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 total required hours for French minor from 24 to 21 and reword recommended sequence of FRE courses.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

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**B. The justification for this action:**

The French minor currently requires a minimum of 12 hours upper division FRE courses plus FCC 220 as a supporting course. Only students with enough previous knowledge of French to enter the program in FRE 201 or 202 can complete the French minor with 24 hours of coursework. Students with little or no previous study of French must also take the beginning sequence of courses. We wish to change the requirement from 12 hours at the 300 level to a more realistic 9 hours at the 300 level, for a total minimum requirement of 21 hours for this minor. In addition, the currently recommended sequence for 200-level FRE courses makes a distinction which has proved to be unnecessary between students with two or more years of high school French and students with less French and thus requires a slight modification.

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**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** NA

**Operating Expenses Impact:** NA

**Equipment/Physical Facility Needs:** NA

**Library Resources:** NA

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**Minor in French**

**Requirements.....~~24~~ 18 hours**

A student may minor in French by completing a minimum of ~~24~~ 18 hours in French, 9 hours of which may include FRE 201, 202, 204, 210 and/or 295. A minimum of ~~12~~ 9 hours must be in courses numbered 300 and above. A grade of "C" or higher is required in each course for credit toward the minor.

[Students entering the program with two or more years of high school French should take FRE 201, 202 ~~or 204, 210, 204 or 210,~~ and ~~12~~ 9 hours of French at the 300 level or above. Students entering the program with no previous French should take FRE 101, 102, 201, 202, 204 or 210, and ~~12~~ 9 hours of French at the 300 level or above.]

**Supporting Course Requirements.....3 hours**

FCC 220

**Total Curriculum Requirements.....~~24~~ 21 hours**

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
		Fall 2010	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"/>	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**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"/> 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.	Foreign Languages & Humanities Arts & Sciences  Spanish (B.A.) (Major <u>  x  </u> , Option <u>  </u> ; Minor <u>  </u> ; or Certificate <u>  </u> )
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/28/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	<b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	11/16/09	Approved <input checked="" type="checkbox"/> Disapproved	12/17/09
General Education Committee*	NA	Faculty Senate**	1/11/10
Teacher Education Committee*	NA	Board of Regents**	4/19/10
		Council on Postsecondary Edu.***	NA

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 Add requirement of GPA 2.75 in courses for Spanish major, reduce required hours from 128 to 120, and delete recommendation for specific supporting courses.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

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**B. The justification for this action:**

Since the minimum required GPA for teaching majors has been changed to 2.75 by the College of Education, we wish to raise the GPA for both the Spanish major and the Spanish teaching major. In decreasing the number of hours required for the major from 128 to 120, we are responding to the current policy of the university. Deleting the specific recommendations for supporting courses in a second foreign language and in English and history will allow the majors more freedom in selecting the courses they take as electives. This flexibility is especially needed because of the reduced number of hours for electives and also by the trend toward more diversity in the students' goals and individual career plans.

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**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** NA

**Operating Expenses Impact:** NA

**Equipment/Physical Facility Needs:** NA

**Library Resources:** NA

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**Spanish (B.A.)**

*CIP Code: 16.0905*

**Major Requirements.....30 hours**

A student who majors in Spanish will take a minimum of 30 semester hours in courses numbered 200 and above; 21 of these hours must be at the 300 level or above. A grade of "C" or higher is required in each course for credit toward the major. Students must attain a 2.75 GPA in their major and are also required to pass a departmental proficiency exam which covers spoken and written language, culture, and literature.

~~Strongly recommended: six hours in a second foreign language; three hours each in upper division English courses in grammar and literature; HIS 384.~~

**General Education Requirements.....48 hours**

Standard General Education program. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

**University Requirement.....1 hour**

ASO 100.

**Free Electives.....49 41 hours**

**Total Curriculum Requirements.....~~128~~ 120 hours**

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
		Fall 2010	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"/>	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 16	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)





**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Geography &amp; Geology</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>GEO 456</u> *Course Title ( <u>30 characters</u> ) <u>Geographic Image Interpretation</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;">10-26-2009</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="4" style="text-align: center;"> <i>Is this a SACS Substantive Change?</i>           Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/16/09</td> <td>Approved _____ 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	10-26-2009	Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>				College Curriculum Committee	11/16/09	Approved _____ 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>																											
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		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 <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>																														

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change course title.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Course title should reflect what is the standard used in the discipline.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> NA  <b>Operating Expenses Impact:</b> NA  <b>Equipment/Physical Facility Needs:</b> NA  <b>Library Resources:</b> 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.)

**GEO 456 ~~Geographic Image Interpretation~~ Remote Sensing. (3) I.** Prerequisite: GEO 353 or departmental approval. Principles, data sources, acquisition, interpretation, analysis, and application of geographic imagery, including maps, air photos, shuttle photography, and satellite digital data. Hands-on computer GIS techniques. 2 Lec/2 Lab.

**Curriculum Change Form  
Course Drop**

Department Name	Geography & Geology		
College	Arts & Sciences		
Proposal Approved by:	<u>                Date                </u>		<u>                Date                </u>
Departmental Committee: _____	10-26-2009 _____	Graduate Council* _____	NA _____
College Curriculum Committee: _____	11/16/09 _____	Council on Academic Affairs _____	
General Education Committee*: _____	NA _____	Approved ____ Disapproved ____	
Teacher Education Committee* _____	NA _____		
*If Applicable (Type NA if not applicable.)			

**Completion of A and B is required:**

**A. Effective date:** (Example: Fall 2009)  
 Spring 2009

**B. The justification for this action: (course no longer taught/comment if other)**  
 These courses are no longer part of the geography program and are no longer scheduled.

**List all courses to be dropped**

Prefix	Number	Title	Comments:
GEO	101	Introduction to Geography	
GEO	201	Historical Geography I: Pre-Industrial Era	
GEO	202	Historical Geography II: Modern World	

For Registrar Office Use Only: Copy Sent to: Graduate Council	Date: _____	Initial: _____	Version 1.2 02/26/09
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**Editorial Change - Curriculum Form**  
**(Present only one curriculum editorial change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

Department Name	Geography & Geology		
College	Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Geology (B.S.)		
	(Major <u> X </u> , Option ____; Minor ____; or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	05-21-2009	
_____			

**Completion of A is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <ul style="list-style-type: none"> <li>• Correct errors in number of hours for supporting course requirements and free electives.</li> <li>• Correct excluded blocks for general education requirements.</li> </ul> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)</p> <p>Fall 2010</p>	
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**Part III. Recording Data for Revised Program**

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

New or Revised\* Program  
(\*Use ~~strikeout~~ for deletions and underlines for additions.)

**Geology (B.S.)**  
*CIP Code: 40.0601*

**Major Requirements.....44 hours**  
**Introductory Geology Course.....3 hours**  
GL Y 102 or 107 or 108 or 109 or 172 or 302 or 303 or 304 or GEO 210.  
**Geology Core.....26 hours**  
GL Y 309, 315, 409, 410, 415, 420, 550.  
**Geology Electives.....15 hours**  
Choose from GLY 351, 398, 408, 490, 499, 512, 535, 540, 580, GEO 456, 553, 556, and STA 215 or 270. The student may elect to substitute GLY 451 or an approved six semester hour summer field camp in geology for GLY 351 and one other course.  
**Supporting Course Requirements.....15-~~17~~ 21 hours**  
BIO 100 or BIO 121; GLY 210 or CHE 111 and 115; GEO 353 or 456; MAT 108 or higher; PHY 101 or higher.  
**General Education Requirements.....39 hours**  
Standard General Education program excluding blocks II, ~~VA IVA~~ and ~~VB IVB~~. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.  
**University Requirement.....1 hour**  
A SO 100.  
**Free Electives.....~~19~~ 15-21 hours**  
**Total Curriculum Requirements.....120 hours**

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<input type="checkbox"/> (Check one)	Department Name	Government
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	POL 551
<input type="checkbox"/> Hybrid Course (TCAC, "S," "W")	*Course Title ( <u>30 characters</u> )	Classical Political Theory
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/30/2009	Graduate Council*	11/20/09
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12/17/10
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b>	To change catalog description: Students cannot receive credit for both POL 551 and POL 551W; revise course title
<b>A. 2. Effective date:</b>	Spring 2010
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b>	Avoid course credit for W and non-W versions of same course.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b>	None
<b>Operating Expenses Impact:</b>	None
<b>Equipment/Physical Facility Needs:</b>	None
<b>Library Resources:</b>	None

## Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**~~POL 551 Classical and Medieval Political Theory. (3) A.~~** Cross-listed as PHI 551. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W or POL 551W.

## 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)*
POL	551	Spring 2010	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. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites** **\*\*See definitions on following page\*\***

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	<u>Credit not allowed with PHI 551, PHI 551W or POL 551W.</u>
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**

<b>(Check one)</b>	<b>Department Name</b>	Government
<input type="checkbox"/> New Course (Parts II, IV)	<b>College</b>	Arts and Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	<b>*Course Prefix &amp; Number</b>	POL 751
<input type="checkbox"/> Course Dropped (Part II)	<b>*Course Title (30 characters)</b>	Classical Political Theory
<input type="checkbox"/> New Program (Part III)	<b>*Program Title</b>	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	<b>*Provide only the information relevant to the proposal.</b>	

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	9/30/2009	Graduate Council*	11/20/09
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved	12/17/10
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*		Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b>	To prevent students from receiving credit for both POL 751 and PHI 551, PHI 551W, POL 551, POL 551W or PHI 751; revise course title
<b>A. 2. Effective date:</b>	Spring 2010
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b>	(if applicable)
<b>B. The justification for this action:</b>	To change the catalog description so that it accurately reflects course equivalents.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b>	None
<b>Operating Expenses Impact:</b>	None

**Equipment/Physical Facility Needs: None**

**Library Resources: N/A**

**Part II. Recording Data for Revised Course**

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

**New or Revised\* Catalog Text**

(\*Use ~~strikeout~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)  
POL 751 Classical ~~and Medieval~~ Political Theory. (3) A. Cross-listed as PHI 751. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W, POL 551, POL 551W or PHI 751.

**Part III. Recording Data for Revised Program**

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

**New or Revised\* Program**

(\*Use ~~strikeout~~ for deletions and underlines for additions.)

**Part IV. Recording Data for a Revised Course** (Record only **changed** course information.) **\*Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	751	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	GOVN
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)		Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	

Minimum GPA (when a course grouping or student cumulative GPA is required)

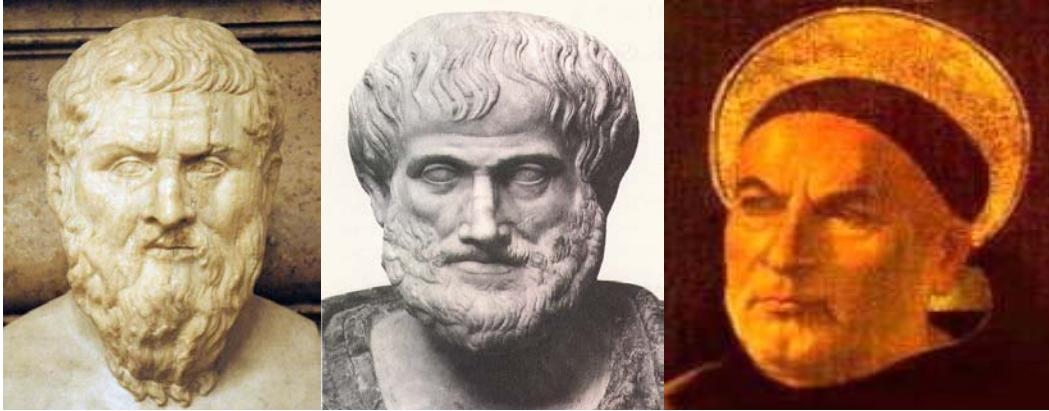
**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	Credit will not be awarded to students who have credit for PHI 551, PHI 551W, POL 551, POL 551W or PHI 751.
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**DEPARTMENT OF GOVERNMENT**  
**POL 751:**  
**CLASSICAL POLITICAL THEORY**



Spring 2010  
Meeting time: TR, 3:30-4:45 p.m.  
Classroom: Combs 114  
Office Hours: MWF 2-5 pm, or by appointment

Professor Steve Barracca  
Office: McCreary Hall 220  
Phone: 622-4395  
Email: [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu)

**COURSE DESCRIPTION**

*"The point of having an open mind, like having an open mouth, is to close it on something solid."  
--G. K. Chesterton*

POL 751 Classical Political Theory. (3) A. Cross-listed as PHI 751. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W, POL 551W or PHI 751. Students will read four classics of ancient and medieval political thought in order to become familiar with some of the foundational issues, concepts, and theories in the study of politics. The readings introduce students to political philosophers whose ideas had a major impact on the Western political tradition, including a great influence on the Founders of the United States. Accordingly, the course provides knowledge that is foundational for informed U.S. citizenship and an ability to understand and analyze politics in general.

The course has been organized into four units around the four required books. In Unit 1 students read Plato's *Republic*, which examines the nature of justice. In Unit 2, we turn to Aristotle's *Nicomachean Ethics*, which expands on Plato's discussion of the nature of virtue and justice and their centrality to politics. Unit 3 continues with Aristotle's *The Politics*, an evaluation of which political regime is best suited to bring about the good. Unit 4 concludes the course with Thomas Aquinas' *Treatise on Law*, an exploration of the foundation, types, and appropriate scope of law.

## REQUIRED READING MATERIALS

- Plato. *The Republic*. Translated by G. M. A. Grube and C. D. C. Reeve. Indianapolis: Hackett Publishing, 2nd edition, 1992, ISBN: 0872201368.
- Aristotle. *Nicomachean Ethics*. Translated by David Ross. Oxford: Oxford University Press, 1984. ISBN: 019-281518-0. Available on-line at <http://classics.mit.edu/Aristotle/nicomachaen.html>
- Aristotle. *The Politics*. Translated by T. A. Sinclair. London: Penguin Books, 1981. ISBN: 0-14-044421-1.
- St. Thomas Aquinas. *The Political Ideas of St. Thomas Aquinas: Representative Selections*. Edited by Dino Bigongiari. New York: Free Press, 1997. ISBN: 0-684-83641-6. Available on-line at <http://www.ccel.org/a/aquinas/summa/FS.html#TOC09>.

## STUDENT LEARNING OUTCOMES

*General Outcomes:* POL 751 is designed to achieve three General and Departmental educational outcomes:

1. *Substantive knowledge.* Students will increase their substantive knowledge of political science by understanding and explaining major concepts, theories, and processes that shape politics. Achievement will be assessed through written essays, quizzes, and participation in classroom discussion.
2. *Critical thinking.* Students will develop critical thinking skills by analyzing and evaluating the concepts and theories presented in the required readings, lectures, classroom discussions. Skill development will be evaluated through essay writing, peer writing evaluation exercises, and participation in classroom discussion.
3. *Effective communication.* Students will demonstrate an ability to clearly express their ideas orally and in writing. Assessment will occur through essay writing, peer writing evaluation exercises, and participation in classroom discussion.

*Specific Outcomes.* Having completed POL 751, students will be able to:

1. Explain and appraise Platonic and Aristotelian conceptions of justice and virtue, and their relationship to politics.
2. Describe the major features of Aristotle's regime types; cite the sources of instability inherent to each and how they can be preserved; and summarize and evaluate the arguments for and against each regime.
3. Discuss and assess the argument that mixed regimes (republics) are the best form of government.
4. Explain why the United States is a mixed regime, and evaluate the implications of this.
5. Restate and evaluate Aquinas' natural law theory.
6. Analyze contemporary political issues in light of classical and medieval political thought.

## Student Learning Outcomes that distinguish POL 751 from POL 551.

As a graduate-level course, students taking POL 751 will be held to higher standard of academic achievement than students taking POL 551. This means doing a greater quantity of work, but more importantly, a higher-level quality of work.

Greater quantity: Students in POL 751 will do more reading and writing. The four books we are reading in this course are very challenging, and multiple readings are required for students to really digest the arguments. While undergraduates are not expected to read the material more than once, graduate students are. The more times you can read it, the better you will understand it. In addition to multiple readings, graduate students will also be assigned portions of the books that undergraduates are not required to read. POL 751 also includes more writing. Students will have to complete seven short papers that are not assigned to undergraduates. Graduate students are also required to write 8 pages on their four unit essays, compared to the five-page limit for undergraduates.

Higher quality: At the graduate level, it is expected that students will demonstrate higher-level writing abilities and critical thinking skills than at the undergraduate level. This includes greater facility analyzing and synthesizing ideas presented in the course. Graduate students will demonstrate critical thinking skills by writing the seven short papers. In these assignments, students will respond to a focused question on a reading that will test comprehension and critical analysis. Students in POL 751 will also have a different set of questions for the four unit essays. These questions will require graduate students to think at a more abstract level and to evaluate and synthesize a broader range of material.

## GRADES AND ASSIGNMENTS

### Grades

At the end of the semester, an average of 90 or higher will earn an "A", an average of 80 to 89.9 will earn a "B", an average of 70 to 79.9 will earn a "C", and an average of 60 to 69.9 will earn a "D". Students who have not turned in all four essays, or who average below 60, will receive an "F".

### Grading Criteria

Criteria	Percentage of final grade	Due Date
7 Short Papers	30%	Weekly
4 Unit Essays	60%	See schedule
10 Pop Quizzes	5%	
Participation	5%	Weekly
Attendance	(see below)	Weekly

## Assignments

Short Papers. Students will write seven short papers, which combined are worth 30% of the grade. In these papers students will respond to questions that are designed to get them to explain and analyze a particular portion of the reading assignment for that week. The report should be typed in MS Word, single-spaced, and between 500-1000 words. The papers should be submitted on Blackboard.com prior to class for grading. The grade on a short paper will be lowered five points for each day it is late.

Essays. There will be four take-home essays assigned in this course, each worth 15% of your grade. On the first two essays, each student will submit a first draft and the instructor will provide detailed written feedback and a tentative grade. Each student will revise the paper based upon the feedback and will receive a final grade. Papers will be evaluated according to the criteria specified under “Evaluation of Written Work” (see below). All but the final essay will be submitted on Blackboard before the beginning of class on the due date listed in the assignment schedule (see last page of the syllabus) . The final essay is to be submitted on Blackboard on May 5 by 11:55 p.m. The grade on an essay, including the two re-writes, will be lowered five points for each day it is late. The essays must be typed, double spaced, with one-inch margins, a minimum font size of 12 points, and a maximum of eight pages. In addition, it must have a cover page giving your name, student ID number, the date, the course, the instructor's name, and a brief title. No bibliography is necessary except when citing a reading that was not assigned. When conveying the idea of an author or directly quoting from assigned readings, put the citation in the text as a parenthetical reference in the following format: (Plato, 105), (Ethics, 26), (Politics, 220), (Aquinas, 54). All direct quotes should be set within quotation marks.

Quizzes. To encourage students to keep up with the reading, ten quizzes will be given on Blackboard during the semester. Grades on the quizzes will be averaged and curved at the end of the semester, and this will count toward 5% of your grade. In order to give students flexibility the quizzes will be available on Blackboard from the first day of the semester until the last day of classes (Friday, April 30 at 11:55 pm). However, I would strongly recommend taking quizzes as soon as possible after doing the reading assignment and listening to the lecture. You will do better on these tests when the material is fresh in your mind. A quiz will only cover one reading assignment. To see which reading assignment is covered by each quiz see the document “What the Quizzes Cover,” in the Quizzes section of Blackboard. To access the test, click on the "Quizzes" menu button on the Blackboard site for this course and click on the link for the appropriate test. For further instructions on taking quizzes, please consult the document “Quiz Instructions,” located in the “Quizzes” section of Bb.

Participation. Students are expected to participate in lecture classes by answering questions posed by the instructor, as well as asking questions and making comments. Student participation will also be evaluated based on the student’s contribution to the Peer Writing Circles, where they are required to provide thoughtful and constructive oral and written feedback on their peers’ essay outlines. Participation will count toward 5% of your grade.



Attendance. Students can miss five classes during the semester. For every additional absence, the student's final grade will be lowered by five points. While I make this allowance for absences, students should be aware that missing any classes will have a negative impact on their grade. This is the case because the lectures will provide information that is important for writing the essays and taking the quizzes, and missing classes will affect the participation grade.

### **Evaluation of Written Work**

In order to help students develop their writing skills, students will participate in four in-class "Peer Writing Circles." On these class days, students will meet in small groups consisting of four students. The members of the circle will exchange hard copies of draft essays. Students will evaluate each other's essays based on the criteria provided on the course document, "Peer Writing Evaluation." By the end of the class period, each member of the circle will complete three written evaluations, one for each of their peers' essays. These evaluations will be given to each author at the end of the class, and the author will use the evaluations in re-writing their essay.

For the second essay, you must send an electronic copy of the final draft to me at [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu) by March 16 at 11:59 pm. (1) The document must be in Microsoft Word; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of the writing intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

In grading students' essays, I will use the following four equally-weighted criteria:

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the question. This component requires you to evaluate the theorists' work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.
2. **Support:** Each essay should provide support for the claims articulated in the argument. This support may include empirical evidence, such as survey data or current or historical examples. The support may also be more theoretical in nature, where a student uses deductive reasoning to analyze political problems. As part of sound argumentation, students should rebut obvious counterarguments.
3. **Competence or Knowledge:** Each essay should demonstrate an understanding of the theoretical works under discussion. You should be able to demonstrate an understanding of the content of the theorist's work and how the principles outlined differ from the works of other theorists. You should also be able to articulate the political implications of the works.
4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your

substantive knowledge and critical thinking ability in clearly organized, cogent and succinct essays that are well-organized and written with proper grammar and a lucid style. For further guidance on how writing will be assessed, see the document “General Education Scoring Guide for Written Communication,” available under “Course Documents” in Blackboard.

**Last Day to Drop the Course:** January 18; Last day to withdrawal with a W: March 19

## **PODCASTS OF UNIT 2-4 LECTURES AVAILABLE**

Podcasts of the lectures are available so that students who miss a class don't have to miss the lecture. To download audio lectures, click on the “Podcasts” menu button on the Blackboard homepage for this course. Then click on the document “Audio Lecture Key.” Each of the titles for the lectures in Units 2-4 is hyper-linked. Left-click on the link to listen to the podcast or right-click on the link to save it to your computer. These audio lectures are MP3 files. You can play them on any computer that has software for playing MP3 format, the most common being *Windows Media Player* and *Apple QuickTime*. You can also download the lectures to any portable audio device, such as an *iPod*. Students can also subscribe to the podcasts and get them downloaded to a podcast aggregator, such as *iTunes* or *Juice*. To do this, follow the instructions on the document “Subscribing to Podcasts” located in the “Podcasts” section of Blackboard.

## **UNIVERSITY DISABILITY ACCOMODATION STATEMENT**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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 DISABILITY ACCOMODATION STATEMENT**

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.

## **EKU ACADEMIC INTEGRITY POLICY**

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

## PLAGIARISM POLICY<sup>1</sup>

The essays that you submit through Blackboard in this course will automatically be processed through the “Safe Assignments” service. For each of your files:

- SA takes the text of your submission and compares it with a very large database of information from the Web, from many libraries and from other files submitted at ECU.
- Within a few hours of your submission, the results of this automatic comparison are available to you and your instructor. You can view them yourself by clicking through the link where you submitted the file.
- The results show how closely your text matches passages stored in the database, highlighting with color those areas of your text that are significantly similar to other works.
- When the report for your essay contains colored passages, you and your instructor can click a colored passage to see what the Safe Assignments tool found as a matching text.

My policy in this course is to evaluate a Safe Assignments report carefully, deciding whether the text-matches made visible in the report represent simple coincidences between your writing and that of others, or quotations with adequate documentation, or actual incidents of plagiarism.

- **Plagiarism occurs whenever you use the words or ideas of others and represent them as your own.**
- Some passages marked by SA with colored highlighting are, in fact, harmless coincidences or properly documented quotations. When a text-match made visible by Safe Assignments is, for example, simply the result of your copying the text of the assignment, or of your repeating a phrase or sentence that is routinely used in the course, you are not plagiarizing. SA will also identify quotations and some paraphrases as text matches, but if you have practiced careful citation of your sources, you are not plagiarizing.
- But **when your text matches closely or exactly** with sentences or paragraphs from SA’s collection of sources, **and when you do not give credit to the source**, I will suspect that you have indeed plagiarized the material.
- You are guilty of plagiarism equally when you copy a long passage from a single source (without proper citation) and when you string together phrases and sentences from several sources (without proper citation). You also plagiarize when you copy quotations-with-citations from other sources, leaving the impression that you consulted those sources yourself, or when you present research actually done by others as though it were your own. **It doesn’t matter whether your sources are printed or on the Web; representing the words or ideas of others as your own is plagiarism.** If you are in doubt about whether to cite a source for something in your essay, always cite it.

When plagiarism has occurred, ECU’s policies provide three levels of penalties, and allow the instructor to decide which level to invoke.

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<sup>1</sup> Quoted in full from text created by Dr. Gene Kleppinger, Online Learning, Eastern Kentucky University, 2005.

- The instructor may assign a failing grade to the assignment. (This is the MINIMUM penalty).
- The instructor may assign a failing grade for the course.
- The instructor may recommend the case to the Department, administration, or the Office of Academic Integrity for further action, up to and including dismissal from the university.

**I follow these rules, and if you plagiarize in this course, you will be penalized accordingly. ECU's Academic Integrity Policy requires that all incidents of plagiarism be reported to the Office of Academic Integrity, even if the instructor recommends no further action. The Office of Academic Integrity tracks all reports of plagiarism to reveal patterns of repeated dishonesty. See the ECU Academic Integrity Policy for further procedural details.**

How to protect yourself:

- **Do your own work.** If you use the words or ideas of others, give proper credit. Using the work of others responsibly—and crediting them for their contributions—helps to establish the credibility of your own conclusions, and makes the other authors (not you) responsible for the truth of what is being said.
- You should review the SA report for each of your essays. If you see significant areas of colored text, be sure that you have included an appropriate citation from material that you have quoted or paraphrased. If you see that you need to add proper documentation to an essay you have submitted, explain this to me (via email or phone) and if appropriate I will reset your attempt so you can correct the omissions and submit your file again.
- If I contact you about an SA report, be prepared to respond openly and honestly. Trying to excuse an instance of plagiarism by saying that you “don’t know how it could have happened” only complicates your position. If you have a reasonable explanation—if, for example, I have overlooked your citation of the source—you may certainly respond with that. But if plagiarism has occurred, you must accept the penalty and learn how to practice academic honesty.

## LECTURE, READING, & ASSIGNMENT SCHEDULE

Date	Topics	Assignment
<b>UNIT 1: <i>The Republic</i>. What is justice?</b>		
1/12	Introduction to the Course and Plato	
1/14	What is Justice?	Books I & II
1/19	Education in the City and the Soul	Book III
1/21	Virtues in the City and the Soul	Book IV and V
1/26	The Philosopher Kings and Metaphysics	Books VI & VII (up to 521c)
1/28	The Five Regimes	Book VIII
2/2	The Tyrannical Man and Conclusions	Books IX & X (608d-end)
2/4	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 2: <i>Nicomachean Ethics</i>. What is the highest human good?</b>		
2/9	Introduction to Aristotle	<i>Essay 1 due on Blackboard</i>
2/11	The Highest Human Good	Book I
2/16	Moral Virtue & the Doctrine of the Mean	Book II
2/18	The Nature of Specific Moral Virtues	Book III & IV
2/23	Justice	Book V & VI
2/25	Friendship and Politics	Book VIII; <b>Rewrite due</b>
3/2	The Virtuous Republic	
3/4	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 3: <i>The Politics</i>. What is the best regime?</b>		
3/16	Introduction to <i>The Politics</i>	<i>Essay 2 due on Blackboard</i>
3/18	Theory of the State & Regimes	I, i-ii, III, vi-viii; IV, ii-iii
3/23	Regimes and Distributive Justice	III, ix- xviii
3/25	Kingship, Tyranny, Aristocracy, Oligarchy	IV, v-vii & x; V, vi-vii & x-xi, VI, vi-vii
3/30	Democracy	IV, iii-iv & vi; V, v; VI, ii-v; <b>Re-write due</b>
4/1	The Mixed Regime or Polity	IV, xiii-ix & xi-xii; V, viii-ix; VI, iii
4/6	The United States as a Mixed Regime	
4/8	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 4: Aquinas: What is the foundation of law?</b>		
4/13	Introduction	<i>Essay 3 due on Blackboard</i>
4/15	The Grand Design of Law	Questions 90, 91, & 92
4/20	The Natural Law	Questions 93 & 94
4/22	Human Law and Special Problems	Question 95, 96, & 97
4/27	Alternatives to Natural Law Theory	
4/29	Peer Writing Circles	In-class evaluation of draft essays
5/5	<i>Essay 4 due on Blackboard by 11:55 pm.</i>	

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name: <u>Government</u> College: <u>Arts and Sciences</u> *Course Prefix & Number: <u>POL 551W</u> *Course Title ( <u>30 characters</u> ): <u>Classical Political Theory: W</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 9/30/2009	<u>Date</u> 11/20/09
	Is this a SACS Substantive Change? <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	
Departmental Committee	10/19/2009	Graduate Council* 11/20/09
College Curriculum Committee		Council on Academic Affairs
General Education Committee*		Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	NA	12/17/10
		Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> To create a POL 551 course that incorporates substantive writing assignments and is designated as a writing intensive course.	
<b>A. 2. Effective date:</b> Spring 2010	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Courses with substantive writing requirements can now be identified with a W following the course number. This will allow courses to be easily identified by students and tracked for assessment purposes. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> None  <b>Operating Expenses Impact:</b> None  <b>Equipment/Physical Facility Needs:</b> None  <b>Library Resources:</b> None	

## Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

POL 551W Classical Political Theory. (3) A. Cross-listed as PHI 551W. Prerequisites: ENG 102 or ENG 105(B) or HON 102. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W or POL 551.

## Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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	551W	Spring 2010	AS <input type="checkbox"/> X    JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u> Laboratory <u>    </u> Other <u>    </u>		Cip Code (first two digits only) 42	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR <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>	<b>FOR BANNER USE ONLY</b>  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-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.	ENG 102 or ENG 105(B) or HON 102.
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

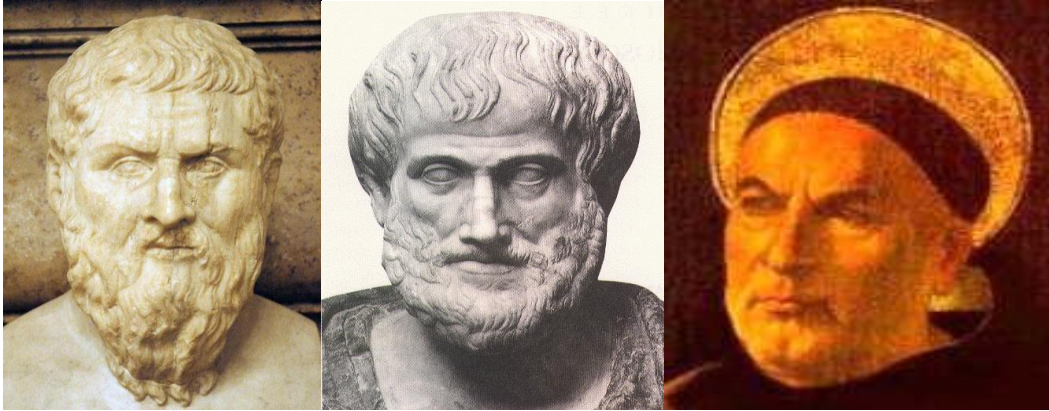
Course Prefix and No.	Credit not allowed with POL 551, PHI 551 or PHI 551W.
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			



**DEPARTMENT OF GOVERNMENT**  
**POL/PHI 551(W):**  
**CLASSICAL POLITICAL THEORY**



Spring 2010  
Meeting time: TR, 3:30-4:45 p.m.  
Classroom: Combs 114  
Office Hours: MWF 2-5 pm, or by appointment

Professor Steve Barracca  
Office: McCreary Hall 220  
Phone: 622-4395  
Email: [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu)

**COURSE DESCRIPTION**

*"The point of having an open mind, like having an open mouth, is to close it on something solid."  
--G. K. Chesterton*

POL 551(W) is a three credit-hour course that requires senior standing. The course examines Western political thought from Plato to Aquinas. Students will read four classics of ancient and medieval political thought in order to become familiar with some of the foundational issues, concepts, and theories in the study of politics. The readings introduce students to political philosophers whose ideas had a major impact on the Western political tradition, including a great influence on the Founders of the United States. Accordingly, the course provides knowledge that is foundational for informed U.S. citizenship and an ability to understand and analyze politics in general.

The course has been organized into four units around the four required books. In Unit 1 students read Plato's *Republic*, which examines the nature of justice. In Unit 2, we turn to Aristotle's *Nicomachean Ethics*, which expands on Plato's discussion of the nature of virtue and justice and their centrality to politics. Unit 3 continues with Aristotle's *The Politics*, an evaluation of which political regime is best suited to bring about the good. Unit 4 concludes the course with Thomas Aquinas' *Treatise on Law*, an exploration of the foundation, types, and appropriate scope of law.

## REQUIRED READING MATERIALS

- Plato. *The Republic*. Translated by G. M. A. Grube and C. D. C. Reeve. Indianapolis: Hackett Publishing, 2nd edition, 1992, ISBN: 0872201368.
- Aristotle. *Nicomachean Ethics*. Translated by David Ross. Oxford: Oxford University Press, 1984. ISBN: 019-281518-0. Available on-line at <http://classics.mit.edu/Aristotle/nicomachaen.html>
- Aristotle. *The Politics*. Translated by T. A. Sinclair. London: Penguin Books, 1981. ISBN: 0-14-044421-1.
- St. Thomas Aquinas. *The Political Ideas of St. Thomas Aquinas: Representative Selections*. Edited by Dino Bigongiari. New York: Free Press, 1997. ISBN: 0-684-83641-6. Available on-line at <http://www.ccel.org/a/aquinas/summa/FS.html#TOC09>.

## STUDENT LEARNING OUTCOMES

*General Outcomes:* POL 551(W) is designed to achieve three General and Departmental educational outcomes:

1. *Substantive knowledge.* Students will increase their substantive knowledge of political science by understanding and explaining major concepts, theories, and processes that shape politics. Achievement will be assessed through written essays, quizzes, and participation in classroom discussion.
2. *Critical thinking.* Students will develop critical thinking skills by analyzing and evaluating the concepts and theories presented in the required readings, lectures, classroom discussions. Skill development will be evaluated through essay writing, peer writing evaluation exercises, and participation in classroom discussion.
3. *Effective communication.* Students will demonstrate an ability to clearly express their ideas orally and in writing. Assessment will occur through essay writing, peer writing evaluation exercises, and participation in classroom discussion.

*Specific Outcomes.* Having completed POL 551(W), students will be able to:

1. Explain and appraise Platonic and Aristotelian conceptions of justice and virtue, and their relationship to politics.
2. Describe the major features of Aristotle's regime types; cite the sources of instability inherent to each and how they can be preserved; and summarize and evaluate the arguments for and against each regime.
3. Discuss and assess the argument that mixed regimes (republics) are the best form of government.
4. Explain why the United States is a mixed regime, and evaluate the implications of this.
5. Restate and evaluate Aquinas' natural law theory.
6. Analyze contemporary political issues in light of classical and medieval political thought.

## GRADES AND ASSIGNMENTS

### Grades

At the end of the semester, an average of 90 or higher will earn an "A", an average of 80 to 89.9 will earn a "B", an average of 70 to 79.9 will earn a "C", and an average of 60 to 69.9 will earn a "D". Students who have not turned in all four essays, or who average below 60, will receive an "F".

### Weighting of Assignments

Assignment	Percentage of final grade
4 Essays	80%
Pop Quizzes	10%
Participation	10%
Attendance	(see below)

### Assignments

Essays. There will be four take-home essays assigned in this course, each worth 20% of your grade. On the first two essays, each student will submit a first draft and the instructor will provide detailed written feedback and a tentative grade. Each student will revise the paper based upon the feedback and will receive a final grade. Papers will be evaluated according to the criteria specified under "Evaluation of Written Work" (see below). All but the final essay will be submitted on Blackboard before the beginning of class on the due date listed in the assignment schedule (see last page of the syllabus). The final essay is to be submitted on Blackboard on May 5 by 11:55 p.m. The grade on an essay, including the two re-writes, will be lowered five points for each day it is late. The essays must be typed, double spaced, with one-inch margins, a minimum font size of 12 points, and a maximum of five pages. In addition, it must have a cover page giving your name, student ID number, the date, the course, the instructor's name, and a brief title. No bibliography is necessary except when citing a reading that was not assigned. When conveying the idea of an author or directly quoting from assigned readings, put the citation in the text as a parenthetical reference in the following format: (Plato, 105), (Ethics, 26), (Politics, 220), (Aquinas, 54). All direct quotes should be set within quotation marks.

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For the second essay, you must send an electronic copy of the final draft to me at [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu) by March 16 at 11:59 pm. (1) The document must be in Microsoft Word; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of the writing intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

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1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the question. This component requires you to evaluate the theorists' work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.
2. **Support:** Each essay should provide support for the claims articulated in the argument. This support may include empirical evidence, such as survey data or current or historical examples. The support may also be more theoretical in nature, where a student uses

deductive reasoning to analyze political problems. As part of sound argumentation, students should rebut obvious counterarguments.

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4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your substantive knowledge and critical thinking ability in clearly organized, cogent and succinct essays that are well-organized and written with proper grammar and a lucid style. Writing will be assessed using the "General Education Scoring Guide for Written Communication," available under "Course Documents" in Blackboard.

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## PLAGIARISM POLICY<sup>1</sup>

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- SA takes the text of your submission and compares it with a very large database of information from the Web, from many libraries and from other files submitted at EKU.
- Within a few hours of your submission, the results of this autonomic comparison are available to you and your instructor. You can view them yourself by clicking through the link where you submitted the file.
- The results show how closely your text matches passages stored in the database, highlighting with color those areas of your text that are significantly similar to other works.
- When the report for your essay contains colored passages, you and your instructor can click a colored passage to see what the Safe Assignments tool found as a matching text.

My policy in this course is to evaluate a Safe Assignments report carefully, deciding whether the text-matches made visible in the report represent simple coincidences between your writing and that of others, or quotations with adequate documentation, or actual incidents of plagiarism.

- **Plagiarism occurs whenever you use the words or ideas of others and represent them as your own.**
- Some passages marked by SA with colored highlighting are, in fact, harmless coincidences or properly documented quotations. When a text-match made visible by Safe Assignments is, for example, simply the result of your copying the text of the assignment, or of your repeating a phrase or sentence that is routinely used in the course, you are not plagiarizing. SA will also identify quotations and some paraphrases as text

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<sup>1</sup> Quoted in full from text created by Dr. Gene Kleppinger, Online Learning, Eastern Kentucky University, 2005.

matches, but if you have practiced careful citation of your sources, you are not plagiarizing.

- But **when your text matches closely or exactly** with sentences or paragraphs from SA’s collection of sources, **and when you do not give credit to the source**, I will suspect that you have indeed plagiarized the material.
- You are guilty of plagiarism equally when you copy a long passage from a single source (without proper citation) and when you string together phrases and sentences from several sources (without proper citation). You also plagiarize when you copy quotations-with-citations from other sources, leaving the impression that you consulted those sources yourself, or when you present research actually done by others as though it were your own. **It doesn’t matter whether your sources are printed or on the Web; representing the words or ideas of others as your own is plagiarism.** If you are in doubt about whether to cite a source for something in your essay, always cite it.

When plagiarism has occurred, EKU’s policies provide three levels of penalties, and allow the instructor to decide which level to invoke.

- The instructor may assign a failing grade to the assignment. (This is the MINIMUM penalty).
- The instructor may assign a failing grade for the course.
- The instructor may recommend the case to the Department, administration, or the Office of Academic Integrity for further action, up to and including dismissal from the university.

**I follow these rules, and if you plagiarize in this course, you will be penalized accordingly. EKU’s Academic Integrity Policy requires that all incidents of plagiarism be reported to the Office of Academic Integrity, even if the instructor recommends no further action. The Office of Academic Integrity tracks all reports of plagiarism to reveal patterns of repeated dishonesty. See the EKU Academic Integrity Policy for further procedural details.**

How to protect yourself:

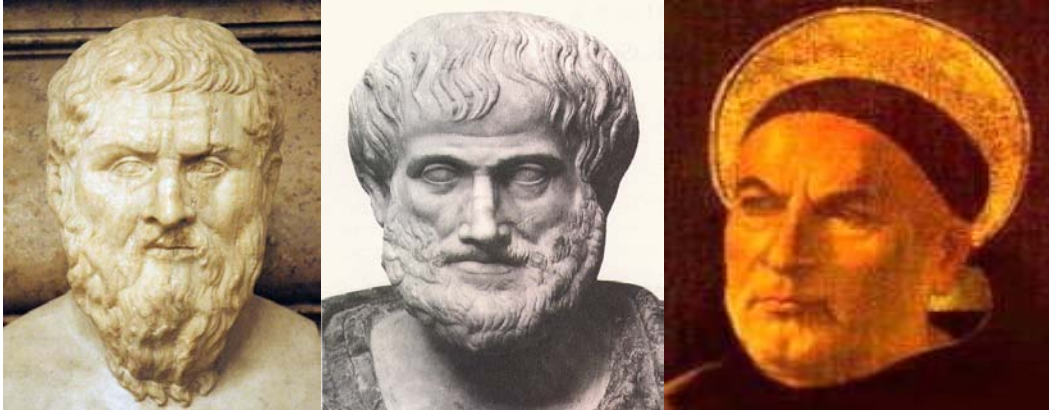
- **Do your own work.** If you use the words or ideas of others, give proper credit. Using the work of others responsibly—and crediting them for their contributions—helps to establish the credibility of your own conclusions, and makes the other authors (not you) responsible for the truth of what is being said.
- You should review the SA report for each of your essays. If you see significant areas of colored text, be sure that you have included an appropriate citation from material that you have quoted or paraphrased. If you see that you need to add proper documentation to an essay you have submitted, explain this to me (via email or phone) and if appropriate I will reset your attempt so you can correct the omissions and submit your file again.
- If I contact you about an SA report, be prepared to respond openly and honestly. Trying to excuse an instance of plagiarism by saying that you “don’t know how it could have happened” only complicates your position. If you have a reasonable explanation—if, for example, I have overlooked your citation of the source—you may certainly respond with that. But if plagiarism has occurred, you must accept the penalty and learn how to practice academic honesty.

## LECTURE, READING, & ASSIGNMENT SCHEDULE

Date	Topics	Assignment
<b>UNIT 1: <i>The Republic</i>. What is justice?</b>		
1/12	Introduction to the Course and Plato	
1/14	What is Justice?	Books I & II
1/19	Education in the City and the Soul	Book III
1/21	Virtues in the City and the Soul	Book IV and V
1/26	The Philosopher Kings and Metaphysics	Books VI & VII (up to 521c)
1/28	The Five Regimes	Book VIII
2/2	The Tyrannical Man and Conclusions	Books IX & X (608d-end)
2/4	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 2: <i>Nicomachean Ethics</i>. What is the highest human good?</b>		
2/9	Introduction to Aristotle	<i>Essay 1 due on Blackboard</i>
2/11	The Highest Human Good	Book I
2/16	Moral Virtue & the Doctrine of the Mean	Book II
2/18	The Nature of Specific Moral Virtues	Book III
2/23	Justice	Book V
2/25	Friendship and Politics	Book VIII; <b>Rewrite due</b>
3/2	The Virtuous Republic	
3/4	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 3: <i>The Politics</i>. What is the best regime?</b>		
3/16	Introduction to <i>The Politics</i>	<i>Essay 2 due on Blackboard</i>
3/18	Theory of the State & Regimes	I, i-ii, III, vi-viii; IV, ii-iii
3/23	Regimes and Distributive Justice	III, ix- xviii
3/25	Kingship, Tyranny, Aristocracy, Oligarchy	IV, v-vii & x; V, vi-vii & x-xi, VI, vi-vii
3/30	Democracy	IV, iii-iv & vi; V, v; VI, ii-v; <b>Re-write due</b>
4/1	The Mixed Regime or Polity	IV, xiii-ix & xi-xii; V, viii-ix; VI, iii
4/6	The United States as a Mixed Regime	
4/8	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 4: Aquinas: What is the foundation of law?</b>		
4/13	Introduction	<i>Essay 3 due on Blackboard</i>
4/15	The Grand Design of Law	Questions 90, 91, & 92
4/20	The Natural Law	Questions 93 & 94
4/22	Human Law and Special Problems	Question 95, 96, & 97
4/27	Alternatives to Natural Law Theory	
4/29	Peer Writing Circles	In-class evaluation of draft essays
5/5	<i>Essay 4 due on Blackboard by 11:55 pm.</i>	



**DEPARTMENT OF GOVERNMENT**  
**POL 551:**  
**CLASSICAL POLITICAL THEORY**



Spring 2010  
Meeting time: TR, 3:30-4:45 p.m.  
Classroom: Combs 114  
Office Hours: MWF 2-5 pm, or by appointment

Professor Steve Barracca  
Office: McCreary Hall 220  
Phone: 622-4395  
Email: [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu)

**COURSE DESCRIPTION**

*"The point of having an open mind, like having an open mouth, is to close it on something solid."  
--G. K. Chesterton*

POL 551 Classical Political Theory. (3) A. Cross-listed as PHI 551. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W or POL 551W. Students will read four classics of ancient and medieval political thought in order to become familiar with some of the foundational issues, concepts, and theories in the study of politics. The readings introduce students to political philosophers whose ideas had a major impact on the Western political tradition, including a great influence on the Founders of the United States. Accordingly, the course provides knowledge that is foundational for informed U.S. citizenship and an ability to understand and analyze politics in general.

The course has been organized into four units around the four required books. In Unit 1 students read Plato's *Republic*, which examines the nature of justice. In Unit 2, we turn to Aristotle's *Nicomachean Ethics*, which expands on Plato's discussion of the nature of virtue and justice and their centrality to politics. Unit 3 continues with Aristotle's *The Politics*, an evaluation of which political regime is best suited to bring about the good. Unit 4 concludes the course with Thomas Aquinas' *Treatise on Law*, an exploration of the foundation, types, and appropriate scope of law.

## REQUIRED READING MATERIALS

- Plato. *The Republic*. Translated by G. M. A. Grube and C. D. C. Reeve. Indianapolis: Hackett Publishing, 2nd edition, 1992, ISBN: 0872201368.
- Aristotle. *Nicomachean Ethics*. Translated by David Ross. Oxford: Oxford University Press, 1984. ISBN: 019-281518-0. Available on-line at <http://classics.mit.edu/Aristotle/nicomachaen.html>
- Aristotle. *The Politics*. Translated by T. A. Sinclair. London: Penguin Books, 1981. ISBN: 0-14-044421-1.
- St. Thomas Aquinas. *The Political Ideas of St. Thomas Aquinas: Representative Selections*. Edited by Dino Bigongiari. New York: Free Press, 1997. ISBN: 0-684-83641-6. Available on-line at <http://www.ccel.org/a/aquinas/summa/FS.html#TOC09>.

## STUDENT LEARNING OUTCOMES

*General Outcomes:* POL 551 is designed to achieve three General and Departmental educational outcomes:

1. *Substantive knowledge.* Students will increase their substantive knowledge of political science by understanding and explaining major concepts, theories, and processes that shape politics. Achievement will be assessed through written essays, quizzes, and participation in classroom discussion.
2. *Critical thinking.* Students will develop critical thinking skills by analyzing and evaluating the concepts and theories presented in the required readings, lectures, and classroom discussions. Skill development will be evaluated through essay writing and participation in classroom discussion.
3. *Effective communication.* Students will demonstrate an ability to clearly express their ideas orally and in writing. Assessment will occur through essay writing and participation in classroom discussion.

*Specific Outcomes.* Having completed POL 551, students will be able to:

1. Explain and appraise Platonic and Aristotelian conceptions of justice and virtue, and their relationship to politics.
2. Describe the major features of Aristotle's regime types; cite the sources of instability inherent to each and how they can be preserved; and summarize and evaluate the arguments for and against each regime.
3. Discuss and assess the argument that mixed regimes (republics) are the best form of government.
4. Explain why the United States is a mixed regime, and evaluate the implications of this.
5. Restate and evaluate Aquinas' natural law theory.
6. Analyze contemporary political issues in light of classical and medieval political thought.

## GRADES AND ASSIGNMENTS

### Grades

At the end of the semester, an average of 90 or higher will earn an "A", an average of 80 to 89.9 will earn a "B", an average of 70 to 79.9 will earn a "C", and an average of 60 to 69.9 will earn a "D". Students who have not turned in all four essays, or who average below 60, will receive an "F".

### Weighting of Assignments

Assignment	Percentage of final grade
4 Essays	80%
Pop Quizzes	10%
Participation	10%
Attendance	(see below)

### Assignments

Essays. There will be four take-home essays assigned in this course, each worth 20% of your grade. Papers will be evaluated according to the criteria specified under "Evaluation of Written Work" (see below). All but the final essay will be submitted on Blackboard before the beginning of class on the due date listed in the assignment schedule (see last page of the syllabus). The final essay is to be submitted on Blackboard on May 5 by 11:55 p.m. The grade on an essay will be lowered five points for each day it is late. The essays must be typed, double spaced, with one-inch margins, a minimum font size of 12 points, and a maximum of five pages. In addition, it must have a cover page giving your name, student ID number, the date, the course, the instructor's name, and a brief title. No bibliography is necessary except when citing a reading that was not assigned. When conveying the idea of an author or directly quoting from assigned readings, put the citation in the text as a parenthetical reference in the following format: (Plato, 105), (Ethics, 26), (Politics, 220), (Aquinas, 54). All direct quotes should be set within quotation marks.

Quizzes. To encourage students to keep up with the reading, ten quizzes will be given on Blackboard during the semester. Grades on the quizzes will be averaged and curved at the end of the semester, and this will count toward 10% of your grade. In order to give students flexibility the quizzes will be available on Blackboard from the first day of the semester until the last day of classes (Friday, April 30 at 11:55 pm). However, I would strongly recommend taking quizzes as soon as possible after doing the reading assignment and listening to the lecture. You will do better on these tests when the material is fresh in your mind. A quiz will only cover one reading assignment. To see which reading assignment is covered by each quiz see the document "What the Quizzes Cover," in the Quizzes section of Blackboard. To access the test, click on the "Quizzes" menu button on the Blackboard site for this course and click on the link for the appropriate test. For further instructions on taking quizzes, please consult the document "Quiz Instructions," located in the "Quizzes" section of Bb.

Participation. Students are expected to participate in lecture classes by answering questions posed by the instructor, as well as asking questions and making comments. Participation will count toward 10% of your grade.

Attendance. Students can miss five classes during the semester. For every additional absence, the student's final grade will be lowered by five points. While I make this allowance for absences, students should be aware that missing any classes will have a negative impact on their grade. This is the case because the lectures will provide information that is important for writing the essays and taking the quizzes, and missing classes will affect the participation grade.

### **Evaluation of Written Work**

In grading students' essays, I will use the following four equally-weighted criteria:

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the question. This component requires you to evaluate the theorists' work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.
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1/21	Virtues in the City and the Soul	Book IV
1/26	The Philosopher Kings and Metaphysics I	Books V & VII (up to 521c)
1/28	The Philosopher Kings and Metaphysics II	Book VI
2/2	The Five Regimes	Book VIII
2/4	The Tyrannical Man and Conclusions	Books IX & X (608d-end)
<b>UNIT 2: <i>Nicomachean Ethics</i>. What is the highest human good?</b>		
2/9	Introduction to Aristotle	<i>Essay 1 due on Blackboard</i>
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2/16	Moral Virtue & the Doctrine of the Mean	Book II
2/18	The Nature of Specific Moral Virtues	Book III
2/23	The Virtuous Republic Thesis	
2/25	Justice	Book V
3/2	Intellectual Virtues & the Unity of Virtues	Book VI
3/4	Friendship and Politics	Book VIII
<b>UNIT 3: <i>The Politics</i>. What is the best regime?</b>		
3/16	Introduction to <i>The Politics</i>	<i>Essay 2 due on Blackboard</i>
3/18	Theory of the State & Regimes	I, i-ii, III, vi-viii; IV, ii-iii
3/23	Regimes and Distributive Justice	III, ix-xiii
3/25	Kingship and Tyranny	III, xiv-xviii; IV, x; V, x-xi
3/30	Aristocracy and Oligarchy	IV, v-vii; V, vi-vii; VI, vi-vii
4/1	Democracy	IV, iii-iv & vi; V, v; VI, ii-v
4/6	The Mixed Regime or Polity	IV, xiii-ix & xi-xii; V, viii-ix; VI, iii
4/8	The United States as a Mixed Regime	
<b>UNIT 4: Aquinas: What is the foundation of law?</b>		
4/13	Introduction	<i>Essay 3 due on Blackboard</i>
4/15	The Grand Design of Law	Questions 90, 91, & 92
4/20	The Natural Law	Questions 93 & 94
4/22	Human Law	Question 95 and 96.1-3
4/27	Special Problems with Human Law	Questions 96.4-6 & 97
4/29	Alternatives to Natural Law Theory	
5/5	<i>Essay 4 due on Blackboard by 11:55 pm.</i>	





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21 September 2009

Dear Steve:

I'm writing to let you know that the TCAC Advisory Committee has approved your proposal for POL 551W. We're very happy to be adding this major-area course to those available to students.

The next step is to get the W course approved by your department curriculum committee, and then on to your college committee. You and your department will need to decide whether you intend to drop the old POL 551 and add the new writing-intensive version in its place, or keep both the old one and the new one. I'm copying this letter to Dr. Sara Ziegler, so that she will know officially that your course is approved at the TCAC level.

When you teach POL 551W, please remember to include on your syllabus this statement (filling in your own information, of course):

"For assignment X, you must send an electronic copy to me at [mary.doe@eku.edu](mailto:mary.doe@eku.edu) by (time/date). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing."

The assignment you ask to have submitted electronically should be the course's major writing assignment; you'll send it on to me (preferably, the whole class's papers on a CD), and it will be evaluated for assessment purposes. The particulars of the assessment process will be announced later this semester. Basically, it will be a day-long session in the summer. All W faculty will be invited to attend, and those who attend will receive a stipend.

Thanks again for your hard work in making your new course a reality. If there's anything I can do to help, please let me know.

Best regards,

A handwritten signature in black ink, appearing to read "Deborah Core".

Deborah Core  
Director, TCAC  
Professor of English

cc. Dr. Steve Barracca  
Dr. Onda Bennett



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<b>(Check one)</b>	Department Name	History
<input type="checkbox"/> New Course (Parts II, IV)	College	A&S
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HIS 246
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	World Civilizations I
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	10/15/09	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	11/16/09	Approved _____ Disapproved _____
General Education Committee*		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 change the title of HIS 246, "World Civilizations I," to "World Civilizations to 1500."

**A. 2. Effective date:** (Example: Fall 2001)  
Fall 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)  
NA

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**B. The justification for this action:**  
It is expected that removing the Roman numerals from the titles of both HIS 246, "World Civilizations I," and HIS 247, "World Civilizations II," will eliminate the common student misperception that the former is a prerequisite for the latter. The elimination of this misperception will likely boost student enrollment in HIS 247.

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**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**  
NA

**Operating Expenses Impact:**  
NA

**Equipment/Physical Facility Needs:**  
NA

**Library Resources:**  
NA

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**HIS 246 World Civilizations I-to 1500. (3) I, II.** Analyzes patterns of historical change and interaction in various world civilizations before the modern period. Credit not awarded for both HIS 246 and HIS 231. Gen. Ed. VA, VC, or VII (SBS).

**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>History</u> College <u>A&amp;S</u> *Course Prefix & Number <u>HIS 247</u> *Course Title (30 characters) <u>World Civilizations II</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date	Date
Departmental Committee	10/15/09	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	11/16/09	Council on Academic Affairs _____
General Education Committee*	_____	Approved _____ Disapproved _____
Teacher Education Committee*	NA	Faculty Senate** <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.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the title of HIS 247, "World Civilizations II," to "World Civilizations Since 1500." <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) NA	
<b>B. The justification for this action:</b> It is expected that removing the Roman numerals from the titles of both HIS 246, "World Civilizations I," and HIS 247, "World Civilizations II," will eliminate the common student misperception that the former is a prerequisite for the latter. The elimination of this misperception will likely boost student enrollment in HIS 247.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> NA <b>Operating Expenses Impact:</b> NA <b>Equipment/Physical Facility Needs:</b> NA <b>Library Resources:</b> NA	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**HIS 247 World Civilizations ~~H~~Since 1500. (3) ~~I, II~~. Analyzes patterns of historical change and interaction in various world civilizations during the modern period. Credit not awarded for both HIS 247 and HIS 232. Gen Ed. VA, VC, or VII (SBS).**

**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>History</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>BA in History</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date <u>10/15/09</u>	Date <u>NA</u>
Departmental Committee	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	Date <u>11/16/09</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>12/17/09</u>
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.)**

**A. 1. Specific action requested:** Approval of revised B.A. in History (non-teaching) reducing the number of required electives from 46 to 38 hours; revising total degree hours from 128 to 120; add HIS 349 under Major Requirements language.

**A. 2. Effective date:** Fall 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

**B. The justification for this action:** The reduction in elective hours will bring the total number of hours required for the major down to 120 hours. This will not adversely affect the substance of the major and is in keeping with the current university trend to reduce hours to 120. There is also an editorial change stating that HIS 349 Cooperative Study: History cannot count toward the major. This policy is already stated in the catalog course description for HIS 349, appears on DARS reports, and is enforced by Banner.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** None

**Operating Expenses Impact:** The proposal will not necessitate an increase in operating expenses.

**Equipment/Physical Facility Needs:** Equipment and physical facilities are adequate.

**Library Resources:** Library resources are adequate.

### 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.

#### **History (B.A.)**

*CIP Code: 54.0101*

##### **Program Objectives**

Upon successful completion of this program, graduates will be able to: 1) demonstrate knowledge of U.S. history, European history, and selected aspects of non-Western history at a high level; 2) demonstrate their ability to write effectively (all students in the program will complete term papers as part of their major requirements); and 3) execute a major research project utilizing both primary and secondary sources. All students in the baccalaureate program will submit prior to graduation a formal research project which includes both primary and secondary sources. In addition to pursuing careers in education, graduates of this degree program have found employment in business, journalism, public history, library work, government and law. A history degree is excellent preparation for law school as well as graduate programs in library science, public history and many other fields. Many employers value the research, writing and analytical skills developed through the study of history.

##### **Major Requirements.....33 hours**

HIS 201, 202, 203, 450, and 21 upper division hours with a minimum of six hours in each of the following distribution areas (including two of the following three courses: 302A, 302B, 302C):

Area I (U.S.): HIS 300A (3 hours), 302A, 303, 304, 305, 309, 401, 402, 403, 404, 405, 406, 407, 411, 412, 413, 415, 420, 424, 433, 435, or 516.

Area II (Europe): HIS 300B (3 hours), 301, 302B, 310, 336, 337, 339, 341, 342, 343, 344, 345, 346, 350, 363, or 365.

Area III (Non-Western): HIS 300C (3 hours), 302C, 308, 320, 330, 347, 374, 375, 378, 380, 383, 384, 385, 386, 388, 434, 474, or 475.

The remaining upper division history course may come from any of the above areas or from other upper division history courses except HIS 302A, B, C, 349.

##### **General Education Requirements.....48 hours**

Standard General Education program. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

##### **University Requirement.....1 hour**

ASO 100.

##### **Free Electives.....46 ~~38~~ hours**

At least three hours of one foreign language is strongly recommended. Students who plan to pursue a graduate degree are strongly encouraged to take at least six hours of a foreign language.

##### **Total Curriculum Requirements.....128 120 hours**





**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.	Mathematics and Statistics Arts & Sciences MAE 550 Teach Math in Sec School      
Proposal Approved by:		
	Date	Date
Departmental Committee	1/16/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/2/2009	Approved _____ Disapproved _____
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	3/24/2009	Board of Regents**
		Council on Postsecondary Edu.***
		N/A

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 To create a cross-numbered Mathematics Course to correspond with Secondary Mathematics Methods (ESE 550) from the Department of Curriculum and Instruction in the College of Education

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

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**B. The justification for this action:**  
 Secondary Mathematics Methods is currently being taught in the Department of Mathematics and Statistics, by Departmental faculty; the affected students are Departmental Majors (Mathematics and Statistics).

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**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**  
 Affected course can be taught by personnel in the Department of Mathematics and Statistics without overload implications.

**Operating Expenses Impact:**  
 Meets needs of College of Arts and Sciences and the College of Education.

**Equipment/Physical Facility Needs:** N/A

**Library Resources:** N/A

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**MAE 550 Teaching Mathematics in the Secondary School. (3) I. Cross-listed as ESE 550. Prerequisites: EDF 319, admission to professional education. Pre/Corequisites: EDF 413, SED 401. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 40 field/clinical 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 ~~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)*
<u>MAE</u>	<u>550</u>	Spring 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____ N/A	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____	Cip Code (first two digits only) <u>27</u>		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	N	FR _____	JR <input checked="" type="checkbox"/>
<u>W</u>	<u>3</u>		SO _____	SR <input checked="" type="checkbox"/>
<u>B</u>	<u>3</u>			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis <u>N/A</u>		
		Internship <u>N/A</u>		
		Independent Study <u>N/A</u>		
		Practicum <u>N/A</u>		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	<u>EDF 319</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>EDF 319</u>
Course Prefix and No.	
Test Scores/Other	<u>And Admission to Teacher Education</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>EDF 413 with concurrency and SED 401 with concurrency</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.	<u>Cross-listed as ESE 550</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**EASTERN KENTUCKY UNIVERSITY**  
**Department of Mathematics and Statistics**  
**MAE 550      Credit Hours: 3 hours      Fall 2009**  
**Teaching of Mathematics in the Secondary School**  
**CRN# 11500**

Wednesday      6:00 to 9:00 pm      Wallace 426  
Instructor Email: [robert.thomas@eku.edu](mailto:robert.thomas@eku.edu)      PHONE: (859) 622-2964      OFFICE: Wallace 302

OFFICE HOURS:      M/F:      By appointment.  
                                 Wednesday:      5:00 to 6:00 pm  
                                      By appointment: 12:00 to 5:00 pm  
                                 T/TH:      2:00 to 3:15 pm  
                                      4:45 to 6:00 pm  
                                      By appointment: 12:00 to 2:00 pm

A.      Course Description: Prerequisites: Education Core, admission to student teaching, major in mathematics or computer science/mathematics. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 40 field/clinical hours.

B.      Texts: None

Readings: Kentucky Department of Education.: Kentucky Core Content, Program of Studies  
National Council of Teachers of Mathematics, [Principles and Standards for School Mathematics](#). (Updated)  
Selected scholarly readings pertaining to the teaching of mathematics in the secondary schools.

C.      Student Learning Outcomes:

Participants will demonstrate the ability to:  
(analyze, synthesize, formulate, apply, and critique)

1.      Analyze the goals and objectives for mathematics education.
2.      Critique curriculum materials appropriate for utilization with students of different abilities, cultural backgrounds, and maturation levels.
3.      Analyze appropriate methods of instruction for utilization with students of different abilities, cultural backgrounds, and maturation levels.
4.      Categorize mathematical problems, select appropriate problem solving strategies, evaluate solution attempts (error analyses).
5.      Apply appropriate technology and other media into planning and instruction and analyze the results.
6.      Formulate and apply success classroom teaching techniques in real life mathematics teaching environments.

NCTM Standards (2003) – Secondary Mathematics Teachers

**Standard 6: Knowledge of Technology**

Candidates embrace technology as an essential tool for teaching and learning mathematics.

Indicator

6.1 Use and apply knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

## **Standard 7: Dispositions**

Candidates support a positive disposition toward mathematical processes and mathematical learning.

### Indicators

- 7.1 Attention to equity
- 7.2 Use of stimulating curricula
- 7.3 Effective teaching
- 7.4 Commitment to learning with understanding
- 7.5 Use of various assessments
- 7.6 Use of various teaching tools including technology

## **Pedagogy (Standard 8)**

In addition to knowing students as learners, mathematics teacher candidates should develop knowledge of and ability to use and evaluate instructional strategies and classroom organizational models, ways to represent mathematical concepts and procedures, instructional materials and resources, ways to promote discourse, and means of assessing student understanding. This section on pedagogy is to address this knowledge and skill.

## **Standard 8: Knowledge of Mathematics Pedagogy**

Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

### Indicators

- 8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.
- 8.2 Selects and uses appropriate concrete materials for learning mathematics.
- 8.3 Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.
- 8.4 Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.
- 8.5 Participates in professional mathematics organizations and uses their print and on-line resources.
- 8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics.
- 8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.
- 8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.
- 8.9 Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.

### Disability Accommodation Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at [disabilities@eku.edu](mailto:disabilities@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

D. Course Outline:

1. Goals and objectives of mathematics education
2. Methods of instruction
3. The role of Problem Solving
4. The role of Technology
5. Alternative Student Assessment and Grading Strategies
6. Enrichment and Enhancement
7. The Learning Environment
8. Preparing units of study
9. Preparing a professional library
10. Demonstrating Teaching and Teaching Strategies
11. Teaching as a profession

E. Course Requirements:

Learning experiences may include, but not be limited to:

12. Readings from textbooks, journals, electronic libraries, with Critical Analyses
13. Textbook reviews and analyses
14. Curriculum contrasts and comparisons
15. Praxis preparation
16. Technology assignments
17. Word processing assignment
18. Journal article critical analyses
19. Lesson plan or unit plan
20. Programmed instruction activity buster
21. Diagnostic materials
22. Reflections
23. Field Experiences
24. Other homework assignments

F. Assessment:

GRADING PROCEDURES:

Projects/Quizzes/Papers	(up to )	200 points
Presentation		100 points
Discussion Board		50 points
Portfolio		100 points
Final Exam		150 points
Clinical/Lab Hours (20 minimum)		100 points

(Points will be converted to % scores and grades will be assigned as per the scale below)

G. Evaluation of Performance

GRADING SCALE:

Course grade:				
Points:	630 or more	560 - 629	490 - 559	420 - 489
Grade:	A	B	C	D

The instructor will provide the students with written information on their progress in the course at the midpoint of the course.

Mid-term grade: The midterm grade will be the average of the midterm exam and any other collected assignments up to that date.

H. Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry arrival will be recorded as 1/2 absence. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

J. Last day to drop course or to withdraw from the University is included in the Class Schedule Book.

K. University Writing Requirement:

Baccalaureate degree students must take the exam in the first semester of enrollment after completing the 60th credit hour. Transfer students who transfer 60 credit hours or more must take the exam in the first semester of enrollment. Student failing to register for, take, and pass the UWR in the semester after they complete 60 credit hours will be subject to the enrollment limitations described in the undergraduate catalog.

L. Bibliography:

National Council of Teachers of Mathematics. Professional Standards for Teaching Mathematics.

Reston, VA: Author

National Council of Teachers of Mathematics (2000). Assessment Standards for School Mathematics.

Reston, VA: Author

NCTM Standards (2003) – Secondary Mathematics Teachers; Reston, VA: Author

M. Professional Education Strands:

<b>Kentucky TEACHER STANDARDS (February 2008)</b>
<b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>
1.1 Communicates concepts, processes, and knowledge.
1.2 Connects content to life experiences of student.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>
2.1 Develops significant objectives aligned with standards.
2.2 Uses contextual data to design instruction relevant to students.
2.3 Plans assessments to guide instruction and measure learning objectives.
2.4 Plans instructional strategies and activities that address learning objectives for all students.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
<b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>
3.1 Communicates high expectations.
3.2 Establishes a positive learning environment.
3.3 Values and supports student diversity and addresses individual needs.
3.4 Fosters mutual respect between teacher and students and among students.
3.5 Provides a safe environment for learning.
<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Implements instruction based on diverse student needs and assessment data.

4.3 Uses time effectively.
4.4 Uses space and materials effectively.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.
<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>
5.1 Uses pre-assessments.
5.2 Uses formative assessments.
5.3 Uses summative assessments.
5.4 Describes, analyzes, and evaluates student performance data.
5.5 Communicates learning results to students and parents.
5.6 Allows opportunity for student self-assessment.
<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>
6.1 Uses available technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction.
6.4 Uses available technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology.
<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>
7.1 Uses data to reflect on and evaluate student learning.
7.2 Uses data to reflect on and evaluate instructional practice.
7.3 Uses data to reflect on and identify areas for professional growth.
<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b>
8.1 Identifies students whose learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
8.3 Implements planned activities that enhance student learning and engage all parties.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>
9.1 Self assesses performance relative to Kentucky's Teacher Standards.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Designs a professional growth plan that addresses identified priorities.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Develops a plan for engaging in leadership activities.
10.3 Implements a plan for engaging in leadership activities.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

N. Academic Honesty/Behavior:

1. 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.
2. 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.



O. On-Line Component of MAE/ESE550

This course will be web-enhanced and modified on-line..

You will be required to use Blackboard as a portion of this class. In order to do this, you must activate your student email account.

By the end of the first week you must have logged into Blackboard and

1. entered your username for receiving email
2. made your email address visible on the class roster.
3. Answer the discussion question.
4. Respond to each of the other student responses.

If you have not used Blackboard previously, please see the instructions sheet.

The course may also utilize the Wimba on-line interactive teaching and learning system.

For more information, go to [www.wimba.com](http://www.wimba.com) .

Students are expected to check their EKU e-mail at least every day.

(Twice a day is recommended)

When you use email, you MUST include your name in the body of the email and the course you are taking.. Some people have usernames that seem to have little connection with the person sending the email. If, during the semester, you change your username, you MUST also change it within Blackboard

The computer keeps track of student use of Blackboard; the instructor has access to how much use you made of this online component.

P. The last day to drop this course with a "W" is 10/30/09.

FINAL EXAM: A comprehensive final exam will cover material presented during the course.

**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.	Mathematics and Statistics Arts & Sciences MAE 750 Teach Math in Sec School      
Proposal Approved by:		
	Date	Date
Departmental Committee	1/16/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	<b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/2/2009	Approved _____ Disapproved _____
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	3/24/2009	Board of Regents**
		Council on Postsecondary Edu.***
		N/A

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  To create a cross- numbered Mathematics Course to correspond with Secondary Mathematics Methods (ESE 750) from the Department of Curriculum and Instruction in the College of Education  <b>A. 2. Effective date:</b> (Example: Fall 2001) Spring 2010  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b>  Secondary Mathematics Methods is currently being taught in the Department of Mathematics and Statistics, by Departmental faculty; the affected students are Departmental Majors (Mathematics and Statistics)	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b>  Affected course can be taught by personnel in the Department of Mathematics and Statistics without overload implications.  <b>Operating Expenses Impact:</b>  Meets needs of College of Arts and Sciences and the College of Education.  <b>Equipment/Physical Facility Needs:</b> N/A  <b>Library Resources:</b> N/A	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**MAE 750 Teaching Mathematics in the Secondary School. (3) I. Cross-listed as ESE 750. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 96 field/clinical 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)*
<u>MAE</u>	<u>750</u>	Spring 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____ N/A	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>27</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____	
<u>W</u>	<u>3</u>		SO _____ SR _____	
<u>B</u>	<u>3</u>			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis <u>N/A</u>		
		Internship <u>N/A</u>		
		Independent Study <u>N/A</u>		
		Practicum <u>N/A</u>		

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores/Other	<u>Admission to professional education, MAT program, or COE Graduate program.</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.	<u>Cross-listed as ESE 750</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

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)			

1. Department of Mathematics and Statistics  
MAE 750 / ESE 750  
Course Title: Teach Math in Secondary School  
Credit Hours: 3 hours  
CRN#: XXXXX

Dr. Robert Thomas  
Wallace 302  
(859) 622-2964  
[robert.thomas@eku.edu](mailto:robert.thomas@eku.edu)

2. Course Description: Prerequisites: Education Core, admission to student teaching, major in mathematics or computer science/mathematics. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 40 field/clinical hours.

3. Texts:

National Council of Teachers of Mathematics, Principles and Standards for School Mathematics, 2000

4. Student Learning Outcomes:

Participants will demonstrate the ability to:  
(analyze, synthesize, formulate, apply, and critique)

1. Analyze the goals and objectives for mathematics education.
2. Critique curriculum materials appropriate for utilization with students of different abilities, cultural backgrounds, and maturation levels.
3. Analyze appropriate methods of instruction for utilization with students of different abilities, cultural backgrounds, and maturation levels.
4. Categorize mathematical problems, select appropriate problem solving strategies, evaluate solution attempt.
5. Apply appropriate technology and other media into planning and instruction and analyze the results.

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MAE/ESE 750 Graduate Expectations [Additional]

6. **Peer Observations** Students will reflect on experiences in conducting peer classroom observations and being observed.
7. **Action Research Project** Students will design and research an Action Research Project (with instructor approval), investigate the assigned topic(s) related to the proposed Project; conduct a review of the literature, and write up results.
8. **Research Assignment/Paper/Presentation** Students will work in groups to investigate and analyze assigned research topics; prepare and present findings and reflect on the processes.

**Disability Accommodation Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building, Room 361, by email at [disserv@eku.edu](mailto: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.

5. Last day to drop course or to withdraw from the University is included in the Class Schedule Book.

6. Attendance Policy

The student is responsible for presenting adequate reason for absence to the instructor in order to be given the opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

7. Evaluation of Performance

**GRADING PROCEDURES:**

Midterm Exam		150 points
Projects/Quizzes/Papers/Tests	(up to)	200 points
Presentation/Paper		150 points
Discussion Board		50 points.
Comprehensive Final Portfolio		150 points

(Points will be converted to % scores and grades will be assigned as per the scale below)

**GRADING SCALE:**

**Course grade:**

Points:	630 or more	560 - 629	490 - 559	420 - 489
Grade:	A	B	C	D

8. **OFFICE HOURS:** M/W/F by appointment  
Saturday: 12:00 noon to 1:00 pm; 4:30 to 6:00 pm  
On-line: Dates/Times TBA  
By Telephone (or by special appointment)

9. MAE 750 Assignments

Spring 2010

Due Midterm:

Writing Assignments 1	Midterm	(Individual)
Article Analysis 1	Midterm	(Individual)
Presentation	Midterm	(Group)
Discussion Forums	(Ongoing)	(Individual)
Observations	(Ongoing)	(Individual)

Before Endterm Class:

Presentation Reflection	TBA	(Individual)
Discussion Forums	(Ongoing)	(Individual)
Observations	(Ongoing)	(Individual)

For End-term:

Writing Assignment 2	(Individual)
Article Analysis 2	(Individual)
Research Paper/Presentation	(Group)
Meeting Hours	(Group)
Discussion Forums	(Individual)
Observations (w/Reflection)	(Individual)
Action Research Paper	(Individual)
Final Portfolio	(Individual)

- Class Meeting Dates
- Pre-term: January
  - Mid-term: March
  - End-term: May

10. The last day to drop this course with a “W” is in the Colonel’s Compass.

11. Disability Statement: **If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.**

12. Academic Integrity: **Students are advised that the ECU Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.**

### 13. Course Requirements:

Learning experiences may include, but not be limited to:

1. Readings from textbooks, journals, electronic libraries, with Critical Analyses
2. Textbook reviews and analyses
3. Curriculum contrasts and comparisons
4. Praxis preparation [If necessary]
5. Technology assignments
6. Word processing assignment
7. Journal article critical analyses
8. Lesson plan or unit plan
9. Programmed instruction activity buster
10. Diagnostic materials
11. Reflections
12. Field Experiences
13. Other homework assignments

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### **[MAE/ESE 750] Additional Expectations**

- 14. Peer teachers; Classroom Observations**
- 15. Action Research Project/Presentation/Reflection**
- 16. Research Assignment/Paper/Presentation/Reflection**

### 14. Course Outline:

1. Goals and objectives of mathematics education
2. Methods of instruction
3. The role of Problem Solving
4. The role of Technology
5. Alternative Student Assessment and Grading Strategies
6. Enrichment and Enhancement
7. The Learning Environment
8. Preparing units of study
9. Preparing a professional library
10. Demonstrating Teaching and Teaching Strategies
11. Teaching as a profession

### 15. Bibliography:

National Council of Teachers of Mathematics (1989). Curriculum and Evaluation Standards for School Mathematics. Reston, VA: Author

National Council of Teachers of Mathematics (1995). Assessment Standards for School Mathematics.

Reston, VA: Author

National Council of Teachers of Mathematics (2000). Professional Standards for Teaching Mathematics. Reston, VA: Author



[Official E-mail: An official ECU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.]

## **16. On-Line Component of MAE 750**

You will be required to use Blackboard as a portion of this class. In order to do this, you must activate your student email account.

Notification through the ECU email system is an official form of communication at ECU.

Students are expected to check their ECU e-mail at least once each day.

When you use email, you **MUST** include your name in the body of the email and the course you are taking.

The computer keeps track of student use of Blackboard; the instructor has access to how much use you made of this online component.

All notification of grades will be done via the returned work and via Blackboard.

The course will also utilize the Wimba on-line interactive teaching and learning system.

For more information, go to [www.wimba.com](http://www.wimba.com) .

## 17. NCTM Standards (2003) – Secondary Mathematics Teachers

### **Standard 6: Knowledge of Technology**

Candidates embrace technology as an essential tool for teaching and learning mathematics.

Indicator

6.1 Use and apply knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

### **Standard 7: Dispositions**

Candidates support a positive disposition toward mathematical processes and mathematical learning.

## Indicators

- 7.1 Attention to equity
- 7.2 Use of stimulating curricula
- 7.3 Effective teaching
- 7.4 Commitment to learning with understanding
- 7.5 Use of various assessments
- 7.6 Use of various teaching tools including technology

## **Pedagogy (Standard 8)**

In addition to knowing students as learners, mathematics teacher candidates should develop knowledge of and ability to use and evaluate instructional strategies and classroom organizational models, ways to represent mathematical concepts and procedures, instructional materials and resources, ways to promote discourse, and means of assessing student understanding. This section on pedagogy is to address this knowledge and skill.

## **Standard 8: Knowledge of Mathematics Pedagogy**

Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

## Indicators

- 8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.
- 8.2 Selects and uses appropriate concrete materials for learning mathematics.
- 8.3 Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.
- 8.4 Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.
- 8.5 Participates in professional mathematics organizations and uses their print and on-line resources.
- 8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics.
- 8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.
- 8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.
- 8.9 Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.

## 18. Professional Education Strands:

<b>Kentucky TEACHER STANDARDS (February 2008)</b>
<b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>
1.1 Communicates concepts, processes, and knowledge.
1.2 Connects content to life experiences of student.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>
2.1 Develops significant objectives aligned with standards.
2.2 Uses contextual data to design instruction relevant to students.
2.3 Plans assessments to guide instruction and measure learning objectives.
2.4 Plans instructional strategies and activities that address learning objectives for all students.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
<b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>
3.1 Communicates high expectations.
3.2 Establishes a positive learning environment.
3.3 Values and supports student diversity and addresses individual needs.
3.4 Fosters mutual respect between teacher and students and among students.
3.5 Provides a safe environment for learning.
<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Implements instruction based on diverse student needs and assessment data.
4.3 Uses time effectively.
4.4 Uses space and materials effectively.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.
<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>
5.1 Uses pre-assessments.
5.2 Uses formative assessments.
5.3 Uses summative assessments.
5.4 Describes, analyzes, and evaluates student performance data.
5.5 Communicates learning results to students and parents.
5.6 Allows opportunity for student self-assessment.
<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>
6.1 Uses available technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction.
6.4 Uses available technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology.
<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>
7.1 Uses data to reflect on and evaluate student learning.
7.2 Uses data to reflect on and evaluate instructional practice.
7.3 Uses data to reflect on and identify areas for professional growth.
<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b>

<b>8.1</b> Identifies students whose learning could be enhanced by collaboration.
<b>8.2</b> Designs a plan to enhance student learning that includes all parties in the collaborative effort.
<b>8.3</b> Implements planned activities that enhance student learning and engage all parties.
<b>8.4</b> Analyzes data to evaluate the outcomes of collaborative efforts.
<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>
<b>9.1</b> Self assesses performance relative to Kentucky's Teacher Standards.
<b>9.2</b> Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
<b>9.3</b> Designs a professional growth plan that addresses identified priorities.
<b>9.4</b> Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>
<b>10.1</b> Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
<b>10.2</b> Develops a plan for engaging in leadership activities.
<b>10.3</b> Implements a plan for engaging in leadership activities.
<b>10.4</b> Analyzes data to evaluate the results of planned and executed leadership efforts.

**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.	Mathematics and Statistics Arts & Sciences MAE 843 Teaching Math to Low Achievers     
Proposal Approved by:		
	Date	Date
Departmental Committee	1/16/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/2/2009	Approved _____ Disapproved _____
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	3/24/2009	Board of Regents**
		Council on Postsecondary Edu.***
		N/A

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 To create a cross- numbered Mathematics Course to correspond with Teaching Mathematics to Low Achievers (EME 843) from the Department of Curriculum and Instruction in the College of Education

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

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**B. The justification for this action:**  
 This course is being taught by Faculty in the Department of Mathematics and Statistics, by qualified Departmental faculty; Cross numbering of EME 843

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**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**  
 Affected course can be taught by personnel in the Department of Mathematics and Statistics without overload implications.

**Operating Expenses Impact:**  
 Meets needs of College of Arts and Sciences and the College of Education.

**Equipment/Physical Facility Needs:** N/A

**Library Resources:** N/A

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**MAE 843 Teaching Math to Low Achievers. (3) A.** Cross-listed as EME 843. In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content. Credit does not apply toward M.S. (non-teaching) degree requirements for programs offered within this department.

**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)*
MAE	843	Spring 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. N/A	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 27	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
W	3		SO _____ SR _____	
B	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis N/A		
		Internship N/A		
		Independent Study N/A		
		Practicum N/A		

**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/Other	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	<u>Cross-listed as EME 843</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

1. Department of Mathematics and Statistics  
EME 843 / MAE 843  
Course Title: Teach Math to Low Achievers  
Credit Hours: 3

Dr. Robert Thomas  
Wallace 426/On-line

CRN: XXXXX

2. Course Description: Designed to acquaint teachers with the characteristics and problems of low achievers. The identification of resources for low achievers will come from an in depth analysis of student characteristics, teaching strategies, and mathematics curriculum content.
3. Text: Richardson, Sherman, and Yard, Teaching Learners Who Struggle; ISBN 0136135573; January 2008
4. Student Learning Outcomes

Participants will demonstrate the ability to:  
(analyze, synthesize, formulate, apply, and critique)

1. Apply knowledge to accurately identify low achievers in mathematics.
2. Understand the common characteristics of low achievers in mathematics.
3. Analyze and integrate disparate pieces of information and to report them to appropriate personnel.
4. Synthesize information gathered in diagnosis to plan remediation for a low achievers.
5. Formulate a mathematics program for the student which is designed to meet individual mathematics needs and to incorporate learning strengths.
6. Apply critical analysis to research concerning low achieving mathematics students.

Participants will acquire knowledge and understanding about the identification of the low achiever, methods of working with low achievers and sources of referral available to parents and teachers. In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content will be conducted. Students will develop an understanding of self-directed research.

The program should attend to:

- a. level of math ability
- b. skills needing development
- c. materials for instruction
- d. materials for enrichment
- e. methodologies to be incorporated
- f. trial lessons
- g. automaticity/basic skills

NCTM Teaching Standards

Standard 7: Dispositions

Candidates support a positive disposition toward mathematical processes and mathematical learning.



Indicators:

- 7.1 Attention to equity
- 7.2 Use of stimulating curricula
- 7.3 Effective teaching
- 7.4 Commitment to learning with understanding
- 7.5 Use of various assessments
- 7.6 Use of various teaching tools including technology

5. Evaluation Methods

- 1. Written assignments
- 2. Classroom/On-line participation/Projects/Other
- 3. Classroom presentations
- 4. Electronic Discussions
- 5. Examinations/Assignments
- 6. Research Assignment/Paper/Presentation

GRADING PROCEDURES:

Midterm Exam/Project	100 points
Projects/Assignments/Papers/Instructor Grade	100 points
Lesson Presentation/Reflection	150 points
Discussion Board	100 points
Group Project	100 points
Comprehensive Final Exam/Assignment	150 points

There will be 700 points possible.

(Points will be converted to % scores and grades will be assigned as per the scale below)

GRADING SCALE:

Mid-term grade: The midterm grade will be the average of the midterm exam and any other collected assignments up to that date.

Course grade:

Points:	630 or more	560 - 629	490 - 559	420 - 489
Grade:	A	B	C	D

- 6. Student Progress: All notification of grades will be done via the returned work and via Blackboard.
- 7. Attendance Policy

The student is responsible for presenting adequate reason for absence to the instructor in order to be given the opportunity to make up missed work. (Adequate reasons include

personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

8. The last day to withdraw from this class can be found on Colonels Compass.

9. Disability Accommodation Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building, Room 361, by email at [disserv@eku.edu](mailto: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.

10. 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.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

11. Course Requirements

1. Curriculum Considerations for Low Achievers
  - a. Identifying aims for instruction
  - b. Individualized instruction
  - c. Pacing
  - d. Using varied approaches to learning
  - e. Evaluation of curricular materials
  - f. Evaluation of Achievement
  - g. Selected readings from recent journals
  - h. Lectures and discussions
  - i. Selected technological resources
  - j. Preparation and use of instructional materials
  - k. Group reports and/or presentations from study committees
  - l. Demonstrations/Presentations of prepared lessons
  - m. Group/Independent work

12. Topical Outline

1. Characteristics of Low Achievers
2. Identification of Low achievers in mathematics
3. Diagnosis
4. Strategies
5. Curricula
6. Measurement
7. Reporting

13. OFFICE HOURS: On-line (or by special appointment)

14. On-Line Component of MAE 843

You will be required to use Blackboard as a portion of this class. In order to do this, you must activate your student email account.

Notification through the ECU email system is an official form of communication at ECU.

Students are expected to check their ECU e-mail at least once each day.

When you use email, you MUST include your name in the body of the email and the course you are taking.

The computer keeps track of student use of Blackboard; the instructor has access to how much use you made of this online component.

All notification of grades will be done via the returned work and via Blackboard.

The course will also utilize the Wimba on-line interactive teaching and learning system.

For more information, go to [www.wimba.com](http://www.wimba.com) .

15. Bibliography

N.C.T.M. Yearbooks; N.C.T.M. Principles and Standards [1989, 2000]

Kentucky Core Content, Programs of Study

Other selected Journal articles.

<u>Assignment</u>	<u>Responsibility</u>	<u>Due Date</u>	<u>Value</u>
Article Analysis 1	(Individual)	July 3	20 points
WA 1	(Individual)	July 6	30 points
Article Analysis 2	(Individual)	July 10	20 points
WA 2	(Individual)	July 13	30 points
Midterm Assignment	(Group)	July 17	100 points
WA 3	(Individual)	July 20	30 points
Article Analysis 3	(Individual)	July 24	20 points
Presentation	(Group)	July 28	100 points
Project Paper/Presentation	(Group)	July 29	100 points
Hours Documentation	(Group)	July 29	20 points
Presentation Reflection	(Individual)	August 5	50 points
Discussion Board	(Individual)	August 5	80 points
Final Exam	(Individual)	August 6	200 points

On-Going Assignments: Meeting Hours; Discussions; Group Work; Wimba

Class Meeting Dates

- Pre-term: May
- Mid-term: June
- End-term: July/August

#### 17. EME 843 Course Outline and Workload Breakdowns

Summer 2010

The class will be conducted in a modified on-line format.

The class has been formed into study and performance groups.

After the in initial meeting in May, the class groups will be meeting twice weekly for a minimum of 2 hours (4 hours total).

These meetings will be work sessions for the 3 group assignments listed below.

These meetings can take place either in person, by phone or on-line (Wimba).

In-person meetings can take place at any time or in any place that the group agrees upon.

Each group is responsible for documenting the meetings by completing the form provided. The form will be submitted at Endterm.

Individually, each student is responsible for:

- Participating in the on-line Discussion Board. Details are also available on-line.
- Completing the three (3) Writing Assignments.
- Choosing articles from the Course Documents section of the Blackboard and writing 3 short analyses.
- Completing the final assignment.
- Participating in group activities.

Each group is responsible for:

- A Midterm Project
- A Group Presentation (Manipulative)
- A Group Project. (Assigned Topic)

Details of each assignment and due dates are available on-line in the Course Blackboard site.  
(The group Midterm will also be submitted using email or Fax)

18. Professional Education Strands:

<b>Kentucky TEACHER STANDARDS (February 2008)</b>
<b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>
1.1 Communicates concepts, processes, and knowledge.
1.2 Connects content to life experiences of student.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>
2.1 Develops significant objectives aligned with standards.
2.2 Uses contextual data to design instruction relevant to students.
2.3 Plans assessments to guide instruction and measure learning objectives.
2.4 Plans instructional strategies and activities that address learning objectives for all students.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
<b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>
3.1 Communicates high expectations.
3.2 Establishes a positive learning environment.
3.3 Values and supports student diversity and addresses individual needs.
3.4 Fosters mutual respect between teacher and students and among students.
3.5 Provides a safe environment for learning.
<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Implements instruction based on diverse student needs and assessment data.
4.3 Uses time effectively.
4.4 Uses space and materials effectively.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.
<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>
5.1 Uses pre-assessments.
5.2 Uses formative assessments.
5.3 Uses summative assessments.
5.4 Describes, analyzes, and evaluates student performance data.
5.5 Communicates learning results to students and parents.
5.6 Allows opportunity for student self-assessment.
<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>
6.1 Uses available technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction.
6.4 Uses available technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology.
<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>
7.1 Uses data to reflect on and evaluate student learning.
7.2 Uses data to reflect on and evaluate instructional practice.
7.3 Uses data to reflect on and identify areas for professional growth.
<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b>

8.1 Identifies students whose learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
8.3 Implements planned activities that enhance student learning and engage all parties.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>
9.1 Self assesses performance relative to Kentucky's Teacher Standards.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Designs a professional growth plan that addresses identified priorities.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Develops a plan for engaging in leadership activities.
10.3 Implements a plan for engaging in leadership activities.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

**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.	Mathematics and Statistics Arts & Sciences MAE 850 Trends in Teaching Sec Math      
Proposal Approved by:		
	Date	Date
Departmental Committee	1/16/2008	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/2/2009	Approved _____ Disapproved _____
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	3/24/2009	Board of Regents**
		Council on Postsecondary Edu.***
		N/A

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 To create a cross- numbered Mathematics Course to correspond with Mathematics in the Curriculum (ESE 850) from the Department of Curriculum and Instruction in the College of Education

**A. 2. Effective date:** (Example: Fall 2001)  
 Spring 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

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**B. The justification for this action:**  
 This course is being taught by Faculty in the Department of Mathematics and Statistics, by qualified Departmental faculty; Cross numbering of ESE 850

---

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**  
 Affected course can be taught by personnel in the Department of Mathematics and Statistics without overload implications.

**Operating Expenses Impact:**  
 Meets needs of College of Arts and Sciences and the College of Education.

**Equipment/Physical Facility Needs:** N/A

**Library Resources:** N/A

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**MAE 850 Trends and Materials in the Teaching of Mathematics.**

**(3) A. Cross listed as ESE 850. Examination of curricular trends, modern programs, appropriate strategies, and innovative materials in secondary mathematics.**

**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)*
<u>MAE</u>	<u>850</u>	Spring 2010	AS <u>X</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____ N/A	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>27</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____	
<u>W</u>	<u>3</u>		SO _____ SR _____	
<u>B</u>	<u>3</u>			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____ N/A		
		Internship _____ N/A		
		Independent Study _____ N/A		
		Practicum _____ N/A		

**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/Other	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	<u>Cross-listed as ESE 850</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

A. Department of Mathematics and Statistics  
MAE 850/ESE 850  
Course Title: Trends in Teaching Sec Math  
Credit Hours: 3  
CRN#: XXXXX

Dr. Robert Thomas  
Fall 2010  
Wallace 431

Instructor Email: [robert.thomas@eku.edu](mailto:robert.thomas@eku.edu) PHONE: (859) 622-2964 OFFICE: Wallace 302

B. Course Description: (MAE 850) (3) A. Examination of curricular trends, modern programs, appropriate strategies, and innovative materials in secondary mathematics.

C. Text: Selected Readings [Updated list to be provided by Instructor]

D. Student Learning Outcomes

Participants will demonstrate the ability to:  
(analyze, synthesize, formulate, apply, and critique)

1. Critique major research findings and their implications for a contemporary mathematics program.
2. Analyze knowledge of authorities in the field and their contributions to mathematics instruction in the middle and secondary schools.
3. Diagnose, identify and critique major trends in the teaching of mathematics in the K-12 schools.
4. Formulate a greater understanding of and insight into the structure of the Hindu-Arabic number system.
5. Develop greater competency in using and evaluating newer instructional methods and materials for modern Secondary and/or Middle School mathematics programs.
6. Update understandings and skills necessary to analyze the outcomes of a modern secondary school mathematics program.
7. Analyze trends and issues confronting the educator in the development of a modern mathematics curriculum for the secondary schools.

E. Disability Accommodation Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building, Room 361, by email at [disserv@eku.edu](mailto: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.

F. Topical Outline

1. The foundations of a modern mathematics program
  - a. Historical
  - b. Philosophical
  - c. Sociological
  - d. Psychological
2. The importance of Structure in Mathematics
  - a. What is structure?
  - b. Decimal system of numeration
  - c. Order
  - d. Commutative, Associative and Distributive properties

- e. Identify elements, closure
  - f. Pairs of numbers
3. The teacher as an intelligent guide in critical areas
    - a. Inductive vs. deductive reasoning
    - b. Discovery and experimentation
    - c. Meaning and Significance
    - d. Ideas, understanding, concepts and generalizations
    - e. The scientific method
  4. A developmental mathematics program
    - a. The spiral concept
    - b. The sequence of topics
    - c. Grade placement of content
    - d. Horizontal expansion vs. vertical acceleration
  5. Providing for individual differences
    - a. Grouping within grade levels
    - b. Differentiation of assignments
      - (1) For students of different cultures and backgrounds
      - (2) For students on different learning levels
    - c. Individualized instruction
    - d. Multiple-track organizations
  6. Developing the intangibles of mathematics
    - a. Interest
    - b. Attitude
    - c. Creativity
    - d. Resourcefulness
  7. Reading and language skills in mathematics
    - a. Nature of reading and language skills
    - b. Source of difficulty and preventative techniques
    - c. Activities and devices
      - (1). Providing for slow readers
      - (2). Providing for students whose language is different
  8. Instructional Media for a modern elementary school mathematics program
    - a. Psychological considerations
    - b. Selection
    - c. Application
    - d. Evaluation
  9. The role of practice in a modern elementary school mathematics program
    - a. Psychological foundations
    - b. Individualizing practice materials
    - c. Enriching practice materials
    - d. Evaluating practice outcomes
  10. Evaluation in a modern elementary school mathematics program
    - a. Use and evaluation of existing standardized tests
    - b. Case study techniques
    - c. Teacher-made evaluation instruments
    - d. Diagnosis - the key to a successful evaluation program

11. The area of problem solving
  - a. Psychological principles
  - b. Promising techniques
  - c. Evaluating the problem-solving program
  
12. Contemporary trends and issues
  - a. Use of the computer
  - b. Educational television
  - c. Experimental programs
  - d. Instructional materials
  
13. Technology in the Classroom
  - a. Computers
  - b. Calculators
  - c. CAI (Computer Assisted Instruction)
  - d. Other
  
14. Standardized Testing
  - a. KATS
  - b. CTBS
  - c. Curricular Changes
  
15. Role of Teachers as Curriculum Leaders
  - a. Programs
  - b. Leadership
  - c. Politics
  
16. Current Trends in Elementary/Middle School Mathematics Education
  - a. What's new?
  - b. What's popular?
  - c. What does the research show?
  
17. Current Trends In Secondary Mathematics Education
  - a. What's new?
  - b. What's popular?
  - c. What does the research show?
  
18. Research
  - a. What does research say about best practices?
  
19. Instruction
  - a. What type of instruction is being used in Mathematics education?
  - b. Direct Instruction/Collaborative or Group Learning/Discovery Learning

G. Course Requirements

1. Selected readings from recent journals
2. Lectures and discussions
3. Selected technological resources
4. Preparation and use of instructional materials
5. Group reports and/or presentations from study committees
6. Use of resource personnel from philosophy, sociology and psychology
7. Demonstrations/Presentations with individuals and small groups of children

8. Independent work

H. Evaluation Methods

1. Written assignments
2. Classroom participation/Projects/Other
3. Classroom presentation
4. Electronic Discussions
5. Examinations

I. Attendance Policy

The student is responsible for presenting adequate reason for absence to the instructor in order to be given the opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

J. The last day to drop this course with a “W” is in the Course Catalog.

K. **OFFICE HOURS:** M/W/F by appointment  
Saturday: 12:00 noon to 1:00 pm; 4:30 to 6:00 pm  
On-line: Dates/Times TBA  
By Telephone (or by special appointment)

L. **On-Line Component of MAE 850**

You will be required to use Blackboard as a portion of this class. In order to do this, you must activate your student email account.

Notification through the EKU email system is an official form of communication at EKU.

Students are expected to check their EKU e-mail at least once each day.

When you use email, you MUST include your name in the body of the email and the course you are taking.

The computer keeps track of student use of Blackboard; the instructor has access to how much use you made of this online component.

All notification of grades will be done via the returned work and via Blackboard.

The course will also utilize the Wimba on-line interactive teaching and learning system.

For more information, go to [www.wimba.com](http://www.wimba.com) .

M. **GRADING PROCEDURES:**

Midterm Exam		150 points
Projects/Quizzes/Papers/Tests	(up to)	200 points
Presentation/Paper		150 points
Discussion Board		50 points.
Comprehensive Final		150 points

There will be 700 points possible.

(Points will be converted to % scores and grades will be assigned as per the scale below)

**N. GRADING SCALE:**

**Mid-term grade:** The midterm grade will be the average of the midterm exam and any other collected assignments up to that date.

**Course grade:**

Points:	630 or more	560 - 629	490 - 559	420 - 489
Grade:	A	B	C	D

**O. Academic Honesty/Behavior:**

1. Academic Integrity: Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**P. MAE 850 Assignments**

Due Midterm:

Writing Assignments 1	Midterm	(Individual)
Article Analysis 1	Midterm	(Individual)
Presentation/Exam	Midterm	(Group)
Discussion Forums	(Ongoing)	(Individual)
Observations	(Ongoing)	(Individual)

Before Endterm Class:

Presentation Reflection	TBA	(Individual)
Discussion Forums	(Ongoing)	(Individual)
Observations	(Ongoing)	(Individual)

For End-term:

Writing Assignment 2	(Individual)
Article Analysis 2	(Individual)
Research Paper/Presentation	(Group)
Meeting Hours	(Group)
Discussion Forums	(Individual)
Observations (w/Reflection)	(Individual)
Research Paper	(Individual)
Final Exam	(Individual)

**Q. NCTM Teaching Standards**

**Standard 7: Dispositions**

Support a positive disposition toward mathematical processes and mathematical learning.

Indicators:

- 7.1 Attention to equity
- 7.2 Use of stimulating curricula
- 7.3 Effective teaching
- 7.4 Commitment to learning with understanding
- 7.5 Use of various assessments
- 7.6 Use of various teaching tools including technology

**Standard 8: Knowledge of Mathematics Pedagogy**

Formulate a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Indicators

- 8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.
- 8.2 Selects and uses appropriate concrete materials for learning mathematics.
- 8.3 Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.
- 8.4 Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.
- 8.5 Participates in professional mathematics organizations and uses their print and on-line resources.
- 8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics.
- 8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.
- 8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.
- 8.9 Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.

R. Professional Education Strands:

<b>Kentucky TEACHER STANDARDS (February 2008)</b>
<b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>
1.1 Communicates concepts, processes, and knowledge.
1.2 Connects content to life experiences of student.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>
2.1 Develops significant objectives aligned with standards.
2.2 Uses contextual data to design instruction relevant to students.
2.3 Plans assessments to guide instruction and measure learning objectives.
2.4 Plans instructional strategies and activities that address learning objectives for all students.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
<b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>
3.1 Communicates high expectations.
3.2 Establishes a positive learning environment.
3.3 Values and supports student diversity and addresses individual needs.
3.4 Fosters mutual respect between teacher and students and among students.
3.5 Provides a safe environment for learning.
<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Implements instruction based on diverse student needs and assessment data.
4.3 Uses time effectively.
4.4 Uses space and materials effectively.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.
<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>
5.1 Uses pre-assessments.
5.2 Uses formative assessments.
5.3 Uses summative assessments.
5.4 Describes, analyzes, and evaluates student performance data.
5.5 Communicates learning results to students and parents.
5.6 Allows opportunity for student self-assessment.
<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>
6.1 Uses available technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction.
6.4 Uses available technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology.
<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>
7.1 Uses data to reflect on and evaluate student learning.
7.2 Uses data to reflect on and evaluate instructional practice.



7.3 Uses data to reflect on and identify areas for professional growth.
<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b>
8.1 Identifies students whose learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
8.3 Implements planned activities that enhance student learning and engage all parties.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>
9.1 Self assesses performance relative to Kentucky's Teacher Standards.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Designs a professional growth plan that addresses identified priorities.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Develops a plan for engaging in leadership activities.
10.3 Implements a plan for engaging in leadership activities.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

**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 (TCAC, "S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Philosophy and Religion</u> College <u>Arts &amp; Sciences</u> *Course Prefix & Number <u>PHI 551</u> *Course Title ( <u>30 characters</u> ) <u>Classical Political Theory</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	March 19, 2009	Graduate Council* 11/20/09
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	10/19/2009	Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ 12/17/10
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change catalog language to ensure that students cannot receive credit for the W and non-W versions of the same course  <b>A. 2. Effective date:</b> Spring 2010.  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
	<b>B. The justification for this action:</b> To ensure that students cannot receive credit for the W and non-W versions of the same course
	<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> None  <b>Operating Expenses Impact:</b> None  <b>Equipment/Physical Facility Needs:</b> None  <b>Library Resources:</b>

## Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**PHI 551 Classical and Medieval Political Theory. (3) A.** Cross-listed as POL 551. Examination of Western political theory from Plato to Aquinas. Credit will not be awarded to students who have credit for POL 551, POL 551W or PHI 551W.

## Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

### New or Revised\* Program Text

(\*Use ~~striketrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	551	Spring 2010	AS X    JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 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>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**    **\*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	Credit not allowed with POL 551, POL 551W or PHI 551W.
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X ).

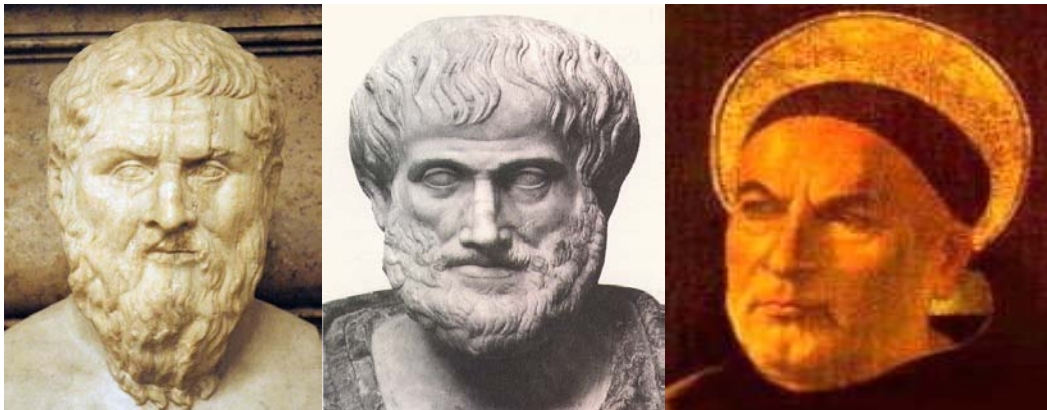
Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3) <b>X</b>
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

**DEPARTMENT OF PHILOSOPHY AND RELIGION**

**PHI 551:  
CLASSICAL POLITICAL THEORY**



Spring 2010  
Meeting time: TR, 3:30-4:45 p.m.  
Classroom: Combs 114  
Office Hours: MWF 2-5 pm, or by appointment

Professor Steve Barracca  
Office: McCreary Hall 220  
Phone: 622-4395  
Email: [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu)

**COURSE DESCRIPTION**

*"The point of having an open mind, like having an open mouth, is to close it on something solid."  
--G. K. Chesterton*

PHI 551 Classical Political Theory. (3) A. Cross-listed as POL 551. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551W, POL 551 or POL 551W. Students will read four classics of ancient and medieval political thought in order to become familiar with some of the foundational issues, concepts, and theories in the study of politics. The readings introduce students to political philosophers whose ideas had a major impact on the Western political tradition, including a great influence on the Founders of the United States. Accordingly, the course provides knowledge that is foundational for informed U.S. citizenship and an ability to understand and analyze politics in general.

The course has been organized into four units around the four required books. In Unit 1 students read Plato's *Republic*, which examines the nature of justice. In Unit 2, we turn to Aristotle's *Nicomachean Ethics*, which expands on Plato's discussion of the nature of virtue and justice and their centrality to politics. Unit 3 continues with Aristotle's *The Politics*, an evaluation of which political regime is best suited to bring about the good. Unit 4 concludes the course with Thomas Aquinas' *Treatise on Law*, an exploration of the foundation, types, and appropriate scope of law.

## REQUIRED READING MATERIALS

- Plato. *The Republic*. Translated by G. M. A. Grube and C. D. C. Reeve. Indianapolis: Hackett Publishing, 2nd edition, 1992, ISBN: 0872201368.
- Aristotle. *Nicomachean Ethics*. Translated by David Ross. Oxford: Oxford University Press, 1984. ISBN: 019-281518-0. Available on-line at <http://classics.mit.edu/Aristotle/nicomachaen.html>
- Aristotle. *The Politics*. Translated by T. A. Sinclair. London: Penguin Books, 1981. ISBN: 0-14-044421-1.
- St. Thomas Aquinas. *The Political Ideas of St. Thomas Aquinas: Representative Selections*. Edited by Dino Bigongiari. New York: Free Press, 1997. ISBN: 0-684-83641-6. Available on-line at <http://www.ccel.org/a/aquinas/summa/FS.html#TOC09>.

## STUDENT LEARNING OUTCOMES

*General Outcomes:* PHI 551 is designed to achieve three General and Departmental educational outcomes:

1. *Substantive knowledge.* Students will increase their substantive knowledge of political science by understanding and explaining major concepts, theories, and processes that shape politics. Achievement will be assessed through written essays, quizzes, and participation in classroom discussion.
2. *Critical thinking.* Students will develop critical thinking skills by analyzing and evaluating the concepts and theories presented in the required readings, lectures, and classroom discussions. Skill development will be evaluated through essay writing and participation in classroom discussion.
3. *Effective communication.* Students will demonstrate an ability to clearly express their ideas orally and in writing. Assessment will occur through essay writing and participation in classroom discussion.

*Specific Outcomes.* Having completed PHI 551, students will be able to:

1. Explain and appraise Platonic and Aristotelian conceptions of justice and virtue, and their relationship to politics.
2. Describe the major features of Aristotle's regime types; cite the sources of instability inherent to each and how they can be preserved; and summarize and evaluate the arguments for and against each regime.
3. Discuss and assess the argument that mixed regimes (republics) are the best form of government.
4. Explain why the United States is a mixed regime, and evaluate the implications of this.
5. Restate and evaluate Aquinas' natural law theory.
6. Analyze contemporary political issues in light of classical and medieval political thought.

## GRADES AND ASSIGNMENTS

### Grades

At the end of the semester, an average of 90 or higher will earn an "A", an average of 80 to 89.9 will earn a "B", an average of 70 to 79.9 will earn a "C", and an average of 60 to 69.9 will earn a "D". Students who have not turned in all four essays, or who average below 60, will receive an "F".

### Weighting of Assignments

Assignment	Percentage of final grade
4 Essays	80%
Pop Quizzes	10%
Participation	10%
Attendance	(see below)

### Assignments

Essays. There will be four take-home essays assigned in this course, each worth 20% of your grade. Papers will be evaluated according to the criteria specified under “Evaluation of Written Work” (see below). All but the final essay will be submitted on Blackboard before the beginning of class on the due date listed in the assignment schedule (see last page of the syllabus) . The final essay is to be submitted on Blackboard on May 5 by 11:55 p.m. The grade on an essay will be lowered five points for each day it is late. The essays must be typed, double spaced, with one-inch margins, a minimum font size of 12 points, and a maximum of five pages. In addition, it must have a cover page giving your name, student ID number, the date, the course, the instructor's name, and a brief title. No bibliography is necessary except when citing a reading that was not assigned. When conveying the idea of an author or directly quoting from assigned readings, put the citation in the text as a parenthetical reference in the following format: (Plato, 105), (Ethics, 26), (Politics, 220), (Aquinas, 54). All direct quotes should be set within quotation marks.

Quizzes. To encourage students to keep up with the reading, ten quizzes will be given on Blackboard during the semester. Grades on the quizzes will be averaged and curved at the end of the semester, and this will count toward 10% of your grade. In order to give students flexibility the quizzes will be available on Blackboard from the first day of the semester until the last day of classes (Friday, April 30 at 11:55 pm). However, I would strongly recommend taking quizzes as soon as possible after doing the reading assignment and listening to the lecture. You will do better on these tests when the material is fresh in your mind. A quiz will only cover one reading assignment. To see which reading assignment is covered by each quiz see the document “What the Quizzes Cover,” in the Quizzes section of Blackboard. To access the test, click on the "Quizzes" menu button on the Blackboard site for this course and click on the link for the appropriate test. For further instructions on taking quizzes, please consult the document “Quiz Instructions,” located in the “Quizzes” section of Bb.

**Participation.** Students are expected to participate in lecture classes by answering questions posed by the instructor, as well as asking questions and making comments. Participation will count toward 10% of your grade.

**Attendance.** Students can miss five classes during the semester. For every additional absence, the student's final grade will be lowered by five points. While I make this allowance for absences, students should be aware that missing any classes will have a negative impact on their grade. This is the case because the lectures will provide information that is important for writing the essays and taking the quizzes, and missing classes will affect the participation grade.

### **Evaluation of Written Work**

In grading students' essays, I will use the following four equally-weighted criteria:

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the question. This component requires you to evaluate the theorists' work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.
2. **Support:** Each essay should provide support for the claims articulated in the argument. This support may include empirical evidence, such as survey data or current or historical examples. The support may also be more theoretical in nature, where a student uses deductive reasoning to analyze political problems. As part of sound argumentation, students should rebut obvious counterarguments.
3. **Competence or Knowledge:** Each essay should demonstrate an understanding of the theoretical works under discussion. You should be able to demonstrate an understanding of the content of the theorist's work and how the principles outlined differ from the works of other theorists. You should also be able to articulate the political implications of the works.
4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your substantive knowledge and critical thinking ability in clearly organized, cogent and succinct essays that are well-organized and written with proper grammar and a lucid style. For further guidance on what criteria I use in grading essays, see the document "General Education Scoring Guide for Written Communication," available under "Course Documents" in Blackboard.

### **Student Progress**

Mid-term grades will be available for viewing Saturday, March 6 on ECU Direct. Your mid-term grade will be based on your first essay grade.

**Last Day to Drop the Course:** January 18; Last day to withdrawal with a W: March 19



## **PODCASTS OF UNIT 2-4 LECTURES AVAILABLE**

Podcasts of the lectures are available so that students who miss a class don't have to miss the lecture. To download audio lectures, click on the "Podcasts" menu button on the Blackboard homepage for this course. Then click on the document "Audio Lecture Key." Each of the titles for the lectures in Units 2-4 is hyper-linked. Left-click on the link to listen to the podcast or right-click on the link to save it to your computer. These audio lectures are MP3 files. You can play them on any computer that has software for playing MP3 format, the most common being *Windows Media Player* and *Apple QuickTime*. You can also download the lectures to any portable audio device, such as an *iPod*. Students can also subscribe to the podcasts and get them downloaded to a podcast aggregator, such as *iTunes* or *Juice*. To do this, follow the instructions on the document "Subscribing to Podcasts" located in the "Podcasts" section of Blackboard.

## **UNIVERSITY DISABILITY ACCOMODATION STATEMENT**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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 DISABILITY ACCOMODATION STATEMENT**

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.

## **EKU ACADEMIC INTEGRITY POLICY**

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

## PLAGIARISM POLICY<sup>1</sup>

The essays that you submit through Blackboard in this course will automatically be processed through the “Safe Assignments” service. For each of your files:

- SA takes the text of your submission and compares it with a very large database of information from the Web, from many libraries and from other files submitted at EKU.
- Within a few hours of your submission, the results of this automatic comparison are available to you and your instructor. You can view them yourself by clicking through the link where you submitted the file.
- The results show how closely your text matches passages stored in the database, highlighting with color those areas of your text that are significantly similar to other works.
- When the report for your essay contains colored passages, you and your instructor can click a colored passage to see what the Safe Assignments tool found as a matching text.

My policy in this course is to evaluate a Safe Assignments report carefully, deciding whether the text-matches made visible in the report represent simple coincidences between your writing and that of others, or quotations with adequate documentation, or actual incidents of plagiarism.

- **Plagiarism occurs whenever you use the words or ideas of others and represent them as your own.**
- Some passages marked by SA with colored highlighting are, in fact, harmless coincidences or properly documented quotations. When a text-match made visible by Safe Assignments is, for example, simply the result of your copying the text of the assignment, or of your repeating a phrase or sentence that is routinely used in the course, you are not plagiarizing. SA will also identify quotations and some paraphrases as text matches, but if you have practiced careful citation of your sources, you are not plagiarizing.
- But **when your text matches closely or exactly** with sentences or paragraphs from SA’s collection of sources, **and when you do not give credit to the source**, I will suspect that you have indeed plagiarized the material.
- You are guilty of plagiarism equally when you copy a long passage from a single source (without proper citation) and when you string together phrases and sentences from several sources (without proper citation). You also plagiarize when you copy quotations-with-citations from other sources, leaving the impression that you consulted those sources yourself, or when you present research actually done by others as though it were your own. **It doesn’t matter whether your sources are printed or on the Web; representing the words or ideas of others as your own is plagiarism.** If you are in doubt about whether to cite a source for something in your essay, always cite it.

When plagiarism has occurred, EKU’s policies provide three levels of penalties, and allow the instructor to decide which level to invoke.

- The instructor may assign a failing grade to the assignment. (This is the MINIMUM penalty).
- The instructor may assign a failing grade for the course.

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<sup>1</sup> Quoted in full from text created by Dr. Gene Kleppinger, Online Learning, Eastern Kentucky University, 2005.

- The instructor may recommend the case to the Department, administration, or the Office of Academic Integrity for further action, up to and including dismissal from the university.

**I follow these rules, and if you plagiarize in this course, you will be penalized accordingly. ECU's Academic Integrity Policy requires that all incidents of plagiarism be reported to the Office of Academic Integrity, even if the instructor recommends no further action. The Office of Academic Integrity tracks all reports of plagiarism to reveal patterns of repeated dishonesty. See the ECU Academic Integrity Policy for further procedural details.**

How to protect yourself:

- **Do your own work.** If you use the words or ideas of others, give proper credit. Using the work of others responsibly—and crediting them for their contributions—helps to establish the credibility of your own conclusions, and makes the other authors (not you) responsible for the truth of what is being said.
- You should review the SA report for each of your essays. If you see significant areas of colored text, be sure that you have included an appropriate citation from material that you have quoted or paraphrased. If you see that you need to add proper documentation to an essay you have submitted, explain this to me (via email or phone) and if appropriate I will reset your attempt so you can correct the omissions and submit your file again.
- If I contact you about an SA report, be prepared to respond openly and honestly. Trying to excuse an instance of plagiarism by saying that you “don’t know how it could have happened” only complicates your position. If you have a reasonable explanation—if, for example, I have overlooked your citation of the source—you may certainly respond with that. But if plagiarism has occurred, you must accept the penalty and learn how to practice academic honesty.

## LECTURE, READING, & ASSIGNMENT SCHEDULE

Date	Topics	Assignment
<b>UNIT 1: <i>The Republic</i>. What is justice?</b>		
1/12	Introduction to the Course and Plato	
1/14	What is Justice?	Books I & II
1/19	Education in the City and the Soul	Book III
1/21	Virtues in the City and the Soul	Book IV
1/26	The Philosopher Kings and Metaphysics I	Books V & VII (up to 521c)
1/28	The Philosopher Kings and Metaphysics II	Book VI
2/2	The Five Regimes	Book VIII
2/4	The Tyrannical Man and Conclusions	Books IX & X (608d-end)
<b>UNIT 2: <i>Nicomachean Ethics</i>. What is the highest human good?</b>		
2/9	Introduction to Aristotle	<i>Essay 1 due on Blackboard</i>
2/11	The Highest Human Good	Book I
2/16	Moral Virtue & the Doctrine of the Mean	Book II
2/18	The Nature of Specific Moral Virtues	Book III
2/23	The Virtuous Republic Thesis	
2/25	Justice	Book V
3/2	Intellectual Virtues & the Unity of Virtues	Book VI
3/4	Friendship and Politics	Book VIII
<b>UNIT 3: <i>The Politics</i>. What is the best regime?</b>		
3/16	Introduction to <i>The Politics</i>	<i>Essay 2 due on Blackboard</i>
3/18	Theory of the State & Regimes	I, i-ii, III, vi-viii; IV, ii-iii
3/23	Regimes and Distributive Justice	III, ix-xiii
3/25	Kingship and Tyranny	III, xiv-xviii; IV, x; V, x-xi
3/30	Aristocracy and Oligarchy	IV, v-vii; V, vi-vii; VI, vi-vii
4/1	Democracy	IV, iii-iv & vi; V, v; VI, ii-v
4/6	The Mixed Regime or Polity	IV, xiii-ix & xi-xii; V, viii-ix; VI, iii
4/8	The United States as a Mixed Regime	
<b>UNIT 4: Aquinas: What is the foundation of law?</b>		
4/13	Introduction	<i>Essay 3 due on Blackboard</i>
4/15	The Grand Design of Law	Questions 90, 91, & 92
4/20	The Natural Law	Questions 93 & 94
4/22	Human Law	Question 95 and 96.1-3
4/27	Special Problems with Human Law	Questions 96.4-6 & 97
4/29	Alternatives to Natural Law Theory	
5/5	<i>Essay 4 due on Blackboard by 11:55 pm.</i>	

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<b>(Check one)</b>	<b>Department Name</b>	Philosophy and Religion	
<input type="checkbox"/> New Course (Parts II, IV)	<b>College</b>	Arts and Sciences	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	<b>*Course Prefix &amp; Number</b>	PHI 751	
<input type="checkbox"/> Course Dropped (Part II)	<b>*Course Title (30 characters)</b>	Classical Political Theory	
<input type="checkbox"/> New Program (Part III)	<b>*Program Title</b>		
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	<b>*Provide only the information relevant to the proposal.</b>		

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	March 19, 2009	Graduate Council*	11/20/09
<i>Is this a SACS Substantive Change?</i>	<b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved	12/17/10
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*		Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b>	To prevent students from receiving credit for both PHI 751 and PHI 551, PHI 551W, POL 551, POL 551W or POL 751.
<b>A. 2. Effective date:</b>	Spring 2010
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b>	(if applicable)

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<b>B. The justification for this action:</b>	To change the catalog description so that it accurately reflects course equivalents.
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<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b>	None
<b>Operating Expenses Impact:</b>	None

**Equipment/Physical Facility Needs: None**

**Library Resources: N/A**

**Part II. Recording Data for Revised Course**

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

**New or Revised\* Catalog Text**

(\*Use ~~strikeout~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)  
~~PHI 751 Classical and Medieval Political Theory.~~ (3) A. Cross-listed as POL 751. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W, POL 551, POL 551W or POL 751.

**Part III. Recording Data for Revised Program**

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

**New or Revised\* Program**

(\*Use ~~strikeout~~ for deletions and underlines for additions.)

**Part IV. Recording Data for a Revised Course** (Record only **changed** course information.) **\*Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	751	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)		Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**Co-Requisites and Prerequisites**

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	

Minimum GPA (when a course grouping or student cumulative GPA is required)

**Equivalent Course(s):** (credit not allowed with; or formerly:)

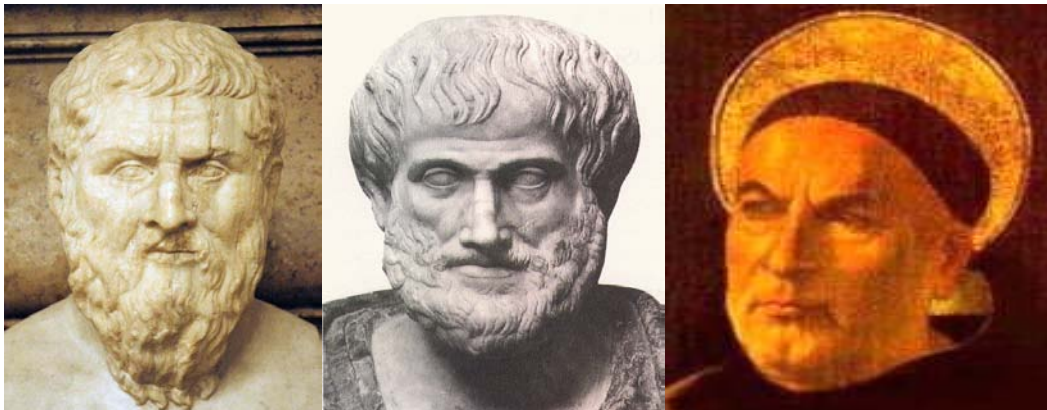
Course Prefix and No.	Credit will not be awarded to students who have credit for <u>PHI 551, PHI 551W, POL 551, POL 551W or POL 751.</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**DEPARTMENT OF PHILOSOPHY AND RELIGION**

**PHI 751:  
CLASSICAL POLITICAL THEORY**



Spring 2010  
 Meeting time: TR, 3:30-4:45 p.m.  
 Classroom: Combs 114  
 Office Hours: MWF 2-5 pm, or by appointment

Professor Steve Barracca  
 Office: McCreary Hall 220  
 Phone: 622-4395  
 Email: [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu)

**COURSE DESCRIPTION**

*"The point of having an open mind, like having an open mouth, is to close it on something solid."  
 --G. K. Chesterton*

PHI 751 Classical Political Theory. (3) A. Cross-listed as POL 751. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, POL 751, PHI 551W or POL 551W. Students will read four classics of ancient and medieval political thought in order to become familiar with some of the foundational issues, concepts, and theories in the study of politics. The readings introduce students to political philosophers whose ideas had a major impact on the Western political tradition, including a great influence on the Founders of the United States. Accordingly, the course provides knowledge that is foundational for informed U.S. citizenship and an ability to understand and analyze politics in general.

The course has been organized into four units around the four required books. In Unit 1 students read Plato's *Republic*, which examines the nature of justice. In Unit 2, we turn to Aristotle's *Nicomachean Ethics*, which expands on Plato's discussion of the nature of virtue and justice and their centrality to politics. Unit 3 continues with Aristotle's *The Politics*, an evaluation of which political regime is best suited to bring about the good. Unit 4 concludes the course with Thomas Aquinas' *Treatise on Law*, an exploration of the foundation, types, and appropriate scope of law.



## REQUIRED READING MATERIALS

- Plato. *The Republic*. Translated by G. M. A. Grube and C. D. C. Reeve. Indianapolis: Hackett Publishing, 2nd edition, 1992, ISBN: 0872201368.
- Aristotle. *Nicomachean Ethics*. Translated by David Ross. Oxford: Oxford University Press, 1984. ISBN: 019-281518-0. Available on-line at <http://classics.mit.edu/Aristotle/nicomachaen.html>
- Aristotle. *The Politics*. Translated by T. A. Sinclair. London: Penguin Books, 1981. ISBN: 0-14-044421-1.
- St. Thomas Aquinas. *The Political Ideas of St. Thomas Aquinas: Representative Selections*. Edited by Dino Bigongiari. New York: Free Press, 1997. ISBN: 0-684-83641-6. Available on-line at <http://www.ccel.org/a/aquinas/summa/FS.html#TOC09>.

## STUDENT LEARNING OUTCOMES

*General Outcomes:* PHI 751 is designed to achieve three General and Departmental educational outcomes:

1. *Substantive knowledge.* Students will increase their substantive knowledge of political science by understanding and explaining major concepts, theories, and processes that shape politics. Achievement will be assessed through written essays, quizzes, and participation in classroom discussion.
2. *Critical thinking.* Students will develop critical thinking skills by analyzing and evaluating the concepts and theories presented in the required readings, lectures, classroom discussions. Skill development will be evaluated through essay writing, peer writing evaluation exercises, and participation in classroom discussion.
3. *Effective communication.* Students will demonstrate an ability to clearly express their ideas orally and in writing. Assessment will occur through essay writing, peer writing evaluation exercises, and participation in classroom discussion.

*Specific Outcomes.* Having completed PHI 751, students will be able to:

1. Explain and appraise Platonic and Aristotelian conceptions of justice and virtue, and their relationship to politics.
2. Describe the major features of Aristotle's regime types; cite the sources of instability inherent to each and how they can be preserved; and summarize and evaluate the arguments for and against each regime.
3. Discuss and assess the argument that mixed regimes (republics) are the best form of government.
4. Explain why the United States is a mixed regime, and evaluate the implications of this.
5. Restate and evaluate Aquinas' natural law theory.
6. Analyze contemporary political issues in light of classical and medieval political thought.

**Student Learning Outcomes that distinguish PHI 751 from PHI 551.**

As a graduate-level course, students taking PHI 751 will be held to higher standard of academic achievement than students taking PHI 551. This means doing a greater quantity of work, but more importantly, a higher-level quality of work.

Greater quantity: Students in PHI 751 will do more reading and writing. The four books we are reading in this course are very challenging, and multiple readings are required for students to really digest the arguments. While undergraduates are not expected to read the material more than once, graduate students are. The more times you can read it, the better you will understand it. In addition to multiple readings, graduate students will also be assigned portions of the books that undergraduates are not required to read. PHI 751 also includes more writing. Students will have to complete seven short papers that are not assigned to undergraduates. Graduate students are also required to write 8 pages on their four unit essays, compared to the five-page limit for undergraduates.

Higher quality: At the graduate level, it is expected that students will demonstrate higher-level writing abilities and critical thinking skills than at the undergraduate level. This includes greater facility analyzing and synthesizing ideas presented in the course. Graduate students will demonstrate critical thinking skills by writing the seven short papers. In these assignments, students will respond to a focused question on a reading that will test comprehension and critical analysis. Students in PHI 751 will also have a different set of questions for the four unit essays. These questions will require graduate students to think at a more abstract level and to evaluate and synthesize a broader range of material.

**GRADES AND ASSIGNMENTS**

**Grades**

At the end of the semester, an average of 90 or higher will earn an "A", an average of 80 to 89.9 will earn a "B", an average of 70 to 79.9 will earn a "C", and an average of 60 to 69.9 will earn a "D". Students who have not turned in all four essays, or who average below 60, will receive an "F".

**Grading Criteria**

<b>Criteria</b>	<b>Percentage of final grade</b>	<b>Due Date</b>
7 Short Papers	30%	Weekly
4 Unit Essays	60%	See schedule
10 Pop Quizzes	5%	
Participation	5%	Weekly
Attendance	(see below)	Weekly

## Assignments

Short Papers. Students will write seven short papers, which combined are worth 30% of the grade. In these papers students will respond to questions that are designed to get them to explain and analyze a particular portion of the reading assignment for that week. The report should be typed in MS Word, single-spaced, and between 500-1000 words. The papers should be submitted on Blackboard.com prior to class for grading. The grade on a short paper will be lowered five points for each day it is late.

Essays. There will be four take-home essays assigned in this course, each worth 15% of your grade. On the first two essays, each student will submit a first draft and the instructor will provide detailed written feedback and a tentative grade. Each student will revise the paper based upon the feedback and will receive a final grade. Papers will be evaluated according to the criteria specified under “Evaluation of Written Work” (see below). All but the final essay will be submitted on Blackboard before the beginning of class on the due date listed in the assignment schedule (see last page of the syllabus) . The final essay is to be submitted on Blackboard on May 5 by 11:55 p.m. The grade on an essay, including the two re-writes, will be lowered five points for each day it is late. The essays must be typed, double spaced, with one-inch margins, a minimum font size of 12 points, and a maximum of eight pages. In addition, it must have a cover page giving your name, student ID number, the date, the course, the instructor's name, and a brief title. No bibliography is necessary except when citing a reading that was not assigned. When conveying the idea of an author or directly quoting from assigned readings, put the citation in the text as a parenthetical reference in the following format: (Plato, 105), (Ethics, 26), (Politics, 220), (Aquinas, 54). All direct quotes should be set within quotation marks.

Quizzes. To encourage students to keep up with the reading, ten quizzes will be given on Blackboard during the semester. Grades on the quizzes will be averaged and curved at the end of the semester, and this will count toward 5% of your grade. In order to give students flexibility the quizzes will be available on Blackboard from the first day of the semester until the last day of classes (Friday, April 30 at 11:55 pm). However, I would strongly recommend taking quizzes as soon as possible after doing the reading assignment and listening to the lecture. You will do better on these tests when the material is fresh in your mind. A quiz will only cover one reading assignment. To see which reading assignment is covered by each quiz see the document “What the Quizzes Cover,” in the Quizzes section of Blackboard. To access the test, click on the "Quizzes" menu button on the Blackboard site for this course and click on the link for the appropriate test. For further instructions on taking quizzes, please consult the document “Quiz Instructions,” located in the “Quizzes” section of Bb.

Participation. Students are expected to participate in lecture classes by answering questions posed by the instructor, as well as asking questions and making comments. Student participation will also be evaluated based on the student’s contribution to the Peer Writing Circles, where they are required to provide thoughtful and constructive oral and written feedback on their peers’ essay outlines. Participation will count toward 5% of your grade.

Attendance. Students can miss five classes during the semester. For every additional absence, the student's final grade will be lowered by five points. While I make this allowance for absences, students should be aware that missing any classes will have a negative impact on their grade. This is the case because the lectures will provide information that is important for writing the essays and taking the quizzes, and missing classes will affect the participation grade.

### **Evaluation of Written Work**

In order to help students develop their writing skills, students will participate in four in-class "Peer Writing Circles." On these class days, students will meet in small groups consisting of four students. The members of the circle will exchange hard copies of draft essays. Students will evaluate each other's essays based on the criteria provided on the course document, "Peer Writing Evaluation." By the end of the class period, each member of the circle will complete three written evaluations, one for each of their peers' essays. These evaluations will be given to each author at the end of the class, and the author will use the evaluations in re-writing their essay.

For the second essay, you must send an electronic copy of the final draft to me at [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu) by March 16 at 11:59 pm. (1) The document must be in Microsoft Word; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of the writing intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

In grading students' essays, I will use the following four equally-weighted criteria:

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the question. This component requires you to evaluate the theorists' work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.
2. **Support:** Each essay should provide support for the claims articulated in the argument. This support may include empirical evidence, such as survey data or current or historical examples. The support may also be more theoretical in nature, where a student uses deductive reasoning to analyze political problems. As part of sound argumentation, students should rebut obvious counterarguments.
3. **Competence or Knowledge:** Each essay should demonstrate an understanding of the theoretical works under discussion. You should be able to demonstrate an understanding of the content of the theorist's work and how the principles outlined differ from the works of other theorists. You should also be able to articulate the political implications of the works.
4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your

substantive knowledge and critical thinking ability in clearly organized, cogent and succinct essays that are well-organized and written with proper grammar and a lucid style. For further guidance on how writing will be assessed, see the document “General Education Scoring Guide for Written Communication,” available under “Course Documents” in Blackboard.

**Last Day to Drop the Course:** January 18; Last day to withdrawal with a W: March 19

## **PODCASTS OF UNIT 2-4 LECTURES AVAILABLE**

Podcasts of the lectures are available so that students who miss a class don't have to miss the lecture. To download audio lectures, click on the “Podcasts” menu button on the Blackboard homepage for this course. Then click on the document “Audio Lecture Key.” Each of the titles for the lectures in Units 2-4 is hyper-linked. Left-click on the link to listen to the podcast or right-click on the link to save it to your computer. These audio lectures are MP3 files. You can play them on any computer that has software for playing MP3 format, the most common being *Windows Media Player* and *Apple QuickTime*. You can also download the lectures to any portable audio device, such as an *iPod*. Students can also subscribe to the podcasts and get them downloaded to a podcast aggregator, such as *iTunes* or *Juice*. To do this, follow the instructions on the document “Subscribing to Podcasts” located in the “Podcasts” section of Blackboard.

## **UNIVERSITY DISABILITY ACCOMODATION STATEMENT**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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 DISABILITY ACCOMODATION STATEMENT**

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.

## **EKU ACADEMIC INTEGRITY POLICY**

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

## PLAGIARISM POLICY<sup>1</sup>

The essays that you submit through Blackboard in this course will automatically be processed through the “Safe Assignments” service. For each of your files:

- SA takes the text of your submission and compares it with a very large database of information from the Web, from many libraries and from other files submitted at ECU.
- Within a few hours of your submission, the results of this automatic comparison are available to you and your instructor. You can view them yourself by clicking through the link where you submitted the file.
- The results show how closely your text matches passages stored in the database, highlighting with color those areas of your text that are significantly similar to other works.
- When the report for your essay contains colored passages, you and your instructor can click a colored passage to see what the Safe Assignments tool found as a matching text.

My policy in this course is to evaluate a Safe Assignments report carefully, deciding whether the text-matches made visible in the report represent simple coincidences between your writing and that of others, or quotations with adequate documentation, or actual incidents of plagiarism.

- **Plagiarism occurs whenever you use the words or ideas of others and represent them as your own.**
- Some passages marked by SA with colored highlighting are, in fact, harmless coincidences or properly documented quotations. When a text-match made visible by Safe Assignments is, for example, simply the result of your copying the text of the assignment, or of your repeating a phrase or sentence that is routinely used in the course, you are not plagiarizing. SA will also identify quotations and some paraphrases as text matches, but if you have practiced careful citation of your sources, you are not plagiarizing.
- But **when your text matches closely or exactly** with sentences or paragraphs from SA’s collection of sources, **and when you do not give credit to the source**, I will suspect that you have indeed plagiarized the material.
- You are guilty of plagiarism equally when you copy a long passage from a single source (without proper citation) and when you string together phrases and sentences from several sources (without proper citation). You also plagiarize when you copy quotations-with-citations from other sources, leaving the impression that you consulted those sources yourself, or when you present research actually done by others as though it were your own. **It doesn’t matter whether your sources are printed or on the Web; representing the words or ideas of others as your own is plagiarism.** If you are in doubt about whether to cite a source for something in your essay, always cite it.

When plagiarism has occurred, ECU’s policies provide three levels of penalties, and allow the instructor to decide which level to invoke.

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<sup>1</sup> Quoted in full from text created by Dr. Gene Kleppinger, Online Learning, Eastern Kentucky University, 2005.

- The instructor may assign a failing grade to the assignment. (This is the MINIMUM penalty).
- The instructor may assign a failing grade for the course.
- The instructor may recommend the case to the Department, administration, or the Office of Academic Integrity for further action, up to and including dismissal from the university.

**I follow these rules, and if you plagiarize in this course, you will be penalized accordingly. EKU's Academic Integrity Policy requires that all incidents of plagiarism be reported to the Office of Academic Integrity, even if the instructor recommends no further action. The Office of Academic Integrity tracks all reports of plagiarism to reveal patterns of repeated dishonesty. See the EKU Academic Integrity Policy for further procedural details.**

How to protect yourself:

- **Do your own work.** If you use the words or ideas of others, give proper credit. Using the work of others responsibly—and crediting them for their contributions—helps to establish the credibility of your own conclusions, and makes the other authors (not you) responsible for the truth of what is being said.
- You should review the SA report for each of your essays. If you see significant areas of colored text, be sure that you have included an appropriate citation from material that you have quoted or paraphrased. If you see that you need to add proper documentation to an essay you have submitted, explain this to me (via email or phone) and if appropriate I will reset your attempt so you can correct the omissions and submit your file again.
- If I contact you about an SA report, be prepared to respond openly and honestly. Trying to excuse an instance of plagiarism by saying that you “don’t know how it could have happened” only complicates your position. If you have a reasonable explanation—if, for example, I have overlooked your citation of the source—you may certainly respond with that. But if plagiarism has occurred, you must accept the penalty and learn how to practice academic honesty.

## LECTURE, READING, & ASSIGNMENT SCHEDULE

Date	Topics	Assignment
<b>UNIT 1: <i>The Republic</i>. What is justice?</b>		
1/12	Introduction to the Course and Plato	
1/14	What is Justice?	Books I & II
1/19	Education in the City and the Soul	Book III
1/21	Virtues in the City and the Soul	Book IV and V
1/26	The Philosopher Kings and Metaphysics	Books VI & VII (up to 521c)
1/28	The Five Regimes	Book VIII
2/2	The Tyrannical Man and Conclusions	Books IX & X (608d-end)
2/4	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 2: <i>Nicomachean Ethics</i>. What is the highest human good?</b>		
2/9	Introduction to Aristotle	<i>Essay 1 due on Blackboard</i>
2/11	The Highest Human Good	Book I
2/16	Moral Virtue & the Doctrine of the Mean	Book II
2/18	The Nature of Specific Moral Virtues	Book III & IV
2/23	Justice	Book V & VI
2/25	Friendship and Politics	Book VIII; <b>Rewrite due</b>
3/2	The Virtuous Republic	
3/4	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 3: <i>The Politics</i>. What is the best regime?</b>		
3/16	Introduction to <i>The Politics</i>	<i>Essay 2 due on Blackboard</i>
3/18	Theory of the State & Regimes	I, i-ii, III, vi-viii; IV, ii-iii
3/23	Regimes and Distributive Justice	III, ix- xviii
3/25	Kingship, Tyranny, Aristocracy, Oligarchy	IV, v-vii & x; V, vi-vii & x-xi, VI, vi-vii
3/30	Democracy	IV, iii-iv & vi; V, v; VI, ii-v; <b>Re-write due</b>
4/1	The Mixed Regime or Polity	IV, xiii-ix & xi-xii; V, viii-ix; VI, iii
4/6	The United States as a Mixed Regime	
4/8	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 4: Aquinas: What is the foundation of law?</b>		
4/13	Introduction	<i>Essay 3 due on Blackboard</i>
4/15	The Grand Design of Law	Questions 90, 91, & 92
4/20	The Natural Law	Questions 93 & 94
4/22	Human Law and Special Problems	Question 95, 96, & 97
4/27	Alternatives to Natural Law Theory	
4/29	Peer Writing Circles	In-class evaluation of draft essays
5/5	<i>Essay 4 due on Blackboard by 11:55 pm.</i>	



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Philosophy and Religion
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	PHI 551W
<input checked="" type="checkbox"/> Hybrid Course (TCAC, "S," "W")	*Course Title ( <u>30 characters</u> )	Classical Political Theory
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	March 19, 2009	Graduate Council*	11/20/09
<i>Is this a SACS Substantive Change?</i> <b>Yes***</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	12/17/09
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program  
 \*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b>	(Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a PHI 551 course that incorporates substantive writing assignments and is designated as a writing intensive course.
<b>A. 2. Effective date:</b>	Spring 2010.
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b>	(if applicable)
<b>B. The justification for this action:</b>	Courses with substantive writing requirements can be identified with a W following the course number. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b>	None
<b>Operating Expenses Impact:</b>	None
<b>Equipment/Physical Facility Needs:</b>	None
<b>Library Resources:</b>	None

## Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**PHI 551W Classical and Medieval Political Theory. (3) A.** Prerequisite: ENG 102 or 105 (B) or HON 102(B). Cross-listed as POL 551W. Examination of Western political theory from Plato to Aquinas. Credit will not be awarded to students who have credit for POL 551, POL 551W or PHI 551.

## Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

### New or Revised\* Program Text

(\*Use ~~striketrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	551W	Spring 2010	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"/>	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3.0</u> Laboratory _____ Other _____		Cip Code (first two digits only) 38	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____  Data entry person _____	

**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(B)
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	Credit not allowed with POL 551, POL 551W or PHI 551.
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X ).

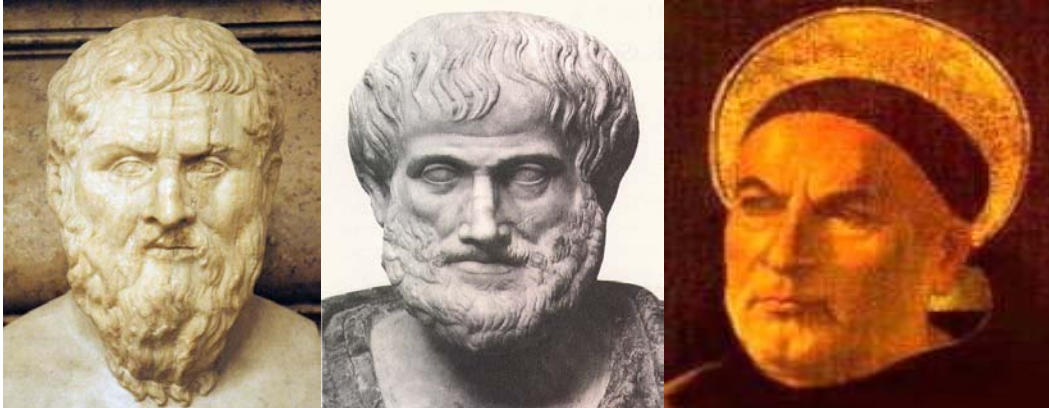
Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3) <b>X</b>
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

**DEPARTMENT OF PHILOSOPHY AND RELIGION**

**PHI 551(W):  
CLASSICAL POLITICAL THEORY**



Spring 2010  
Meeting time: TR, 3:30-4:45 p.m.  
Classroom: Combs 114  
Office Hours: MWF 2-5 pm, or by appointment

Professor Steve Barracca  
Office: McCreary Hall 220  
Phone: 622-4395  
Email: [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu)

**COURSE DESCRIPTION**

*"The point of having an open mind, like having an open mouth, is to close it on something solid."  
--G. K. Chesterton*

PHI 551W Classical Political Theory. (3) A. Cross-listed as POL 551W. Prerequisites: ENG 102 or ENG 105(B) or HON 102. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, POL 551 or POL 551W. Students will read four classics of ancient and medieval political thought in order to become familiar with some of the foundational issues, concepts, and theories in the study of politics. The readings introduce students to political philosophers whose ideas had a major impact on the Western political tradition, including a great influence on the Founders of the United States. Accordingly, the course provides knowledge that is foundational for informed U.S. citizenship and an ability to understand and analyze politics in general.

The course has been organized into four units around the four required books. In Unit 1 students read Plato's *Republic*, which examines the nature of justice. In Unit 2, we turn to Aristotle's *Nicomachean Ethics*, which expands on Plato's discussion of the nature of virtue and justice and their centrality to politics. Unit 3 continues with Aristotle's *The Politics*, an evaluation of which political regime is best suited to bring about the good. Unit 4 concludes the course with Thomas Aquinas' *Treatise on Law*, an exploration of the foundation, types, and appropriate scope of law.

## REQUIRED READING MATERIALS

- Plato. *The Republic*. Translated by G. M. A. Grube and C. D. C. Reeve. Indianapolis: Hackett Publishing, 2nd edition, 1992, ISBN: 0872201368.
- Aristotle. *Nicomachean Ethics*. Translated by David Ross. Oxford: Oxford University Press, 1984. ISBN: 019-281518-0. Available on-line at <http://classics.mit.edu/Aristotle/nicomachaen.html>
- Aristotle. *The Politics*. Translated by T. A. Sinclair. London: Penguin Books, 1981. ISBN: 0-14-044421-1.
- St. Thomas Aquinas. *The Political Ideas of St. Thomas Aquinas: Representative Selections*. Edited by Dino Bigongiari. New York: Free Press, 1997. ISBN: 0-684-83641-6. Available on-line at <http://www.ccel.org/a/aquinas/summa/FS.html#TOC09>.

## STUDENT LEARNING OUTCOMES

*General Outcomes:* PHI 551(W) is designed to achieve three General and Departmental educational outcomes:

1. *Substantive knowledge.* Students will increase their substantive knowledge of political science by understanding and explaining major concepts, theories, and processes that shape politics. Achievement will be assessed through written essays, quizzes, and participation in classroom discussion.
2. *Critical thinking.* Students will develop critical thinking skills by analyzing and evaluating the concepts and theories presented in the required readings, lectures, classroom discussions. Skill development will be evaluated through essay writing, peer writing evaluation exercises, and participation in classroom discussion.
3. *Effective communication.* Students will demonstrate an ability to clearly express their ideas orally and in writing. Assessment will occur through essay writing, peer writing evaluation exercises, and participation in classroom discussion.

*Specific Outcomes.* Having completed PHI 551(W), students will be able to:

1. Explain and appraise Platonic and Aristotelian conceptions of justice and virtue, and their relationship to politics.
2. Describe the major features of Aristotle's regime types; cite the sources of instability inherent to each and how they can be preserved; and summarize and evaluate the arguments for and against each regime.
3. Discuss and assess the argument that mixed regimes (republics) are the best form of government.
4. Explain why the United States is a mixed regime, and evaluate the implications of this.
5. Restate and evaluate Aquinas' natural law theory.
6. Analyze contemporary political issues in light of classical and medieval political thought.

## GRADES AND ASSIGNMENTS

### Grades

At the end of the semester, an average of 90 or higher will earn an "A", an average of 80 to 89.9 will earn a "B", an average of 70 to 79.9 will earn a "C", and an average of 60 to 69.9 will earn a "D". Students who have not turned in all four essays, or who average below 60, will receive an "F".

### Weighting of Assignments

Assignment	Percentage of final grade
4 Essays	80%
Pop Quizzes	10%
Participation	10%
Attendance	(see below)

### Assignments

Essays. There will be four take-home essays assigned in this course, each worth 20% of your grade. On the first two essays, each student will submit a first draft and the instructor will provide detailed written feedback and a tentative grade. Each student will revise the paper based upon the feedback and will receive a final grade. Papers will be evaluated according to the criteria specified under "Evaluation of Written Work" (see below). All but the final essay will be submitted on Blackboard before the beginning of class on the due date listed in the assignment schedule (see last page of the syllabus). The final essay is to be submitted on Blackboard on May 5 by 11:55 p.m. The grade on an essay, including the two re-writes, will be lowered five points for each day it is late. The essays must be typed, double spaced, with one-inch margins, a minimum font size of 12 points, and a maximum of five pages. In addition, it must have a cover page giving your name, student ID number, the date, the course, the instructor's name, and a brief title. No bibliography is necessary except when citing a reading that was not assigned. When conveying the idea of an author or directly quoting from assigned readings, put the citation in the text as a parenthetical reference in the following format: (Plato, 105), (Ethics, 26), (Politics, 220), (Aquinas, 54). All direct quotes should be set within quotation marks.

Quizzes. To encourage students to keep up with the reading, ten quizzes will be given on Blackboard during the semester. Grades on the quizzes will be averaged and curved at the end of the semester, and this will count toward 10% of your grade. In order to give students flexibility the quizzes will be available on Blackboard from the first day of the semester until the last day of classes (Friday, April 30 at 11:55 pm). However, I would strongly recommend taking quizzes as soon as possible after doing the reading assignment and listening to the lecture. You will do better on these tests when the material is fresh in your mind. A quiz will only cover one reading assignment. To see which reading assignment is covered by each quiz see the document "What the Quizzes Cover," in the Quizzes section of Blackboard. To access the test, click on the

"Quizzes" menu button on the Blackboard site for this course and click on the link for the appropriate test. For further instructions on taking quizzes, please consult the document "Quiz Instructions," located in the "Quizzes" section of Bb.

Participation. Students are expected to participate in lecture classes by answering questions posed by the instructor, as well as asking questions and making comments. Student participation will also be evaluated based on the student's contribution to the Peer Writing Circles, where they are required to provide thoughtful and constructive oral and written feedback on their peers' essay outlines. Participation will count toward 10% of your grade.

Attendance. Students can miss five classes during the semester. For every additional absence, the student's final grade will be lowered by five points. While I make this allowance for absences, students should be aware that missing any classes will have a negative impact on their grade. This is the case because the lectures will provide information that is important for writing the essays and taking the quizzes, and missing classes will affect the participation grade.

### **Evaluation of Written Work**

In order to help students develop their writing skills, students will participate in four in-class "Peer Writing Circles." On these class days, students will meet in small groups consisting of four students. The members of the circle will exchange hard copies of draft essays. Students will evaluate each other's essays based on the criteria provided on the course document, "Peer Writing Evaluation." By the end of the class period, each member of the circle will complete three written evaluations, one for each of their peers' essays. These evaluations will be given to each author at the end of the class, and the author will use the evaluations in re-writing their essay.

For the second essay, you must send an electronic copy of the final draft to me at [steve.barracca@eku.edu](mailto:steve.barracca@eku.edu) by March 16 at 11:59 pm. (1) The document must be in Microsoft Word; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of the writing intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

In grading students' essays, I will use the following four equally-weighted criteria:

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the question. This component requires you to evaluate the theorists' work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.
2. **Support:** Each essay should provide support for the claims articulated in the argument. This support may include empirical evidence, such as survey data or current or historical examples. The support may also be more theoretical in nature, where a student uses

deductive reasoning to analyze political problems. As part of sound argumentation, students should rebut obvious counterarguments.

3. **Competence or Knowledge:** Each essay should demonstrate an understanding of the theoretical works under discussion. You should be able to demonstrate an understanding of the content of the theorist's work and how the principles outlined differ from the works of other theorists. You should also be able to articulate the political implications of the works.
4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your substantive knowledge and critical thinking ability in clearly organized, cogent and succinct essays that are well-organized and written with proper grammar and a lucid style. For further guidance on how writing will be assessed, see the document "General Education Scoring Guide for Written Communication," available under "Course Documents" in Blackboard.

### **Student Progress**

Mid-term grades will be available for viewing Saturday, March 6 on EKU Direct. Your mid-term grade will be based on your first essay grade.

**Last Day to Drop the Course:** January 18; Last day to withdrawal with a W: March 19

### **PODCASTS OF UNIT 2-4 LECTURES AVAILABLE**

Podcasts of the lectures are available so that students who miss a class don't have to miss the lecture. To download audio lectures, click on the "Podcasts" menu button on the Blackboard homepage for this course. Then click on the document "Audio Lecture Key." Each of the titles for the lectures in Units 2-4 is hyper-linked. Left-click on the link to listen to the podcast or right-click on the link to save it to your computer. These audio lectures are MP3 files. You can play them on any computer that has software for playing MP3 format, the most common being *Windows Media Player* and *Apple QuickTime*. You can also download the lectures to any portable audio device, such as an *iPod*. Students can also subscribe to the podcasts and get them downloaded to a podcast aggregator, such as *iTunes* or *Juice*. To do this, follow the instructions on the document "Subscribing to Podcasts" located in the "Podcasts" section of Blackboard.

### **UNIVERSITY DISABILITY ACCOMODATION STATEMENT**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto: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 DISABILITY ACCOMODATION STATEMENT

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.

## EKU ACADEMIC INTEGRITY POLICY

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

## PLAGIARISM POLICY<sup>1</sup>

The essays that you submit through Blackboard in this course will automatically be processed through the “Safe Assignments” service. For each of your files:

- SA takes the text of your submission and compares it with a very large database of information from the Web, from many libraries and from other files submitted at EKU.
- Within a few hours of your submission, the results of this autonomic comparison are available to you and your instructor. You can view them yourself by clicking through the link where you submitted the file.
- The results show how closely your text matches passages stored in the database, highlighting with color those areas of your text that are significantly similar to other works.
- When the report for your essay contains colored passages, you and your instructor can click a colored passage to see what the Safe Assignments tool found as a matching text.

My policy in this course is to evaluate a Safe Assignments report carefully, deciding whether the text-matches made visible in the report represent simple coincidences between your writing and that of others, or quotations with adequate documentation, or actual incidents of plagiarism.

- **Plagiarism occurs whenever you use the words or ideas of others and represent them as your own.**
- Some passages marked by SA with colored highlighting are, in fact, harmless coincidences or properly documented quotations. When a text-match made visible by Safe Assignments is, for example, simply the result of your copying the text of the assignment, or of your repeating a phrase or sentence that is routinely used in the course, you are not plagiarizing. SA will also identify quotations and some paraphrases as text

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<sup>1</sup> Quoted in full from text created by Dr. Gene Kleppinger, Online Learning, Eastern Kentucky University, 2005.

matches, but if you have practiced careful citation of your sources, you are not plagiarizing.

- But **when your text matches closely or exactly** with sentences or paragraphs from SA's collection of sources, **and when you do not give credit to the source**, I will suspect that you have indeed plagiarized the material.
- You are guilty of plagiarism equally when you copy a long passage from a single source (without proper citation) and when you string together phrases and sentences from several sources (without proper citation). You also plagiarize when you copy quotations-with-citations from other sources, leaving the impression that you consulted those sources yourself, or when you present research actually done by others as though it were your own. **It doesn't matter whether your sources are printed or on the Web; representing the words or ideas of others as your own is plagiarism.** If you are in doubt about whether to cite a source for something in your essay, always cite it.

When plagiarism has occurred, EKU's policies provide three levels of penalties, and allow the instructor to decide which level to invoke.

- The instructor may assign a failing grade to the assignment. (This is the MINIMUM penalty).
- The instructor may assign a failing grade for the course.
- The instructor may recommend the case to the Department, administration, or the Office of Academic Integrity for further action, up to and including dismissal from the university.

**I follow these rules, and if you plagiarize in this course, you will be penalized accordingly. EKU's Academic Integrity Policy requires that all incidents of plagiarism be reported to the Office of Academic Integrity, even if the instructor recommends no further action. The Office of Academic Integrity tracks all reports of plagiarism to reveal patterns of repeated dishonesty. See the EKU Academic Integrity Policy for further procedural details.**

How to protect yourself:

- **Do your own work.** If you use the words or ideas of others, give proper credit. Using the work of others responsibly—and crediting them for their contributions—helps to establish the credibility of your own conclusions, and makes the other authors (not you) responsible for the truth of what is being said.
- You should review the SA report for each of your essays. If you see significant areas of colored text, be sure that you have included an appropriate citation from material that you have quoted or paraphrased. If you see that you need to add proper documentation to an essay you have submitted, explain this to me (via email or phone) and if appropriate I will reset your attempt so you can correct the omissions and submit your file again.
- If I contact you about an SA report, be prepared to respond openly and honestly. Trying to excuse an instance of plagiarism by saying that you “don't know how it could have happened” only complicates your position. If you have a reasonable explanation—if, for example, I have overlooked your citation of the source—you may certainly respond with that. But if plagiarism has occurred, you must accept the penalty and learn how to practice academic honesty.

## LECTURE, READING, & ASSIGNMENT SCHEDULE

Date	Topics	Assignment
<b>UNIT 1: <i>The Republic</i>. What is justice?</b>		
1/12	Introduction to the Course and Plato	
1/14	What is Justice?	Books I & II
1/19	Education in the City and the Soul	Book III
1/21	Virtues in the City and the Soul	Book IV and V
1/26	The Philosopher Kings and Metaphysics	Books VI & VII (up to 521c)
1/28	The Five Regimes	Book VIII
2/2	The Tyrannical Man and Conclusions	Books IX & X (608d-end)
2/4	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 2: <i>Nicomachean Ethics</i>. What is the highest human good?</b>		
2/9	Introduction to Aristotle	<i>Essay 1 due on Blackboard</i>
2/11	The Highest Human Good	Book I
2/16	Moral Virtue & the Doctrine of the Mean	Book II
2/18	The Nature of Specific Moral Virtues	Book III
2/23	Justice	Book V
2/25	Friendship and Politics	Book VIII; <b>Rewrite due</b>
3/2	The Virtuous Republic	
3/4	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 3: <i>The Politics</i>. What is the best regime?</b>		
3/16	Introduction to <i>The Politics</i>	<i>Essay 2 due on Blackboard</i>
3/18	Theory of the State & Regimes	I, i-ii, III, vi-viii; IV, ii-iii
3/23	Regimes and Distributive Justice	III, ix- xviii
3/25	Kingship, Tyranny, Aristocracy, Oligarchy	IV, v-vii & x; V, vi-vii & x-xi, VI, vi-vii
3/30	Democracy	IV, iii-iv & vi; V, v; VI, ii-v; <b>Re-write due</b>
4/1	The Mixed Regime or Polity	IV, xiii-ix & xi-xii; V, viii-ix; VI, iii
4/6	The United States as a Mixed Regime	
4/8	Peer Writing Circles	In-class evaluation of draft essays
<b>UNIT 4: Aquinas: What is the foundation of law?</b>		
4/13	Introduction	<i>Essay 3 due on Blackboard</i>
4/15	The Grand Design of Law	Questions 90, 91, & 92
4/20	The Natural Law	Questions 93 & 94
4/22	Human Law and Special Problems	Question 95, 96, & 97
4/27	Alternatives to Natural Law Theory	
4/29	Peer Writing Circles	In-class evaluation of draft essays
5/5	<i>Essay 4 due on Blackboard by 11:55 pm.</i>	