1-22-2009

# Council on Academic Affairs Minutes, Jan 22, 2009

Eastern Kentucky University

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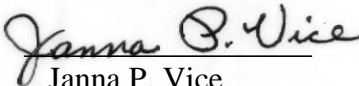
### Recommended Citation

# EASTERN KENTUCKY UNIVERSITY

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Provost's Office
Associate Provost
Academic and Faculty Affairs

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

TO:   Members of the Council on Academic Affairs

FROM:  *Janna P. Vice*
     Janna P. Vice
      Associate Provost

DATE:   January 16, 2009

RE:    Meeting—Council on Academic Affairs


The Council on Academic Affairs will meet on Thursday, January 22, 2009, at 1:00 p.m. in the Martin Room of the Coates Building. The agenda and attachments are available through the Council on Academic Affairs Web site at:
www.academicaffairs.eku.edu/committee/academic_ council/.

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

# COUNCIL ON ACADEMIC AFFAIRS MINUTES
## January 22, 2009

| | |
|---|---|
| Members Present: | Allen Ault, Onda Bennett, Rich Boyle, Lindsey Cross, Ed Davis, Tina Davis, Michael Foster, Verna Freer, Linda Frost, Claire Good, Gary Kuhnhenn, Jaleh Rezaie, Benton Shirey, Sherwood Thompson, Liz Throop, Janna Vice, Deborah Whitehouse |
| Members Absent: | Steve Byrn*, E.J. Keeley, Sandra Moore, Kim Naugle, Rodney Piercey, Mixon Ware<br>*indicates prior notification |
| Non-Members Present: | Myra Beth Bundy, Kathy Daugherty, Julie Robinson, Linda Turner, Neil Wright |

Dr. Janna Vice called the Council on Academic Affairs to order at 1:00 p.m. on January 22, 2009.

Approval of the Minutes – December 18, 2008
The minutes were approved as distributed.

## ACTION ITEMS

*University Programs*

**Effective Date**

Approved   Proposal for International Students Graduation Sashes   Spring 2009

*Arts & Sciences*

Department of Psychology
**New Program**         **Effective Date**
Approved   Autism Spectrum Disorders Certificate   Summer 2009

*Health Sciences*

Family and Consumer Science   **Effective Date**
**Program Revision**
Approved   Master in Community Nutrition – *Revise admissions policy*   Fall 2009

Recreation and Park Administration
**Hybrid Course**
Approved   REC 512S Therapeutic Recreation Management – *Add service learning designation*   Fall 2009
Approved   REC 712S Therapeutic Recreation Management – *Add service learning designation*   Fall 2009
**Program Revision**
Approved

Recreation and Park Administration B.S. Degree – *Reflect addition of service learning*    Fall 2009

Communication

**Dropped Courses**

Withdrawn    COM 309 Integrated Marketing Communication
Withdrawn    COM 320A Desktop Publishing
Withdrawn    COM 320B Advanced Word Processing
Withdrawn    COM 320C Creating Newspapers and Magazines
Withdrawn    COM 320D Creating Newsletters and Brochures
Withdrawn    COM 320E Creating Graphic/Illustrative Content
Withdrawn    COM 320F Web Page Development
Withdrawn    COM 320G Computer Image Processing
Withdrawn    COM 320H Creating Computer Based Presentations

**New Courses**

Withdrawn    JOU 320 Newspaper and Magazine Design – new course to replace COM 320 Series for JOU
Withdrawn    JOU 412 Multimedia Web Development - new course to replace COM 320 Series and 309
Withdrawn    PUB 320 Design for Mass Media – new course to replace COM 320 Series for PUB
Withdrawn    PUB 412 Web Marketing and Development – New course to replace COM 320 Series and
             COM 309 for PUB

**Program Revision**

Withdrawn    Minor in Advertising – Change minor to drop COM 320 Series and add JOU or PUB 320
Withdrawn    B.A. in Journalism – Change major to drop COM 320 Series and add new courses
Withdrawn    B.A. in Public Relations – Change major to drop COM 320 Series and add new courses
             Majors and Minors in the Department of Communication – Require a minimum
             grade "C" or higher in all courses (core and supporting) for a major or minor and
             a 2.25 or better average in all courses (core and supporting) required for the major
             or minor in the Department of Communication.

**Course Revision**

Approved    EMG 445 Foundations of Reading/Language Arts – *Add prerequisite EDF 203,*    Fall 2007
            *Prerequisite/corequisite: EDF 319*

## *DISCUSSION ITEM*

Stopping Out Policy – New *Catalog* language was introduced to CAA members and distributed for review.
        This item will return to the CAA on February 19, 2009.  The proposed language will clarify the
        "24 months or fewer" time limit for stopped-out or withdrawn students to return to EKU and will
        also outline the readmission application procedure if students have been stopped out or withdrawn
        longer than the 24-month period.

## *INFORMATION ITEMS*

Faculty Senate Update

The following CAA items were approved by the Faculty Senate at the January 12, 2009 meeting:

1. **Economics B.A.**  *–Program revised*
2. **Geography B.A.** *–Removed specialty areas*

3. **Paralegal Program** – *Changed course requirements. The justification was edited following recommendations by the Senate. The department will provide revised forms for the Registrar's Office.*
4. **B.B.A. Finance-Real Estate Option/Minor in Real Estate/RST Certificate within the Finance Major** *Suspended Real Estate Option, Minor in Real Estate and the RST Certificate*
5. **Agriculture B.S. Area Major** –*Removed the college requirements BTS 300 and moved AGR 305 from Core Courses to Supportive Courses*
6. **Horticulture B.S. Area Major** –*Removed the college requirements BTS 300 and moved AGR 305 from Core Courses to Supportive Courses*
7. **Business Marketing Education/Teaching B.S.** –*Require a professional seminar/conference experience as part of major requirements through BTS 300 and 400 for all juniors and seniors in the College of Business & Technology. The Curriculum Form was edited to reflect the actual change being made, following recommendations by the Senate.*
8. **AAS Technology; Digital Imaging Design** –*Dropped ART 100 or 152 and added TEC 190 in the Digital Imaging Design Option*
9. **Minor in Computer Electronic Publishing** –*Changed the name of minor to Minor in Digital Imaging Design*
10. **MAEd Gifted Education** –*Allow for Certification after 12 hours*
11. **Baccalaureate & Graduate Nursing** –*Revised APRHN Option*
12. **Master of Public Health** –*Revised credit hours and required/elective courses*

The following CAA item was withdrawn at the Faculty Senate meeting:

1. **EdD Leadership and Policy Studies** – *Proposal to revise Program hours*

## Board of Regents Items

Reminder: Departmental cover letters for Board of Regents items are due to the Registrar's Office on January 30, 2009.

## Baccalaureate Degree Upper Division Requirements Workgroup

1. The Faculty Senate chose to have a member serve with the group that is working to determine the appropriate number of upper division credit hours for Baccalaureate Degree Requirements. Dr. David May will be the Senate's representative on the workgroup.
2. The workgroup, chaired by Dr. Liz Throop, will submit a report to the Council on Academic Affairs at the February 19, 2009, CAA meeting.

The Council on Academic Affairs was adjourned at 2:02 p.m.

# COUNCIL ON ACADEMIC AFFAIRS AGENDA
January 22, 2008

1. Call to Order
2. Approval of the Minutes – December 18, 2008

## University Programs

1. Proposal for International Students Graduation Sashes

## College of Arts & Sciences

### Department of Psychology

| | Page |
|---|---|
| **New Program** | |
| Autism Spectrum Disorders Concentration | PSYC 1 |

## College of Health Sciences

### Family & Consumer Science

| | Page |
|---|---|
| **Program Revision** | |
| Master in Community Nutrition – Revise admissions policy | CHS 1 |

### Recreation and Park Administration

| | |
|---|---|
| **Hybrid Course** | |
| REC 512S – Add service learning course designation | CHS 4 |
| REC 712S – Add service learning course designation | CHS 6 |
| **Program Revision** | |
| Recreation and Park Administration B.S. Degree – Reflect addition of service learning "S" designation to REC 512. | CHS 8 |

## College of Business & Technology

### Communication

| | Page |
|---|---|
| **Dropped Courses** | |
| COM 309 Integrated Marketing Communication | COMM 1 |
| COM 320A Desktop Publishing | COMM 3 |
| COM 320B Advanced Word Processing | |
| COM 320C Creating Newspapers and Magazines | |
| COM 320D Creating Newsletters and Brochures | |
| COM 320E Creating Graphic/Illustrative Content | |
| COM 320F Web Page Development | |
| COM 320G Computer Image Processing | |
| COM 320H Creating Computer Based Presentations | |
| **New Courses** | |
| JOU 320 Newspaper and Magazine Design – new course to replace COM 320 Series for JOU | COMM 5 |

JOU 412 Multimedia Web Development - new course to replace COM 320 Series and 309       COMM 11
PUB 320 Design for Mass Media – new course to replace COM 320 Series for PUB       COMM 17
PUB 412 Web Marketing and Development – New course to replace COM 320 Series and       COMM 23
    COM 309 for PUB

**Program Revision**
Minor in Advertising – Change minor to drop COM 320 Series and add JOU or PUB 320       COMM 29
B.A. in Journalism – Change major to drop COM 320 Series and add new courses       COMM 31
B.A. in Public Relations – Change major to drop COM 320 Series and add new courses       COMM 33
    Majors and Minors in the Department of Communication – Require a minimum       COMM 35
    grade "C" or higher in all courses (core and supporting) for a major or minor and
    a 2.25 or better average in all courses (core and supporting) required for the major
    or minor in the Department of Communication.

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## *Discussion Item*

**Introduction of Policy Revision Proposal**
1. Stopping Out Policy – The Impact Statement and proposed *Catalog* language will be distributed in the CAA meeting.

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## *Information Items*

Faculty Senate Update

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   *Program revised*
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   *Removed specialty areas*
3. **Paralegal Program**
   *Changed course requirements. The justification was edited following recommendations by the Senate. The department will provide revised forms for the Registrar's Office.*
4. **B.B.A. Finance-Real Estate Option/Minor in Real Estate/RST Certificate within the Finance Major**-
   *Suspended Real Estate Option, Minor in Real Estate and the RST Certificate*
5. **Agriculture B.S. Area Major**
   *Removed the college requirements BTS 300 and moved AGR 305 from Core Courses to Supportive Courses*
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   *Require a professional seminar/conference experience as part of major requirements through BTS 300 and 400 for all juniors and seniors in the College of Business & Technology. The Curriculum Form was edited to reflect the actual change being made, following recommendations by the Senate.*
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   *Dropped ART 100 or 152 and added TEC 190 in the Digital Imaging Design Option*
9. **Minor in Computer Electronic Publishing**
   *Changed the name of minor to Minor in Digital Imaging Design*
10. **MAEd Gifted Education**
    *Allow for Certification after 12 hours*
11. **Baccalaureate & Graduate Nursing**
    *Revised APRHN Option*
12. **Master of Public Health**
    *Revised credit hours and required/elective courses*

The following CAA item was withdrawn at the Faculty Senate meeting:

1. **EdD Leadership and Policy Studies** – *Proposal to revise Program hours*

## Board of Regents Items
Reminder: Departmental cover letters for Board of Regents items are due to the Registrar's Office on January 30, 2009.

## 43-Hour Upper Division Requirements Workgroup
1. The Faculty Senate chose to have a member serve on the workgroup that is researching 43-hour upper division degree requirements. Dr. David May will be the Senate's representative on the workgroup.
2. The workgroup, chaired by Dr. Liz Throop, will submit a report to the Council on Academics Affair at the March 19, 2009, CAA meeting.

# EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

Quality Enhancement Programs
University Programs
Office of Academic Affairs and Research

201Keen Johnson
521 Lancaster Avenue
Richmond, Kentucky 40475-3163
(859) 622-2222  Fax (859) 622-5018

TO:             Council on Academic Affairs

DATE:           January 5, 2009

RE:             International Students Graduation Sashes

International Programs would like to propose that the University award graduation sashes to our international students upon completion of their degrees.  The sashes would be awarded by the Office of International Programs in a special ceremony and then worn with their regalia during the formal commencement ceremony.   The sashes are a representation of each country's national flag (see attached picture).

While International students see their national flag on the stage during commencement, this does not specifically identify their citizenship.  In some cases the program does not identify the home country, with Richmond or Lexington being listed instead.  In addition to correctly identifying their home country, the sash will visibly demonstrate EKU's commitment to international students during ceremony.  The sash also will serve as a memento of our recognition for these students' role and contribution as international members of the campus community.

As we normally graduate 25 to 30 international students in December and again in May/August, the cost of the sashes would be covered by International Programs budget annually. I believe the cultural value of the sashes and the recognition afforded the students who receive them will be well worth the expense.

Thank you for your consideration to this request.

Sincerely,

Dr. Neil Wright, Director, International Programs
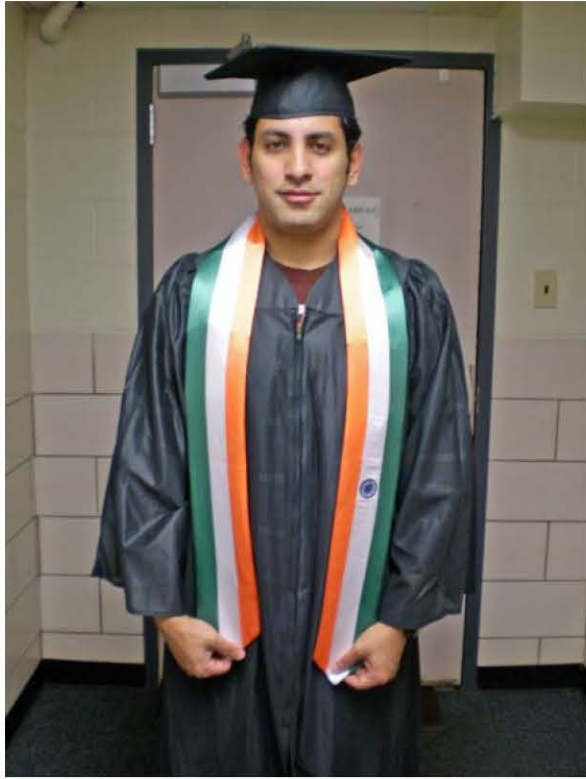
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College of Arts and Sciences
Office of the Associate Dean
Academic and Student Affairs

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, Interim Assistant Dean**
**College of Arts and Sciences**

**DATE:**   **January 22, 2009**

**SUBJECT: Agenda items for 1-22-09 Council on Academic Affairs Meeting**

The College of Arts and Sciences submits the following agenda items for consideration at the January 22, 2009 meeting of the Council on Academic Affairs.

**AGENDA**

**Department of Psychology**
**New Program**
Autism Spectrum Disorders Concentration- To create a new program
Syllabi are included for the following courses in the new program:

    CDS 874
    CDS 867
    OTS 831
    OTS 863
    PSY 577/777
    PSY 843
    SED 590/790
    SED 897

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

**Part I**

| (Check one) | Department Name | Psychology |
|---|---|---|
| ___ New Course (Parts II, IV) | College | Arts and Sciences |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ___ Course Dropped (Part II) | *Course Title (30 characters) | |
| X New Program (Part III) | *Program Title | Autism Spectrum Disorders Certificate |
| ___ Program Revision (Part III) | | (Major ___, Option ___; Minor ___; or Certificate _X_ ) |
| ___ Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 10/01/2008 | Graduate Council* | 12/1/2008 |
| *Is this a SACS Substantive Change?* **Yes****** ☐ **No** X | | Council on Academic Affairs | |
| College Curriculum Committee | 10/27/2008 | Approved ____ Disapproved ____ | |
| General Education Committee* | NA | Faculty Senate** | |
| Teacher Education Committee* | | 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**

To create a new program.

**A. 2.  Effective date:**

Summer 2009

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

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

There is no existing program on EKU's campus (or nearby campuses) that provides training for related service providers in the growing area of autism spectrum disorders.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: Adequate

**Part II.  Recording Data for New, Revised, or Dropped Course**
   (For a **new required course,** complete a separate request for the appropriate program revisions.)

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

| New or Revised* Catalog Text |
|---|
| (*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.  Also include Crs. Prefix, No., and description, limited to 35 words.) |
| |
| |

**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 <u>underlines</u> for additions.) |

NOTE: This new program section will go just below the section on Master of Science and Specialist in Psychology (pg. 54 of the current *Graduate Catalog).*

# DEPARTMENT OF PSYCHOLOGY

**Dr. Robert Brubaker, Chair**
**Dr. Donald Beal, Coordinator, Clinical Psychology**
**Dr. Andrea Hale, Coordinator, School Psychology**
**Dr. Robert Mitchell, Coordinator, General Psychology**
**Dr. Jerry Palmer, Coordinator, I/O Psychology**
**www.psychology.eku.edu**
**(859) 622-1105**

## I. GENERAL INFORMATION

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

## MASTER OF SCIENCE and SPECIALIST IN PSYCHOLOGY

## II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements. A minimum of five undergraduate courses in psychology: general psychology, statistics, and experimental psychology are required, as well as two other courses acceptable to the departmental admissions committee. An undergraduate course in industrial and organizational psychology or related course is required for the industrial and organizational psychology program. A minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, is a Graduate School requirement. Satisfactory performance on the general sections of the Graduate Record Examination is required prior to admission. A minimum combined score of 750 (Verbal and Quantitative) on the GRE is required for full consideration to all graduate programs in the Department of Psychology. Admission is competitive and limited to available space. Meeting the minimum requirements,
therefore, does not guarantee admission. Candidates must arrange for submission of three letters of recommendation directly to the
department, two related to the undergraduate major, with at least one from psychology faculty. Applications should be received by March 15. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available.

## Autism Spectrum Disorder Certificate

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

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

OTS 863……………………………………..………… 3 hours
PSY 777………………………………………………….3 hours
CDS 867…………………………………….………..….3 hours
SED 790……………………………………...………....3 hours
OT 831 or PSY 843 or CDS 874 or SED 897…………...3 hours

Total Course Requirements……………..……………....15 hours

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

Editorial Changes to the *Graduate Catalog* to increase awareness of the Autism Spectrum Disorders Certificate

(Page 54 of the 2008-09 *Graduate Catalog)*

## DEPARTMENT OF PSYCHOLOGY

I.  GENERAL INFORMATION

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

(Page 75 of the 2008-09 *Graduate Catalog)*

## MASTER OF ARTS IN EDUCATION

Communication Disorders

I.  GENERAL INFORMATION

The Master of Arts in Education Program in Communication Disorders is a two-year, full time program leading to eligibility for certification in Speech-Language Pathology by the American Speech-Language-Hearing Association, Kentucky Licensure in Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders.  Students in the M.A. in Education Program in Communication Disorders may elect to pursue the Autism Spectrum Disorders Certificate.  Requirements for admission to and completion of this certificate may be found in the Department of Psychology section of this *Catalog.*

## DEPARTMENT OF OCCUPATIONAL THERAPY

I.  GENERAL INFORMATION

The Department of Occupational Therapy offers the Master of Science degree in Occupational Therapy.  This program allows the opportunity for professional and post-professional study.  The program is designed to allow students three routes of entry:  (Option 1) the individual with a baccalaureate degree in occupational science, (Option 2) the individual with a baccalaureate degree in a discipline other than occupational science or occupational therapy, or (Option 3) the individual with a baccalaureate degree or post-baccalaureate certificate from an accredited occupational therapy program.  <u>Students in Option 1 and 2 of the M.S. in Occupational Therapy Program may elect to pursue the Autism Spectrum Disorders Certificate.  Requirements for admission to and completion of this certificate may be found in the Department of Psychology section of this *Catalog.*</u>

## DEPARTMENT OF SPECIAL EDUCATION

The Department of Special Education offers graduate programs leading to the Masters of Arts in Education, Rank II and Rank I, and Director of Special Education. The special education Masters of Arts in Education and teaching certification options are learning and behavior disorders, deaf and hard of hearing, interdisciplinary early childhood education, and communication disorders.  The Master of Arts in Education, non-teaching option, is offered in interdisciplinary early childhood education.  The Master of Arts in Education, alternative initial certification option is offered in learning and behavior disorders.  Candidates should consult with a graduate advisor for the desired certification program as early as possible.  <u>Students in the Master of Arts in Education Program may elect to pursue the Autism Spectrum Disorders Certificate.  This is a university certificate, not an EPSB certification.  Requirements for admission to and completion of this certificate may be found in the Department of Psychology section of this *Catalog.*</u>

**Autism Spectrum Disorder Certificate**

Eastern Kentucky University

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

**Purpose**

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

**Background and Need**

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

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

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

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

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

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

*Collaboration across caregivers and providers needs to increase.*

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

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

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

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

**Certificate Description**

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

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

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

The following courses will be required:

**OTS 863  Independent Study:  Occupation of Persons with Autism  (3 credit hours**)

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

**PSY 777 The Autism Spectrum. (3 credit hours)**

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

**CDS 867    Advanced Language Disorders (3 credit hours)**

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

**SED 790    Applied Behavior Analysis (3 credit hours)**

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

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

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

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

**Admission to the Program**

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

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

**Budget Impact**

This program is expected to be budget neutral.  No new faculty or reassigned time and only one new course will be added, PSY 577/777.  The new course will be taught in addition to the instructor's regular courses, as a summer course.  There is demand for this course because of the need in Kentucky and the region for practitioners trained to provide services to individuals with ASD and their families. The course will serve not only to fulfill requirements for this endorsement but also as an elective for any student enrolled in the clinical psychology master's program.  Further, the endorsement program could generate revenue by attracting students to the university, since this program will be Kentucky's only multidisciplinary program with this specific structure and a pre-service training focus for enrolled graduate students.  Western Kentucky University has a 15 credit Autism Spectrum Disorder Certificate, but it is aimed at professionals in a variety of fields who have already obtained a master's degree.

For more information, contact:

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

Dr. Justin Cooper
Chair, Department of Special Education
Department of Special Education
Eastern Kentucky University
Richmond, KY  40475
Justin.Cooper@eku.edu

Dr. Charlotte Hubbard
Assistant Professor of Communication Disorders
Department of Special Education
Eastern Kentucky University
Richmond, KY  40475
Charlotte.Hubbard @eku.edu

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

# Autism Certificate Program Competencies
# Eastern Kentucky University

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

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

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

# Psychology

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

# Occupational Therapy

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

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

# Communication Disorders

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

# Special Education

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

**A.     DEPARTMENT OF SPECIAL EDUCATION**
CDS 867 Advanced Language Disorders
3 credit hours

| | |
|---|---|
| 6:00 - 8:45 M | Charlotte A. Hubbard, Ph.D. |
| 234 Wallace | Wallace 206 |
| Spring 2009 | Phone: 622-3155          Email: Charlotte.Hubbard@eku.edu |

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

**C.     TEXTS**
Larson, V. & McKinley, N. (2003). Communication solutions for older students. Eau Claire, WI: Thinking Publications.
Hughes, D., McGillivray, L., Schmidek, M. (1997). Guide to narrative language. Eau Claire, WI: Thinking Publications.
Coleman, T. (2000). Clinical management of communication disorders in culturally diverse children. Boston: Allyn & Bacon.

Recommended:
Retherford, K. (2000). Guide to analysis of language transcripts (3rd ed.). Eau Claire, WI: Thinking Publications.

**D.     COURSE OBJECTIVES**
1.     The student will describe the collaborative role of the SLP in the diagnosis and treatment of language impairment.
2.     The student will develop an understanding of multicultural language differences and materials/resources for improvement of standard English skills for ESL speakers.
3.     The student will describe the relationship between reading, writing, and language assessment and treatment and the role of the SLP in this relationship.
4.     The student will demonstrate familiarity with dynamic language assessment appropriate for individuals from school-age to adulthood (excluding aphasia).
5.     The student will analyze oral/written language/narrative samples and compare the results with other assessment data in order to plan and implement a treatment program.
6.     The student will demonstrate intervention strategies in discourse training and phonological awareness training.
7.     The student will demonstrate knowledge of and assessment and treatment techniques and programs for people with various etiologies including autism spectrum disorder.

**E.     COURSE OUTLINE**
 1. Characteristics of Language Impairment: Adolescence to Adulthood
 2. Written Language Analysis and Intervention
 3. Collaboration in Language Assessment and Intervention
 4. Dynamic Language Assessment
 5. Comprehension of Narratives
 6. Narrative Assessment & Intervention
 7. Language Programs/Approaches for Disorders & Differences
 8. Etiologies Associated with Language Disorders including Autism Spectrum Disorder
 9. Relationship between Language and Literacy
10. Phonological Awareness Training
11. SLPs Role in Cultural Language Differences

**F. COURSE REQUIREMENTS**

1. Assignments and papers are to be completed on time. No late assignments will be accepted and a grade of zero will be recorded.
2. Assignments and papers are to be typed.
3. Class Discussion: In order to facilitate meaningful class discussions, assigned material must be read prior to the class period. Class participation and discussion are mandatory.
4. Reading Quizzes: You will take six 10-point quizzes on certain chapters from the Larson & McKinley text designated on the class schedule. You will find these quizzes on Blackboard. They will be made available during the first week of class and must be completed by 4:00 p.m. the day the topic is to be discussed in class. You will have 15 minutes to complete each quiz and you can only take it once. You are not allowed to take any quiz with a classmate or consult with any classmate about the quiz. You cannot refer to the reading or any other materials to obtain your answers during the quiz. You may not copy, print out, or save the quiz or share the questions and/or answers with anyone.
5. Clinical Project: In order to understand collaboration and oral and written language analysis and treatment of a client birth through 21 years of age, you will individually complete a clinical project which includes reviewing your client's case history information, educational and/or vocational information (if applicable), and previous/current professional services, as well as obtaining a narrative sample. This project is divided into the following 4 parts:

    Part 1: Analysis: You will be required to analyze and interpret the case history & educational information along with the communication skills of your client. You will obtain a personal or fictional narrative sample to analyze using the appropriate analysis approach described by Hughes, et al. (1997). The narrative analysis will be turned in for grading. In addition you will need to submit a summary of your client's current communication skills and developmental (0-5 years of age), educational (6-21 years of age), or vocational (14-21 years of age) skills.

    Part 2: IEP/IFSP: Following the analyses of your client in Part 1, your task is to interpret the communication data as they relate to the case history and developmental/educational/vocational information to determine if the client should receive services, and if so, determine the treatment goals appropriate for your client (giving your rationale for selecting those goals). Once you have established the goals for your client, you will then develop either an IFSP or an IEP depending on the age of your case study. Your goals must be written behaviorally and be measurable. You are to tie your goals to the appropriate Program of Study as outlined on the Kentucky Dept. of Education website. See "External Links" section of Blackboard.

    Part 3: Presentation of a Collaborative Plan: You must design a single lesson to be presented in the client's classroom or at home. Your plan must include the goal to be taught, who will complete which tasks, specific intervention techniques or approaches, and the materials to be used. You must also type in your error strategy hierarchy for each goal.

    Part 4: PowerPoint Presentation: During the final class period and final exam period, you will be scheduled to make an oral presentation of your client using PowerPoint. You will provide the class a handout to accompany your presentation. The handout will include a description of your client (case history), the developmental/educational/vocational information, your findings and interpretation of results, a diagnosis, goals for your client, your collaborative plan, and rationale for the goals and treatment program/techniques chosen. During the oral presentation (no more than 20 minutes) you will state the goals for your client

with the rationale for selecting them, the treatment program/technique chosen with rationale, and a demonstration of your collaborative lesson plan for your client. You may need assistance from your colleagues in order to present the lesson plan. You must use APA style on all your written work.
<u>Autism Certificate Students</u>: Your clinical project will focus on a client with autism.

6.    <u>ESL Resource File/Notebook</u>: Refer to chapter 5 in the Larson & McKinley text and then find resources for understanding the cultural and language differences and assessing and improving the Standard American English skills of the following speakers: Latino English, Asian English, African American English, and Native American English. Each group will pick one type of speaker (e.g., Asian English). You must have a minimum of 5 resources for your selected speaker type in either assessment or treatment information/activities or information about cultural differences. Resources could include assessment/ treatment materials and software with a description (and a sample when possible) and lists of cultural differences (e.g., values) and language differences (e.g., syntax) for the specific speaker group. All of the resources should be practical, such as an assignment to complete, a checklist for identifying behaviors, etc. Do NOT include articles. Your resources should address all aspects of communication: form, content, use, and nonverbal. Your resources should be organized and easy to find in a table of contents and/or index. Neatness and ease of use will also be considered. Specific details for this assignment will be posted on Blackboard.

7.    <u>Written Responses to Case Studies</u>: You will be given several case studies throughout the semester for you to respond to either on demand or to turn in later. These case studies will facilitate integration of course material presented throughout the semester.

**G.    ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS IN 700-LEVEL**
Not applicable

**H.    EVALUATION METHODS AND RELATIVE WEIGHT OF EACH COURSE REQUIREMENT**

| <u>Graded Item</u> | <u>Points</u> |
|---|---|
| Chapter Quizzes (6 @ 10 pts.) | 60 |
| ESL Resource File/Notebook | 50 |
| Written Responses | 50-75 |
| Clinical Study   Narrative/Language Sample Analysis | 50 |
|            Written IEP/IFSP | 50 |
|            PowerPoint Presentation | 35 |
|            Handout to Accompany Presentation | 15 |
|            Collaborative Lesson Plan | . 15 . |
|            Total Points | 325-350 |

<u>Grading Scale</u>
90 - 100 percent = A
80 -  89 percent = B
70 -  79 percent = C
60 -  69 percent = D
 0 -  59 percent = F

**I.    STUDENT PROGRESS**
Grades received on all assignments will be posted on Blackboard and will serve as notice to students of their progress. Your current letter grade can be computed by dividing the points which you earned by the total possible points. The resulting percentage can be compared to the grading scale. If you need any assistance in determining your letter grade, let me know.

**J.    ATTENDANCE POLICY**
All policies/requirements listed below must be followed by the student:

College of Education Attendance Policy: Absences equating to 20% of class meetings will result in automatic failure.  Class sessions missed as a result of late entry into the class will be counted as absences.  The student is responsible for presenting the instructor with a reason for absences in order to be given opportunity to make up missed work.  Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

Communication Disorders Program Attendance Policy: The following is a uniform attendance policy for the Communication Disorders (CD) Program and will be enforced by all CD faculty.  To determine if the reason for an absence is adequate, as specified in the College of Education policy, the student may be required to provide documentation (e.g., medical excuse) before the absence is approved.
1.    Regular attendance is expected throughout the semester and will be recorded each class period.
2.    The student should send an email or leave a voice mail message to the instructor or call the Department Secretary (859 622-4442) and leave a message for the instructor prior to the class absence.  Include in this message your name and the course number and reason for the absence.  It is not necessary to call the instructor directly.
3.    A maximum of 3 approved absences will be allowed for DAY CLASSES.  Subsequent absences may result in the lowering of the final grade (e.g., 4=one grade lower, 5=two grades lower, 6=three grades lower, 7=course failure).
4.    For EVENING CLASSES, 1 approved absence will be allowed: 2 absences may result in 2 letter grades lower; 3 absences may result in course failure.
5.    Any absence prior to an examination requires 24 hours notice.  If less than a 24-hour notice is given, the instructor may require documentation to determine if the absence will be approved and if a make-up will be permitted.
6.    Students will be responsible for obtaining class notes and handouts from other students in the class in the event of any absence.
7.    Students should turn off cell phones and pagers during class time.  Emergency situations should be discussed with the instructor prior to class.

**K.    NOTIFICATION OF THE LAST DAY TO DROP THE COURSE**
March 21, 2009

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

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

**A.** **Department of Special Education**
**CDS 874 Graduate Practicum: Speech-Language Pathology**
3 credit hour

12:00-12:50 MW     Donna M. Soper, M. A., Clinic Director
Wallace 234     Office - Wallace 242
Summer 2007     Phone - 622-8241     email: Donna.Soper@eku.edu

**B.** **COURSE DESCRIPTION**
Prerequisite: Admission to communication Disorders Program, or by departmental permission. Supervised clinical practice in speech-language pathology. Must be taken for a total of nine hours for the MA degree.

**C.** **TEXTS**
Clinical Practicum Handbook (13th ed.) (2005).
      Hegde, M.N. (2001). *Pocket guide to assessment in speech-language pathology*. San Diego, CA: Singular Publishing Group.
      Hegde, M.N. (2001). *Pocket guide to treatment in speech-language pathology*. San Diego, CA: Singular Publishing Group.


**D.** **COURSE OBJECTIVES**
   1.  To broaden the professional issues basic to the clinical practice of speech-language pathology. **Content**
   2.  To appropriately plan and implement supervised evaluation and intervention procedures with a wide variety of communication disorders taking into consideration the client's native language. **Pedagogy**
   3.  To develop independence in these evaluation and treatment procedures taking into consideration the client's native language and specific needs. **Pedagogy, Dispositions**
   4.  To refine the ability to write professionally acceptable reports (e.g., progress) on each client seen. **Pedagogy**
   5.  To enhance individual clinical competency skills and self-evaluation of clinical performance. **Pedagogy**
   6.  To gain experience in clinical settings other than the public school and university clinic (if desired by the student). **Pedagogy**
   7.  To satisfy clinical requirements for certification by the American Speech-Language-Hearing Association (if desired by the student). If this objective is to be met, the student may need to repeat the course more than the required three times in order to obtain the clock hours required for certification. **Pedagogy, Content**
   8.  To continue to develop scientific, therapeutic, and professional attitudes that will evolve and grow stronger throughout a student's professional career. **Dispositions**

**E.** **COLLEGE OF EDUCATION PROFESSIONAL EDUCATION FRAMEWORK**:

   Visit the following web address to read about the conceptual framework for the College of Education:


http://www.education.eku.edu/coe_ncate/conceptual_framework.htm

**F.    COURSE OUTLINE**
The student will attend one weekly group meeting.  These meetings will include discussions of new material or techniques, professional issues, or clinic case reviews.  Guest lecturers may make presentations, students may present case staffings, or research papers may be presented.  See Clinic Schedule.

**G.    COURSE REQUIREMENTS**
1.    The student will take part in diagnostic and/or treatment activities.  Cases that are assigned for a diagnostic are seen in conjunction with the supervisor and any other student assigned to the case.  The student is responsible for suggesting and conducting the diagnostic procedures to be used.  A report is written by the student(s) after each diagnostic session according to the guidelines found in the Clinic Practicum Handbook.  **Students completing the Autism Certificate will be assigned evaluations for people with autism.**
2.    A variety of tests and therapy materials are available in the Clinic for the student to use.  In addition, the student is encouraged to use the materials available from the Learning Resource Center in Crabbe Library, as well as develop a personal collection of materials and other resources.
3.    The student is assigned at least one client with various, often complicated, communication disorders.  The student is responsible for the evaluation, planning, and implementation of therapy under supervision.  While supervised at least 25% of the treatment sessions, independence in planning and intervention is stressed.  **Students completing the Autism Certificate will be assigned client(s) with autism.**
4.    Based on the clinical setting, the student will write a plan of remediation and/or a progress report on each client during the treatment period, as well as maintain all clinical records on a continual basis.  At the beginning of the practicum period, the student will receive instruction as to the requirements which are specific for the clinical setting.  For the EKU Speech-Language-Hearing Clinic, the student is expected to read and follow the policies and guidelines outlined in the Clinic Practicum Handbook.  **Students completing the Autism Certificate will be assigned client(s) with autism.**
5.    Regularly attend practicum meetings and complete clinic obligations.
6.    Write acceptable reports, lesson plans, and progress notes by specified dates.
7.    Request meetings with supervisor as needed, and make and keep appointments with supervisor as requested.
8.    Maintain each client folder with all required documentation while adhering to the client confidentiality policy.
9.    Develop a personal resume and professional portfolio.

**H.    ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS IN 700-LEVEL**
Not applicable

**I.    EVALUATION METHODS AND RELATIVE WEIGHT OF EACH COURSE REQUIREMENT**
Evaluation methods in determining a final grade will be based on the student's performance in:
1.    weekly class meetings which includes attendance, quizzes on selected reading material, and professionalism;
2.    clinical activities which includes implementation of therapy, clinical writing ability, and professionalism.

Evaluation of clinic performance for daily therapy sessions, clinical report writing, diagnostic sessions, mid-term and final evaluations are discussed in detail in the Clinical Practicum Handbook.

**J.    STUDENT PROGRESS**
Students will receive written and verbal feedback along with a point value for all written work

and for therapy sessions observed.  At midterm and the end of the semester, each student will be told his/her midterm grade and will be given feedback as to clinical strengths and weaknesses in a conference with the supervisor.  In addition, grades will be recorded on Banner.

**K.    ATTENDANCE POLICY**
College of Education Attendance Policy: Absences equating to 20% of class meetings will result in automatic failure.  Class sessions missed as a result of late entry into the class will be counted as absences.  The student is responsible for presenting the instructor with a reason for absences in order to be given opportunity to make up missed work.  Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

Communication Disorders Program Attendance Policy: The following is a uniform attendance policy for the Communication Disorders (CD) program and will be enforced by all CD faculty.  To determine if the reason for an absence is adequate, as specified in the College of Education policy, the student may be required to provide documentation (e.g., medical excuse) before the absence is approved.
1.    Regular attendance is expected throughout the semester and will be recorded each class period.
2.    The student should call the Department Secretary (606-622-4442) and leave a message for the instructor prior to the class absence.  Include in this message your name and the course number and reason for the absence.  It is not necessary to call the instructor directly.
3.    A maximum of 3 approved absences will be allowed for DAY CLASSES.  Subsequent absences may result in the lowering of the final grade (e.g., 4 = one grade lower, 5 = two grades lower, 6 = three grades lower, 7 = course failure).
4.    For EVENING CLASSES and CLINICAL PRACTICUM CLASSES, 1 approved absence will be allowed; 2 absences may result in 2 letter grades lower; 3 absences may result in course failure.
5.    Any absence prior to an examination requires 24 hour notice.  If less than a 24-hour notice is given, the instructor may require documentation to determine if the absence will be approved and if a make-up will be permitted.
6.    Students will be responsible for obtaining class notes and  handouts from other students in the class in the event of any absence.

*Cell phones must be turned off during class.  If an emergency call is expected, the student should talk with the instructor prior to class.*
*Late entry into class constitutes as an absence.*

**L.    NOTIFICATION OF THE LAST DAY TO DROP THE COURSE**
July 6, 2007

**M.    UNIVERSITY WRITING REQUIREMENT**
Not applicable

**N.    BIBLIOGRAPHY**
Clinical Practicum Handbook (13th ed.)
Cornett, B., & Chabon, S. (1988). The clinical practice of speech-language pathology. New York: Macmillan Publishing Company.
Hegde, M., & Davis, D. (1999). Clinical methods and practicum in speech-language pathology. (3rd ed.). San Diego: Singular Publishing.
Resnick, D. (1993). Professional ethics for audiologists and speech-language pathologists. San Diego: Singular Publishing Group, Inc.

**O.**     **PROFESSIONAL EDUCATION STRANDS**
*Field Experiences*
Each student will be assigned one or more clients scheduled for speech and/or language treatment in the Clinic or off campus.  The student will plan and implement a treatment program individually designed for each client.
*Metacognitive Skills*
Students will exercise metacognitive skills in their planning and implementation of treatment programs.
*Communication Skills*
Students are required to utilize verbal and written communication skills in the planning and treatment of clients and when conferring with supervisors and clients/client families.
*Research Skills/Independent Learning*
In the planning phase of treatment students will be required to utilize research skills in determining treatment goals and techniques.  Students will be exposed to sources for materials and knowledge of disorders and methods.
*Planning Skills*
Students will learn to plan for themselves and for their clients by carefully sequencing their programs.
*Technology*
Computers and adaptive-assistive technology will be utilized for the writing of reports and for treatment activities.
*Professional/Social Skills*
Professional and social skills will be refined during interactions with supervisors, fellow clinicians, and clients and their families.
*Teaming/Collaboration*
Collaboration will be an integral part of the weekly meetings with the supervisor as students discuss case studies and treatment techniques.
*Continuous Authentic Assessment*
Students will be obtaining baseline data on their clients' goals, as well as their own personal goals.  They will also be monitoring progress on both sets of goals throughout the semester.
*Diversity*
Students will be exposed to diversity in various speakers and will learn methods for improving skills in English as a second language.
*Inclusion/Exceptionalities*
Students will develop an understanding of inclusion through discussion of case studies.
*Professional Development Plan*
Students will develop a professional plan which focuses on continued learning in all aspects of the field of speech-language pathology including diversity and exceptionalities.
*Professional Portfolio*
Students will be completing lesson plans, progress notes, a plan of remediation, and a progress report for each client.  These written products will be evaluated and could be included in a professional portfolio.

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

EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

OTS 831 Practice Seminar II
Syllabus

Course Instructor:


Shirley P. O'Brien, Ph. D., OTR/L, FAOTA
Office:  Dizney 237   622-6329
shirley.o'brien@eku.edu


Academic Fieldwork Coordinator:

Elaine Fehringer, MA, OTR/L
Academic Fieldwork Coordinator
Office:  Dizney 106  (859) 622-2281
Elaine.fehringer@eku.edu

Credits:2

Catalog Description:
Co-requisites:  OTS 830; OTS 832.  Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in educational and social settings, preparation for Level II Fieldwork and completion of a learning portfolio.

Student Learning Outcomes:
Upon completion of the course, the learner will:

1.   Reflectively analyze the themes of occupation, diversity, communication, reasoning and professional identify as experienced in the occupational therapy process and domain

2.   Apply knowledge and skills of occupation-based practice by engaging in the occupational therapy process in an educational system and social system setting

3.   Prepare for Level II Fieldwork by researching and practicing knowledge and skills relevant to the student's selected setting

4.   Complete learning portfolio demonstrating cycle 1 outcomes in preparation for Level II fieldwork.


Required Texts:

American Occupational Therapy Association. (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy, 56*, 609-639.

Student Plus Membership to the American Occupational Therapy Association at http://www.aota.org.  (Cost is $75 per year).

Kentucky Department of Education (2006). *Resource manual for educationally related occupational therapy and physical therapy in Kentucky Public Schools.* Retrieved January 10, 2008 from http://education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/Forms+and+Documents/Occupational+and+Physical+Therapy+Guidance.htm)

Recommended Text:

Sames, K. M. (2005).  *Documenting occupational therapy practice*.  Upper Saddle River, NJ: Prentice Hall.

Course Requirements:

Seminar Attendance and Participation……………………………………………25%

*Educational Practice Fieldwork*

- Intervention Plan and Implementation (2)   ………………………………..30%
- Notes (Narrative and SOR)...............…………………………………….30%
- Level I Fieldwork Evaluation & SEFWE………………………………….S/U
- Educational System Time Log…………………………………………..S/U
- Assignments for OTS 830 to be carried out in fieldwork.

    (Note:  These will only be graded by your OTS 830 instructors)

    o Review student's IEP goals……………………………………Not graded
    o Administration of the Student Function Assessment……………….Not graded

- Occupational Profile……………………………………………………….15%
- Level I Fieldwork Evaluation & SEFWE…………………………………….S/U
Cycle I Portfolio…………………………………………………………...S/U

Assignment Descriptions:

- *Seminar Attendance and Participation* (25%). It is important that you prepare for, attend and participate in all in-class seminar sessions.

- *Intervention Plans and Implementation* * (two at 15% each = 30%). You will design and implement an activity in your fieldwork sites (one for Educational Practice and one for Community Practice). You will develop a plan, including goals and write a documentation note and reflection on each experience.

- *Narrative Notes/SOR* * (30%). You will write two narrative progress notes using the provided assignment criteria documenting an observed intervention session while in the Educational Practice placement and 4 SOR notes using the Medicaid format.

- *Occupational Profile* * (15%). During your Community Practice fieldwork placement, you will conduct and write up an Occupational Profile of a chosen client. You will then use this Occupational Profile in your OTS 830 course for an assignment.

- *Level I Fieldwork Evaluation* * (S/U). For each of the two fieldwork placements, your on-site supervisor will fill out the provided Level I fieldwork evaluation. You must receive a passing grade from both the clinical instructor and the academic instructor for each of the fieldwork placements in order to receive a passing grade in the course.

- *SEFWE* * (S/U).Each student will fill out a Student Evaluation of Fieldwork Experience (SEFWE) for each of the fieldwork placements, which will be submitted via Safe Assignments on Blackboard.

- *Fieldwork Time Log* * (S/U). Each student will need to be present at the fieldwork site for a total of ten days and forty hours throughout the semester.

- *Cycle 1 Portfolio* * (S/U). Each student will develop a formative professional portfolio on Blackboard. Within this portfolio, the student will include a professional development plan and a self-assessment narrative reflecting on the EKU Department of Occupational Therapy curriculum outcomes.

NOTE: A separate assignment description will be distributed in class for asterisked (*) items.

Grading Practices:
Assignments will be graded as follows:

        A=    90-100
        B=    80-89
        C=    70-79

D= 60-69

F= 59 and below

Student must receive a Satisfactory (S) grade on both Level I Fieldwork Student Evaluations, both Level I Fieldwork SEFWEs and the Cycle I Portfolio in order to receive a passing grade in the course. All course, fieldwork attendance, and fieldwork prerequisite requirements must be completed to successfully complete the course.

Attendance:

Participation is essential to learning in a course combining seminar and fieldwork experiences. Seminar attendance is 25% of the course grade. Two or more absences from seminar sessions will lower your course grade by a full letter grade. In order to complete the course, students are required to complete all ten days. If you are unable to attend one of your scheduled fieldwork sessions, you must call both your course instructor and the setting supervisor prior to your scheduled time at the setting. A student must be at each fieldwork site for a minimum of 20 hours, for a total ten days and 40 hours on site. Students are responsible for arranging any make-up days with the fieldwork supervisor and for notifying the course instructor via email of the arranged makeup schedule prior to the makeup day.

Student Progress:

Students can monitor their academic progress by checking grades in Blackboard. Appointments may be arranged via an email request to the course instructor. Individual instructors may set scheduled office hours.The last day to withdraw from the course is March 21, 2009.

**Revised Standardized Disabilities Statement For Course Syllabi**

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

**Academic Integrity:**

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

OTS 831: Practice Seminar II  Spring, 2009
Outline
Course Instructor:___O'Brien

| Date | Topics | Assignments |
|------|--------|-------------|
| 1/15 | Class Meeting:  On Campus (Room 100) | |

| Date | Topics | Assignments |
|------|--------|-------------|
|  | • Introduction to the course |  |
| 1/22 | Class Meeting: On Campus<br>• Go over fieldwork site placements<br>• Madison County Public Schools confidentiality training<br>• Professional Development Plan | Standard precautions quiz on Bb completed by 10 pm 1/28 |
| 1/29 | Class Meeting: On Campus<br>• Course Assignments and due dates<br>• Contact Information | Draft Professional Development Plan worksheets due 2/4 in D 102 4pm |
| 2/5 | Educational Practice session 1<br>Narrative Note Observation | Narrative Note #1 due in Bb Assignments by 10pm 2/6 |
| 2/12 | Educational Practice session 2<br>SOR Note<br>Review student's IEP for OTS 830<br>Occupational Profile | Narrative Note #2 due in Bb Assignments by 10pm 2/13 |
| 2/18 | Educational Practice session 3<br>Administer the Student Function Assessment (SFA) for OTS 830<br>SOR note |  |
| 2/25 | Educational Practice session 4<br>Complete Occupational Profile | Intervention Plan due to Bb Assignments by 10pm 3/2 |
| 3/4 | Educational Practice On campus synthesis<br>Portfolio check | Reflective reasoning about intervention plan<br>Porfolio status check |
| 3/11-13 | Spring Break - Tentative Dates after Spring Break |  |
| 3/18 or 20? | Fieldwork Seminar/Speaker (On campus)<br>Location TBA |  |
| 3/25 | Education Practice session<br>Intervention implementation<br>SOR note |  |
| 4/1 or 4/3? | Class meeting for Portfolio work (On campus) |  |
| 4/8 | Education Practice session 6<br>SOR Note | Occupational Profile due to Bb Safe Assignments 10pm 4/13 |
| 4/15 | Education Practice session 7<br>SOR NOTE |  |

| Date | Topics | Assignments |
|------|--------|-------------|
| 4/22 | Education Practice session 8<br>Implement Intervention<br>SOR NOTE | Intervention Plan and Analysis due in Bb Safe Assignments 10pm 4/27 |
| 4/29 | Education Practice session make up if needed<br>Web based meeting on Blackboard | Level I Fieldwork Evaluation, SEFWE, and Community Time Log due in course instructor's mailbox by 4pm 5/1<br><br>Online IDEA Evaluation by 5/1 |
| Final Exam Week | Class meeting/course wrap-up | |

# Eastern Kentucky University
# Department of Occupational Therapy

**OTS 863 -** Occupation and Sensory Processing in Children

## SYLLABUS AND TENTATIVE SCHEDULE

**Credit Hours: 3**

| | |
|---|---|
| **Instructors:** | **Shirley P. O=Brien, PhD, OTR/L, FAOTA** |
| | **Office: Dizney 237** |
| **Phone:** | **622-3300 (OT office)/622-6329** |
| **E-mail:** | **shirley.o'brien@eku.edu** |
| | |
| | **Peggy Wittman, EdD, OT/L, FAOTA** |
| | **Office:  Dizney 137** |
| **Phone:** | **622-3300 (OT office)/622-6323** |
| **E-mail:** | **peggy.wittman@eku.edu** |

**Office Hours: Make appointments with secretary in D-103.**

## COURSE DESCRIPTION:

Understanding the impact of sensory processing disorders on childrens' occupational natures will enable students to provide appropriate intervention giving consideration to a variety of environmental contexts and the needs of children and their families. Occupational adaptation and sensory integrative theories will be applied as conceptual frameworks for intervention.

## REQUIRED TEXTS:

AOTA.  (2004) Autism:  A comprehensive occupational therapy approach (2nd ed.).
        Miller-Kuhaneck,ed.  Bethesda:  MD

Bundy, A., Lane, S. and Murray,A.  (2002). *Sensory Integration:  Theory and Practice*
        Philadelphia: F.A. Davis Co.

Velde, B. & Fidler, G. (2002).  Lifestyle performance:  A model for engaging the power of occupation.  Thorofare, NJ:  Slack.

Oetter, P., Richter, E. W., and Frick, S. M.  (1988).  *M.O.R.E.  Integrating the mouth with sensory and postural functions.* (2nd edition).  Hugo, MN: PDP Press.

Williams, M. S. and Shellenberger, S. (1994). *How does your engine run?*A leader's guide to the alert program for self-regulation. Albuquerque, NM: TherapyWorks, Inc.

## Resource Texts:

Murray-Slutsky, C. & Paris, B.A. (2000).*Exploring the spectrum of autism and pervasive developmental disorders.*Therapy Skill Builders.

Krantz, J. (1998). *Out of sync child: Recognizing & coping with SI dysfunction.* New York: Skylight Press Book.

Florey, L. J. (1999, September). Transformations in a summer camp: The role of occupations. *Mental Health Special Interest Quarterly, 22*, 2-4.

Henry, D. (1998). *Tool Chest: For teachers, parents and students.* Youngstown, AZ: Henry Occupational Therapy Services, Inc.

Kinnealey, M.., Koenig, K.P. and Huecker, G.E. (1999). Changes in special needs children following intensive short-term intervention. *Journal of Developmental and Learning Disorders*, *3,*(1), 85-103.

Pierce, D.E. (2001). Untangling occupation and activity. *American Journal of Occupational Therapy, 55*, 138-146.

Roley, S. S., Blanche, E.I. and Schaaf, R.C. (2001). *Understanding the nature of sensory integration with diverse population*s. San Antonio: Therapy Skill Builders.

Schkade, J. and Schultz, S. (1992). Occupational adaptation: Toward a holistic approach for contemporary practice. Part I. *American Journal of Occupational Therapy, 46*, 917-925.

Scaletti, R. (1999). A community development role for occupational therapists working with children, adolescents and their families: A mental health perspective. *Australian Occupational Therapy Journal, 46*, 43-51.

World Health Organization (2003). Website http//: www.who.org

Yack, E., Sutton, S. and Aquilla, P. (1999*) Building bridges through sensory integration*. Ontario: Print 3.

**STUDENT LEARNING OUTCOMES**:

Through participation in this course, students will demonstrate:

1. Application of sensory integrative principles within an occupational adaptation framework.
2. Understanding of sensory processing and regulation issues as they affect occupational roles and mastery in a variety of contexts.
3. Application of an occupation-centered intervention approach for children with sensory processing difficulties within a family centered environment.
4. Analyze current techniques used based on sensory integration as they apply to children and contexts.

**EVALUATION METHODS:**

Activity/Weight

20%   Client Interview and clinical interpretation:  Each student will complete an Occupational Profile using an occupation-based model on a selected individual with ASD (or his/her caregiver(s), summarize the results, and turn in a written synopsis.

25%   Intervention Plan:  Given the results of the occupational profile on a given individual with ASD, each student will design an intervention plan for that person.  The plan will incorporate other frames of reference such as family systems, sensory processing, and behavioral strategies as appropriate.

15%  Immersion Project:  Each student will be assigned a family with a member with an ASD and will spend a minimum of 24 hours living in the family's home with them. Students will be required to respond to selected questions/prompts in journal form and to turn in the journal for feedback.

10%  Participation:  Each student will lead group discussion of evidence-based practice articles by assigned weeks.  Students are expected to demonstrate analytical thinking in leading and facilitating discussions of selected articles.

30%   Final Project:  Each student will select a project designed to enhance his/her learning in an area of special interest and in conjunction with faculty, design a special project.  Examples of contracts and criteria for grading will be given to students.

Course will be conducted using a discussion format; prerequisite reading will be necessary for successful participation.  Some classes will be face-to-face and some will be online and done using Blackboard technology

**Grading System:**
        90 - 100 =A
        80 -  89 = B

70 -  79 = C
60 - 69 =   D
59 and below = F

## Midterm Grade Determination

Midterm grades will be determined by the assignments completed and the weight assigned to each prior to midterm.  Please refer to the list of assignments and the percentage of the total class grade to determine your standing at midterm.  If you are unclear in calculating your grade, please discuss this individually with the course instructor.

## Attendance Policy:

Regular class attendance is expected as a part of this course.  Students are expected to be prepared with questions, issues, and demonstrate familiarity with the readings for the course.  Participation in class by **ALL** students is essential for a successful course.  Reading of **ALL** preparatory materials is necessary for a successful discussion in class.  If students are unable to attend, it is customary and professional courtesy to notify the instructor prior to the class period.

## Institutional Expectations for Class Preparation

Minimum of four hours of outside preparation for every hour of lecture, as stated in the University Handbook for Students.

## Academic Dishonesty

Academic dishonesty will be defined and handled according to the policies on academic dishonesty in the EKU Handbook for Students.  **Students are reminded that they are to abide by the Academic Honesty Policy of the College of Health Sciences. This policy is available in the Department Student Handbook or from the instructor.**

## Faculty Syllabus Disability Statement:

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

# Proposed Topical Outline

| Date | Topic | Reading and Assignment |
|---|---|---|
| Week 1 | Review course syllabus, and assignments<br><br>**Basic principles and Theory**<br>Lifestyle Performance Model and Occupation: Occupational Adaptation as a framework<br>World Health Organization<br><br>Top-down….Bottom up??? Where does this fit?<br><br>STEP: SI   A model for clinical reasoning<br><br>Review of developmental aspects of sensory integration, processing and occupation.<br><br>. | Weinstock-Zlotnick & Hinojosa (2004)<br>Lawlor (2003)<br><br>Lifestyle Performance Model Text: Chapters 1-8<br><br>SI: Theory and Practice Text: Chapter 1-6<br><br>Sign up for Evidence-Based Practice discussion articles. |
| Week 2 | **Assessment** in Sensory Integration, sensory processing and Participation with Children: Standardized options and other related issues<br><br>(Students to lead)<br><br>Assessments:  SASI, Miller FUNScales | Students to choose from:  Sensory Profile, TSFI DeGangi-Berk TSI, CAPE/PAC, Pediatric Learning Profiles, Ayres Clinical Observations, Infant Toddler Symptom Checklist<br><br>SI Articles – To Be Determined (TBD)<br><br>SI: Theory and Practice Text: Chapters 7-end |
| Week 2 | Review of CNS and Sensory Systems and Clinical Applications of CNS Involvement<br>Regulatory issues and occupational challenges in childhood<br><br>Mastery in children: Considerations for coping skills<br>Occupational Adaptation analysis<br>Occupational environments | Articles TBD |
| Week 3 | Meet at Cardinal Hill:  Intervention M.O.R.E. Program | MORE Text |

| | | |
|---|---|---|
| | D.I.R.: Floor program (Greenspan) Clinical Observations/Lab Cardinal Hill OTR's to collaborate | |
| Week 4 | **Intervention** ALERT: Meet at Cardinal Hill Clinical Observations/Lab Cardinal Hill OTR's to collaborate | How Does Your Engine Run? Text<br><br>Articles TBD |
| Week 5 | **Intervention and Outcomes** Lifestyle Performance Model Inventory and Profile: Practice Interviewing and Synthesizing Results | |
| Week 6 | Theory and Practice Discussion: Students to lead, depending on theories chosen | **DUE:** Written interview and interpretation of results |
| Week 7 | Blackboard discussion: Concerns about Theories and Practice | |
| Week 8 | Blackboard : Thoughts/Reflections on Clinical Experiences | |
| Week 9 | Immersion Project | |
| Week 10 | Blackboard discussion Evidence in OT: Blending the head, heart and soul… | Articles TBD |
| Week 11 | Blackboard: Thoughts/Reflections on Immersion Project | **DUE:** Intervention Plan Project |
| Week 12 | Synthesis of Learning | |
| Week 13 | Discussion of Final Project | **DUE:** Immersion Project Paper |
| Week 14 | Summary of Class Learning | **DUE:** Final Project Paper |

Eastern Kentucky University
**DEPARTMENT OF PSYCHOLOGY**

**PSY 577/777**
**The Autism Spectrum**
**3 Credit Hours**

## COURSE DESCRIPTION.

PSY 577 The Autism Spectrum. (3) A. Prerequisites: 12 hours in psychology or departmental approval. Introduction to assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan.  Development of skills in applied assessment and intervention.
PSY 777 The Autism Spectrum. (3) A. Prerequisite: departmental approval. Assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan.  Conduct autism spectrum applied assessment and intervention.

## COURSE OVERVIEW

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

Texts and Readings

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

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

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

Prince-Hughes, D. (2002).  Aquamarine Blue 5:  Personal Stories of College Students with Autism, Swallow Press.

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

## STUDENT LEARNING OUTCOMES:

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

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

2.  Synthesize information and readings from the media and research literature and develop models of intervention and support for ASDs.

3.  Evaluate both the published and Internet literature and research on autism spectrum disorders.

4.  Compare, contrast, and apply empirically supported and/or best practice strategies for assessment, intervention, support, and work with parents of a child, children, adolescents, or with adults with autism.

5.  Demonstrate the ability to integrate understanding of associated environmental/social factors such as legal, community-based resources, and culture that affect families and individuals with autism.

6.  Demonstrate awareness of the characteristics and needs of people with autism spectrum disorders across the lifespan.

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

7.  Analyze information using the Ziggurat model to understand an individual with an autism spectrum disorder.

8.  Integrate information obtained through the Ziggurat model to create an intervention/support plan.

**COURSE OUTLINE**- See attached Topical Outline

**COURSE REQUIREMENTS**

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

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

worth 100 points and will be completed in a series of due dates, as noted in the Topic Outline.

(700 Level)  For graduate students, this paper will be about 15 pages in length.  The main body of the paper will be written in APA style and will be presented through an on-campus presentation class meeting, as discussed above. You will lead an interview and/or observations of a family of and/or individual with autism spectrum disorder and will review a specialized area of the literature as discussed above.
This project will be worth 80 points and will be completed in a series of due dates, as seen in the Topic Outline.

2. **Ziggurat Model (FOR GRADUATE STUDENTS ONLY):**
In addition to the activities above, graduate students will include a 5 page report description of what was learned about the individual and the theme or problem, and a set of simple suggestions for application of what was learned about the theme.  You will use our textbook's Ziggurat Model to organize your analysis and write up  your case study.  As part of the case study process, you will administer to the family/team the informal assessment instruments of this model, the Underlying Characteristics Checklist and the Individual Strengths and Skills Inventory.  The Global Intervention Plan Instruction form will be completed to prioritize areas for intervention and to develop a suggested intervention plan for the individual. This suggested plan will be briefly presented to the class in person, presented again and discussed online, and finally, presented individually to the family and/or individual with autism spectrum disorder.
This project will be worth 20 points.

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

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

4. **Website Reviews/Critiques:**   Since this is primarily a web based course, it seems appropriate that we devote some attention to the enormous amount of resources available on the internet. As you probably know, there are no editorial controls over much of the information on the Web. Anyone can post information on the Web, regardless of his/her

expertise. As a result, there are many Web sites presenting misleading and inaccurate information. This is certainly the case in the area of autism.

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

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

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

## EVALUATION

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

How does Blackboard compute your grade? Your obtained points in each area will be divided by the points possible in each area and then multiplied by the area's weighting percentage. Then

these area figures will be added to provide a total final percentage.

Letter grades will be awarded as follows:

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

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

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

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

**ON-CAMPUS MEETINGS:**
Students will meet on campus on three occasions, for the first class meeting and orientation, for the presentation day, and for the final exam.

**ACADEMIC INTEGRITY**:

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

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

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

[www.academicintegrity.eku.edu](www.academicintegrity.eku.edu)

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

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

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

**Eastern Kentucky University**
Introduction to Autism Spectrum Disorders

**PSY 577/777**


**Topic Outline**


**Section Instructor:**
Myra Beth Bundy, PhD
Department of Psychology
Cammack 106
622-1105
Email: myrabeth.bundy @eku.edu


| | |
|---|---|
| **Week #1:** | **Course Overview and Introduction of Basic Concepts—ON CAMPUS MEETING**<br>Lecture Topic: Orientation to the Course<br>The Language and State of the Art for Autism; The Ziggurat Model<br>**MEET:** Tuesday, time/date<br>**Reading:** Chapter 1, Main Text Mesibov et al.; Chapter 4, Main Text; Chapter 1 Aspy & Grossman main text<br><br>**Autism Through the Life Span**<br>Lecture and Discussion ForumTopic: Autism Through the Life Span<br>**Readings:** See Supplementary Reading List<br>**Assignment Due**: **Present case possibility** (if you are the contact person for your case) **or receive case possibility information from instructor**<br>Lecture:Bundy--Basics About Autism; Autism and Best Practices Through the Lifespan |
| **Week #2:** | **Medical and Neuropsychological Underpinnings of Autism**<br>Discussion ForumTopic: The Neuropsychology of Autism<br>**Readings:** See Supplementary Reading List |
| **Week #3:** | **Family Concerns**<br>Discussion Forum Topic: Family Concerns, Grieving, Adjustment, Role in Child's Intervention and in Supporting Adult, Family Characteristics<br>**Readings:** See Supplementary Reading List |
| **Week #4:** | **Methods of Diagnosis and Assessment**<br>Discussion Forum Topic: Methods of Diagnosis and Assessment of Individuals with Autistic Disorder (e.g., Specialized Diagnostic Measures, Functional Behavior Assessment) |

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

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**Week #5:**     **Intervention**
Discussion Forum Topic: Major Intervention and Support Strategies–Young Children:Discrete Trial Training/Applied Behavior Analysis; Positive Behavior Support; Visual and Structural Supports
**Readings:**See Supplementary Reading List; AIM modules for **graduate students only**: Evidence-based Classroom Interventions
**Assignment Due:Turn in brief case description and topic for instructor approval**
**Midterm Exam:** Available on Blackboard all week, notes and other materials may be used.

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**Week #6:**     **Intervention**
Discussion Forum Topic: Treatment Intervention and Support Strategies - Older Children, Teens, and Adults: Post-Secondary Educational Supports, Vocational Planning and Supports, Transition to Work, Social Skills Training and Support, Adaptations, Psychotherapy, Self-advocacy
**Readings:**See Supplementary Reading List;Bundy video; AIM modules for **graduate students only**: Evidence-Based Social Skills Interventions:Transition Services and Supports

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**Week #7:**     **Intervention**
Discussion Forum Topic**:** Supplementary Intervention Strategies (e.g., Social Stories, Power Cards, Sensory Diet)
Readings: Chapter 5, Main Text; Chapter 3 Aspy & Grossman main text; See Supplementary Reading List; AIM module for **graduate students only**: General Interventions (Home Base)
**Assignment Due:  Website Reviews/Critiques**
Presentation of these reviews to fellow students via posting Power Point presentations

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**Week #8:**     **Alternative and Adjunctive Treatment/Viewpoints of Etiology**
Discussion Forum Topic: History of and Cautions for Alternative or Adjunctive Treatment Strategies; Alternative Beliefs about Etiology; Overview of Alternative Treatment Strategies;Methods for Evaluating Treatments.
**Readings:** Chapter 6, Main Text.  See Supplementary Reading List
**Assignment Due: Case Study and Topical Paper**

**Week #9:**      **ON CAMPUS MEETING--PRESENTATION DAY**
Discussion Forum Topic:  In-depth presentation of, discussion of and questions about case study presentations

**Student Presentation of Case Studies**
**Assignment Due:  Feedback letter/plan to parents and client team**
**MEET:**  Tuesday, time/date


**Week #10: ON CAMPUS MEETING—FINAL EXAM**
**MEET:**  Tuesday, time/date
Bring Student ID
Can be proctored off campus with prior arrangement

## Supplementary Readings in Order of Assignment

**Week 1:**

Smith, T. (1999). Outcome of early intervention for children with autism. *American Psychological Association, 6(1)*, 33-48.

Ruble, L. A., & Dalrymple, N. (1996). An alternative view of outcome in autism. *Focus on Autism and Other Developmental Disabilities, 11*, 3-14.

Howlin, P. (2000). Outcome in adult life for more able individuals with autism or Asperger syndrome. *Autism: SAGE Publications and the National Autistic Society, 4(1)*, 63-83.

Bryson, S., Rogers, S. & Fombonne, E. (2003). Autism Spectrum Disorders: Early detection, intervention, education and psychopharmacological management. *Canadian Journal of Psychiatry*, 48 (8), p506.

Volkmar, F., Lord, C., Bailey, An., Schultz, R., & Klin, A. (2004). Autism and pervasive developmental disorders, *Journal of Child Psychology & Psychiatry* 45(1), 135-170.

Shea, V. (2005). Lumpers, splitters, & Asperger syndrome. *Journal of Autism & Developmental Disorders*, 35 (6), 871-872.

**Week 2:**

Bailey, A., Phillips, W., & Rutter, M. (1996). Autism: Toward an integration of clinical, genetic, neuropsychological, and neurobiological perspectives. *Journal of Child Psychology and Psychiatry, 37,* 89-126.

Rinehart, N., Bradshaw, J., Brereton, A., & Tonge, B. (2002). A clinical and neurobehavioral review of high-functioning autism and Asperger's disorder. *Australian and New Zealand Journal of Psychiatry, 36*, 762-770.

Courchesne, E., Pierce, K., Schumann, C., Redcay, E., Buckwalter, J., Kennedy, D., & Morgan, J. (2007). Mapping early brain development in Autism, *Neuron*, 56(2), 399-413.

Fine, S. (2006). The neurobiology of Autism, *Canadian Journal of Psychiatry*, 51(2), 122.

Hooper, S., Poon, K., Marcus, L, & Fine, C. (2006). Neuropsychological characteristics of school-age children with high-functioning autism: Performance on the NEPSY, *Child Neuropsychology*, 12 (4/5), 299-305.

Minshew, N., Williams, D. (2007). The new neurobiology of autism: Cortext, connectivity, andneuronal organization, *Archives of neurology*, 64(7), 945-950.

**Week 3:**

Brockmeyer, R. & Bundy, M.B. (2001). The effects of the autism experience on life view and philosophy:  A glimpse from one side of the looking glass.  In R. Huebner, (Ed.), *Autism: A Sensorimotor Approach to Management* (p. 443-467).  Aspen Publishing.

Schall, C. (2000).  Family perspectives on raising a child with autism.  *Journal of Child and Family Studies, 9(4)*, 409-423.

Weiss, M.J. (1994).  Stress and coping in families of children with autism.  *Association for Advancement of Behavior Therapy's Autism Special Interest Group Newsletter, 9(1)*, 1-6.

Piven, J., Wzorek, M., & Landa, R., (1994). Personality characteristics of the parents of autistic individuals, *Psychological Medicine*, 24(3), 783-795.


Hurley, R., Losh, M., Parlier, M., Reznick, J., & Piven, J. (2007).  The broad Autism phenotype questionnaire, *Journal of Autism and Developmental Disorders*, 37(9), 1679-1690.

*"Family Guide", "Resource Center", and "Service Center"*, Kentucky Autism Training Center. Available on www.louisville.edu/education/kyautismtraining.

**Week 4:**
Koegel, L., Koegel, R., & Smith, A. (1997).  Variables related to differences in standardized test outcomes for children with autism.  *Journal of Autism and Developmental Disorders, 27(3)*, 233-243.

Ventola, P., Kleinman, J., Pandey, J., Barton, M., Allen, S., Green, J., Robins, D., & Fein, D. (2006).  Agreement among four diagnostic instruments for autism spectrum disorders in toddlers.  *Journal of Autism and Developmental Disorders*, 36(7), 839-847.

Akshoomoff, N., Corsello, C., & Schmidt, H., (2006).  The role of the Autism Diagnostic Observation Schedule in the assessment of autism spectrum disorders in school and community settings, *California School Psychologist*, 11.

Dawson, M., Soulieres, Isabelle, Gernsbacher, M., & Mottron, L. (2007).  The level and nature of autistic intelligence.  *Psychological Science*, 18(8), 657-662.

Barnhill, G. (2001-2002).  Behavioral, social, and emotional assessment of students with ASD. *Assessment for Effective Intervention*, 27(1-2).

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


**Week 5:**
Anderson, S., Taras, M., & Cannon, B. (1996). Teaching new skills to young children with autism.  In C. Maurice, G. Green, & S. Luce, (Eds.), *Behavioral Intervention for Young*

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

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

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

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

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

Hume, K., & Odom, S. (2007) Effects of an individual work system on the independent functioning of students with autism.  *Journal of Autism and Developmental Disorders*, 337(6), 1166-1180.

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

**Week 6:**
Attwood, T. (1999).  Modifications to cognitive behavior therapy to accommodate the unusual cognitive profiles of people with Asperger's syndrome. *Online conference Proceedings, Autism 99 online conference.*  Available:  M. Bundy, personal copy.

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

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

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

Prince-Hughes, D. (2002).  Aquamarine Blue 5: Personal Stories of College Students with Autism. Swallow Press.

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

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

Please google youtube amanda baggs "In My Language" and watch the video.

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

**Week 7:**
Gray, C. (1994). *The Social Story Kit.* Jenison, Michigan, Jenison Public Schools.

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

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

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

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

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

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

**Week 8:**
Harrison Elder, J., Shankar, M., Shuster, J., Theriaque, D., Burns, S., & Sherrill, L. (2006). The gluten-free, casein-free diet in autism: Results of a preliminary double blind clinical trial. *Journal of Autism & Developmental Disorders*, 36(3), 413-442.

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

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

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

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

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

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

**Week 9:**
All students read all students' online ppt presentations of their case studies and intervention
plans.

**Case Study, Paper, Oral Report**
Has **three parts** which are all based on a child, adolescent, or adult with autism.
**Part I - Case Analysis** Identify a child or adult with autism; Dr. Bundy will help you find one if
needed.  Write a 3-5 page case analysis on this person to include history, family structure,
educational programs, medical interventions, related services, current concerns and current
strengths.  Identify the source of your information.  Type this up and turn it in as the first part of
your paper.
**Part II - Topical Paper** Based on the needs of this child or an interest (e.g., sensory problems,
inclusion, family adjustment, social communication) which arose from your work with this
individual, write an approximately 5-8 page paper which meets the given criteria (next page).
Relate the literature to the case study to compare/contrast your individual with the literature.
Identify implications of this literature for intervention.  You should submit copies of the articles
with the paper and include a reference list written in APA format.
**Part III - Oral Report** You will present your case analysis and a summary of the findings from
your topical paper to the class.  You will have a 15-20 minute time period to do this.

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

**Name:**

**Part I - Case Analysis – 50 points and 20% of grade** Your total:
  Demographic information - age, gender, grade etc.
  History - medical and educational
  Family structure and dynamics
  Current school plan
  Current medical interventions
  Source of information identified
  Related services or activities (PT, OT, Speech-Language) listed
  Most significant problems identified
  Strengths of the child/individual identified
  Does not include any identifying information (e.g., real first name, last name, others)

**Part II - Topical Paper - 50 points and 20% of grade** Your total:
  Approximately 5-8 page paper submitted on time (page total including case analysis)
  At least 6 references which include journal articles and books or Internet references
  Uses a maximum of 2 Internet references.
  Reviews the literature pertinent to the individual in the case study.
  Submit copies of the articles with the paper - these will be returned to you
  APA style reference list and references in text
  Mechanics of the paper - spelling, grammar, format
  Content of the paper - comprehensive coverage of the topic
  Writing quality - organization, concise, clarity
  Relevance of the topical paper to the needs of the individual.
  Compares and contrasts the case study to the literature review.
  Suggests three (3) applications of intervention for the individual based on the literature or other
      course materials.
  Quality and insights of these suggestions for intervention.
  States one key idea learned from this project.
  Overall quality of this paper.
**For Graduate Students only**
_____ Presents intervention ideas in the form of a Ziggurat Global Intervention Plan.
_____ Writes letter to family presenting the plan
_____ If possible, meets with family and/or intervention team to present plan.

Grand total/grade:

Additional Resources

Early Childhood

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

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

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


First Signs is dedicated to the early identification and intervention of children with developmental delays and disorders.
http://www.firstsigns.org/
The Center on the Social and Emotional Foundations for Early Learning
What Works Briefs: Summaries of Effective Practices for Supporting
Children's Social-Emotional Development and Preventing Challenging

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

The Center for Evidence-Based Practice: Young Children with Challenging Behavior
The Teaching Tools are intended to assist teachers in problem-solving a plan to support young children who are having challenging behavior. The User's Manual will explain how to use the tools and all of the technical information you will need to access the hyperlinked visual supports and materials. Also included within the Teaching Tools is the Routine Based Support Guide. The Guide is a document that accompanies all of the tools and is organized in routines and activities that typically occur in early childhood programs. It will assist teachers in support plan development.
http://challengingbehavior.fmhi.usf.edu/conceptbehavior.pdf

Visual Supports for Communication

Visual Supports: Helping Your Child Understand and Communicate
http://card.ufl.edu/visual.htm
Article with practical strategies for making visual supports for students on the Autism Spectrum - from The Center for Autism & Related Disabilities (CARD)
Visual Schedule Systems
http://www.setbc.org/projects/vss/default.html
Online information about how to develop and use visual schedules. A downloadable pdf file is also available at this site.

Increasing Communication Skills in Students with Autism Spectrum Disorders: The AAC Technology Solutions, Joanne Cafiero
http://www.outersound.com/cafiero/articles/10-07-1.htm
An introduction to the use of Augmentative and Alternative Communication (AAC) in enhancing existing communication modali ties in
individuals with disabilities.

Teaching Pivotal Behaviors

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

Manual: Robert L Koegel, Laura Schreffirnan, Amy Good, Laurie Cerniglia, Clodagh Murphy, Lynn Kern Koegel
http://www.users.qwest.net/~tbharris/prt.htm
This is an excellent resource on the practical application of teaching Pivotal Behaviors in natural environments.

Information on Teaching Social Skills

Carol Gray - Social Stories
http://www.thegraycenter.org/

Carol Gray - Sample Social Stories and guidelines
http://www.thegraycenter.org/store/index.cfm?fuseaction=page.display&page_id=30

Understanding Behavior Through Social-Emotional Development, Written by Stephen M. Edelson, Ph.D. Center for the Study of Autism, Salem, Oregon
http://www.autism.org/socialemotional.html

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

Structured Teaching
http://www.teacch.com/structureteach.html
Chapel Hill TEACCH Center: This chapter discusses the features of structure that have proven useful in classrooms for students of all ages with autism. These features are physical organization, scheduling, and teaching methods.

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

DoToLearn
http://www.do2learn.com/

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

Enchanted Learning
http://www.enchantedlearning.com/Home.html
Good site for teachers for unit materials.

Shoe Box Tasks
http://www.shoeboxtasks.com/
Good site for ideas for shoebox tasks.  Lots of links and monthly ideas.

Tinsnips
http://www.tinsnips.org/index.html
Great resource for educators including free worksheets and some available for purchase as well as links, ideas and seasonal theme activities.

Board Maker Files
On this website you will find books that have been adapted using the Picture Communication Symbols (PCS) and the Mayer-Johnson program BoardMaker (c). The Picture Communication Symbols (PCS) are typically used by individuals who have difficulty being understood verbally or have severe difficulty with reading and writing.
http://www.baltimorecityschools.org/boardmaker/adapted_library.asp

Polyxo.com
http://www.polyxo.com/
Great resource to download data collection sheets.  Brief description of some strategies to teach children with autism.

Room5 Autism Page
http://members.aol.com/room5/welcome.html
Great site full of ideas and links for teachers of children with autism!

Work Jobs or Shoebox Task

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

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

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

Simplified Technology
http://www.iidc.indiana.edu/irca/ftrainpapers.html
Ideas from Linda Burkhart--includes lesson plans, guidelines, interactive projects, and resources.

General Web Sites on Autism with Numerous Links to Additional Information

Center for the Study of Autism
http://www.autism.org/contents.html
Collection of articles on many aspects of Autism

Autism Society of America
http://www.autism-society.org/

Autism Resources Links
http://www.autism-resources.com/
Autism and Autism Spectrum Disorders (ASDs)
National Institutes of Hea
lth
http://www.nichd.nih.gov/health/topics/asd.cfm

Autism Spectrum Disorder Overview Centers for Disease Control
http://www.cdc.gov/ncbddd/autism/overview.htm

Indiana Resource Center for Autism
http://www.iidc.indiana.edu/irca/ftrainpapers.html
These articles provide thoughtful discussions and practical

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

Information for Educators

A Guide for Transition to Adulthood by the Organization for Autism Research
http://www.researchautism.org/resources/reading/documents/TransitionGuide.pdf


An Educator's Guide by the Organization for Autism Research
http://www.researchautism.org/resources/OAR_EducatorsGuide.pdf

An Educator's Guide to Asperger Syndrome by the Organization for Autism Research
http://www.researchautism.org/resources/OAR_Guide_Asperger.pdf


Educating Children with Autism Committee on Educational Interventions for Children with Autism
National Research Council
Read for free at http://www.nap.edu/catalog.php?record_id=10017

The Puzzle of Autism National Education Association and the Autism Society of America
http://www.nea.org/specialed/images/autismpuzzle.pdf

Teachers Tool Box
http://www.ttoolbox.com/


On-line Training

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

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


Interactive Collaborative Autism Network (ICAN)
http://www.autismnetwork.org/
ICAN modules with lessons organized into categories.  Lessons include topics such as Overview of Autism, Social and Language Interventions.

The PDA Center (Professional Development in Autism)
http://depts.washington.edu/pdacent/courses.html
Autism 101 and Special Education

Autism Speaks
http://www.autismspeaks.org/
Check our their video "Autism Every Day"

**EASTERN KENTUCKY UNIVERSITY**
FALL 2008
PSYCHOLOGY 843
PRACTICUM in PSYCHOLOGY
(3.0 Semester Credit Hours)

Instructor:     Myra Beth Bundy
Office:         Cammack 127
Phone:          (859) 622-1105
E-mail:         myrabeth.bundy@eku.edu

INTRODUCTION: Practica are viewed as integral and essential components of professional training. This practicum provides students the opportunity to gather knowledge and skills most appropriately learned in the field and to refine skills and clarify knowledge learned as a part of the university training program.

Most students have completed course work in ethics (including training in confidentiality procedures), introductory psychotherapy, psychopathology, intellectual assessment, and behavioral assessment/intervention. Students are evaluated by the clinical faculty at EKU prior to being approved for practicum placement. Students must demonstrate an appropriate level of professional responsibility, maturity, and clinical competence. This information is provided to describe student qualifications for doing work involving the experiences described under STUDENT LEARNING OUTCOMES.

STUDENT LEARNING OUTCOMES (SLOs) for the course are as follows:

STUDENT LEARNING OUTCOMES RELATED TO GENERAL ORGANIZATIONAL CULTURE

Students will:

1.    Comprehend the organizational structure of the mental health, school, etc. system (depending on the practicum placement).

2.    Integrate understanding of the responsibilities and target populations of staff providing psychological services.

3.    Integrate understanding of policies and practices of the practicum site/system through multiple experiences, e.g., receiving new staff training/orientation, reading records, observing programs or treatment as appropriate, talking to administrators and other staff, attending organizational events, case conferences, staff meetings, etc.

4.    Analyze the sources of funding for mental health assessment and intervention.

STUDENT LEARNING OUTCOMES RELATED TO PSYCHOLOGY PRACTICE

Students will:

1.  Demonstrate increased skills in behavioral assessment and related consultation and/or treatment design.

2.  Demonstrate increased skills in integrating intellectual, achievement, and personality assessment data.

3.  Design and implement direct psychological interventions.  These interventions may include, but are not limited to:
    * psychotherapy (Individual, group, adults, children, families, etc.)
    * behavioral plans carried out by teacher or parent
    * parent consultation
    * self-change behavior plans carried out by the client
    * crisis  assessment and intervention

4.  Manage paperwork related to practicum-site requirements in timely, responsible, and ethical manner.

5.  Integrate experiences that are conducted in accordance with current state and federal laws and with APA ethical and professional standards.

UNDERSTANDINGS:

1.  The student will meet **face-to-face, individually for at least one hour per week** with the on-site supervisor or with the university supervisor.  Students are under the direct supervision of the licensed university supervisor and the practicum site clinical supervisor.

2.  The on-site supervisor has primary responsibility to insure adherence to practicum site policies and procedures and to insure that necessary services are delivered.  The university supervisor has primary responsibility to insure that students get appropriate training.  These responsibilities are not conflicting, but if conflicting demands are made of the student, it is the student's responsibility to inform the supervisors.  It is then the supervisors' responsibility to work out the conflicts.

3.  By agreeing to supervise students, practicum sites and supervisors agree to provide a broad range of experiences leading to the goals listed above.

4.  The provision of assessment and intervention equipment is generally the **responsibility of the practicum site**.  Equipment may be borrowed from the university on a temporary, short-term basis depending on availability.  Consumable equipment (e.g., protocols) are the responsibility of the practicum site.  The practicum site also agrees to provide the work space to the practicum student.

STUDENT REQUIREMENTS:

1. Obtain liability insurance prior to working with clients.

2. Meet **face-to-face, individually for at least one hour per week** with the on-site supervisor or with the university supervisor(s).

3. Students will be on-site as scheduled (2 days per week, 16 hours per week) unless released by their on-site supervisor.

4. Provide/observe/or collaborate in direct interventions to a minimum of approximately 5 clients with weekly hour-long meetings totally to at least 75 hours for the semester.

5. Conduct a minimum of one complete psychological evaluation.

6. Provide <u>at least one</u> of the following: a presentation, assist with staff in-service, assist in running a group, or other alternative activities approved by the supervisor.

9. Keep a log of activities for days they are on their practicum sites.

10. Write a short (approximately three page) paper describing their experiences on the practicum. The main purpose of the paper is to relate students' experiences to the course goals and to evaluate the extent to which goals were obtained. This paper will become part of the student's portfolio

**A. Department of Special Education**
   **SED 590/790**
   **Course Title: Applied Behavior Analysis**
   **Credit Hours:        3**

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

**C. Text:**  Alberto, P.A. and Troutman, A.C. (2009).  Applied behavior analysis for teachers. (9th ed.). Columbus, Ohio:  Charles E. Merrill.

**D.  Student Learning Outcomes:**
Upon completion of this course, participants will:

   a.  Analyze behavior in order to select a target behavior with consideration of student/client's cultural background.
   b.  Apply various methods of data collection.
   c.  Differentiate and critique single subject  research designs.
   d.  Identify and apply methods of increasing a deficit behavior.
   e.  Identify and apply schedules of reinforcement.
   f.  Collect data and conduct an ABA single subject research design project.
   g.  Identify and apply methods of reducing excess behaviors.
   h.  Develop plans for maintaining and generalizing behaviors.
   i.  Describe ways to utilize resource persons in school, work, home, and community settings.
   j.  State what safeguards should be used to ensure the ethical use of applied behavior analysis and apply those safeguards in their ABA projects.

E.  Course Outline (Weeks 1 thru 16):

   1.  Introduction to Course, Defining Behavior, Explanations of Human Behavior
   2.   Behaviorism, Ethics, Overview of ABA Project
   3.  Selecting Behaviors to Change with Respect for Cultural Differences and Linguistic Differences, Writing Behavioral Objectives
   4.  Collecting & Recording Data, Reliability, Graphing
   5.  Reversal-Replication Design, Multiple Baseline Design, Changing Criterion Design
   6.  Interpreting Results, Functional Relationship
   7.  Reinforcement, Behavioral Contracting, Reinforcement Schedules
   8.  Escape and Avoidance, Project Progress
   9.  DRL, DRO, DRI, DRA, Extinction
   10. Punishment:  Response Costs & Aversives, Ethical Issues & Punishment
   11. Discrimination, Fading, Shaping, Chaining
   12. Functional Assessment & Analysis
   13. Generalization, Maintenance, Cognitive Behavior Management
   14. Relationship of ABA to Other Approaches
   15. Review
   16. Final Examination

F. **Course requirements**

Undergraduate (590):

1. Read all assigned material & participate in class discussions.
2. Pass three tests.
3. *Conduct and write report of ABA project.according to assigned format.
4. Review two (2) journal articles from relevant professional literature.
5. Pass 4 quizzes
6. Categorize antecedents, behaviors, & consequences and analyze the patterns   from an anecdotal observation


G. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes.

Graduate (790) Only Requirements:

a. Read all assigned material, including articles handed out in class or put on reserve.
b. Pass three tests with additional questions requiring applications of principles to case study situations or questions from additional readings.
c. *Conduct and write report of ABA project according to assigned format and   with a review of literature in the introduction of the ABA project.  Graduate students will be expected to demonstrate more extensive critical analysis of the strengths and weaknesses of their research project with specific statements of how the study could be improved. In addition a students must synthesize current literature applicable to the targeted behavior change project.
d. Participate in class discussions and contribute relevant information from the professional literature.
e. Pass four quizzes
f. Critically evaluate two (2) journal articles from relevant professional literature.
g. *Record observations and write a report of an anecdotal record with recommendations.


H. **Evaluation method**(s) and relative weight of each course requirement.

|  | No. | Points | Total |
| --- | --- | --- | --- |
| Tests | 3 | 100 | 300 |
| ABA Project | 1 | 80 | 80 |
| ABC Analysis | 1 | 20 | 20 |
| Article Critique | 2 | 10 | 20 |

| | | | |
|---|---|---|---|
| Quizzes | 4 | 5 | 20 |
| Participation | | 20 | 20 |
| | | Total Points: | **460** |

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**I. Student Progress** – Student progress will be posted in Blackboard.  Assignments will be returned to students in a timely manner.

**J. Attendance policy.**

Attendance Policy:  All assignments must be turned in by 6:00 p.m.  on the date it is due.  Make-up examinations will be given only if the absence meets university requirements for an excused absence. **Assignments will not be accepted late!** Students are expected to attend all class meetings.  If the student is absent when a quiz is given, **the quiz cannot be made-up**.  It is the student's responsibility to obtain class notes from classmates, then see the instructor for clarification if needed.  **More than three absences will result in an automatic Failure of the course. Notification of the last day to drop the course if the course starts or stops on nonstandard dates.**

K. Last day to drop course or to withdraw from the university are included in the class schedule

L. **Disabilities Statement.**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms. See note 2 below

**M. Academic Integrity Statement.**

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

A.  Department of Special Education
SED 897, Graduate Practicum
4 or 6 credit hours

B.  Catalogue Course Description:
Practicum for graduate students in special education.

C.  Text(s):
The College of Education Student Teaching handbook distributed by the Office of Professional Laboratory Experience in the College of Education is available on-line.  It may be accessed by entering the College of Education web pages at www.coe.eku.edu.
Documents as assigned by professor and/or cooperating teacher.

D.  Course Objectives:
1.  Students will demonstrate the professional roles and responsibilities of a special education teacher according to CEC standards.
2.  Students will demonstrate a variety of teaching approaches and techniques appropriate for students with specific learning disabilities and emotional/behavioral disabilities.
3.  Students will incorporate research-based principles of instructional, behavioral, and environmental management techniques appropriate for students with special needs.

4.  Students will develop and monitor students' IEPs in compliance with Kentucky Administrative Regulations.

5.  Students will demonstrate their ability to implement individual student IEPs through lesson plans and appropriate accommodations and adaptations of the Program of Studies and Kentucky Core Content.
6.  Students will demonstrate their ability to systematically assess and record individual student progress on IEPs/IFSPs objectives through submission of data collection sheets.

7.  Students will demonstrate effective collaboration skills with a variety of professional colleagues, para-professionals, and parents through submission of lesson plans, personal contact sheets and reflections.

8.  Students will demonstrate their ability to address the needs of students with disabilities from different cultural and or linguistic backgrounds and the needs of their parents through submission of lesson plans, personal contact sheets and reflections.
9.  Students will demonstrate their ability to actively advocate on behalf of students with disabilities as demonstrated through their discussions of the text, participation in seminars, and personal reflections.
10. Students will demonstrate active involvement and participation in special education professional organizations/groups/task forces/committees, etc. through submission of professional meeting minutes or certificates of participation.
11. Students will conduct a self-assessment according to New Teacher Standards and develop a professional development plan/growth plan for the following semester.

12. Students will demonstrate effective time management skills through the completion and submission or required assignments according to scheduled due dates.

13. Students will demonstrate use of standard English in both written and verbal modes of communication.

14. Students will demonstrate the utilization of appropriate technology to address the needs of individual students and/or to enhance instruction and to communicate with class members and faculty using e-mail, and Black Board.

E.  Course Outline
Weeks 1-16:  Practical / Field Experiences as approved / assigned by University supervisor

F.  Course Requirements
1.  Lesson plans:  The student will submit lesson plans at least 24 hours prior to University supervisor observation.  The format will be KTIP or as approved by the supervisor.
2.  Attend regularly scheduled seminars (if applicable)
3.  Complete self evaluation of professional practices
4.  Additional observations / assignments as assigned

G.  Additional requirements for graduate student in 700 level courses  Not Applicable

H.  Evaluation Methods:
The student will be evaluated based on:

1.      Written report from the University supervisor visits,
2.      Mid-placement and end-of-placement evaluations and conferences with the cooperating teacher (if appropriate) and the University supervisor,
3.      Completed professional teacher certification portfolio (if appropriate), and
4.      Own daily log of time, standards met, and reflections of your experience.

I.  Student Progress:  Following each assignment and/or observation, grades/scoring will be discussed and/or posted on Blackboard so students can check progress at any time.

J.  Attendance Policy:  For those in a traditional student teaching placement: you are required to complete a minimum of 480 clock hours at your placements and attend all student teaching seminars – See *Course Outline* above for specific dates.  The student teacher has an obligation to report each day for student teaching.  Each has an obligation to remain at school throughout the entire day and after school, if needed.  If the student teacher becomes ill, it is <u>their</u> responsibility to notify the cooperating teacher <u>and</u> the University supervisor.  Each student teacher has a

responsibility to be on time.  Tardiness will not be tolerated as part of the teaching assignment.  Absences will not be permitted except those arising from the individual's illness or a death in the immediate family.  Chronic absences will be made up as days extended to the student's teaching experience. (Supervisor's Handbook).

Days observed in the public school as non-teaching days during the fall and spring semesters are also observed by the student teacher.  Holidays identified on the University's fall/spring schedule are not to be observed by the student teacher <u>unless</u> the specific dates are observed as non-teaching days in the school where the teacher is assigned.  (a) The university recognizes the need for student teachers to spend as many teaching days as possible in their teaching assignments.  It is hoped that student teachers, cooperating teachers and University supervisors might mutually resolve various situations evolving from this area.  (b) All professional days, in-service days, and snow days should be observed as a school day by the student teacher (Supervisor's Handbook).

K.  Last Date to Drop the Course: can be found in the Colonel's Compass http://www.eku.edu/compass/.


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


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

# Curriculum Change Form

**Part I**

| (Check one) | Department Name | Family and Consumer Sciences |
|---|---|---|
| ___ New Course (Parts II, IV) | College | Health Sciences |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ___ Hybrid Course ("S," "W") | *Course Title (30 characters) | |
| ___ Course Dropped (Part II) | *Program Title | Community Nutrition |
| ___ New Program (Part III) | | (Major _x_, Option ___; Minor ___; or Certificate ___) |
| X Program Revision (Part III) | | |
| ___ Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 9/5/08 | Graduate Council* | 12/1/08 |
| *Is this a SACS Substantive Change?* **Yes****** ☐ **No** X | | Council on Academic Affairs | |
| College Curriculum Committee | 9/17/08 | 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:**

a. To change program admission requirements in the following manner:

    i. require a TOEFL minimum score of 580 (237 computerized) for Option 1* and Option 2**

    ii. require a verification statement from an American Dietetic Association (ADA) Didactic Program for Dietetics (DPD) for Option 2

    iii. require NFA201 – Essentials of Nutrition and NFA317 – Nutrition in the Life Cycle or department approval ***for Option 1***

    * Option 1 includes NFA 835, Community Nutrition Practicum, and does not lead to eligibility to sit for the Registered Dietitians' exam.

    ** Option 2 includes NFA 830 and NFA 831, is available only to students who have applied for and been accepted into the Dietetic Internship, and leads to eligibility to sit for the Registered Dietitians' exam.

b. To add two new required courses: PHE 800 - Research Methods in Health, Physical Education, Recreation; and HEA 810 - Human Behavior Change

c. To drop two required courses: EPY 869 - Research in Education.

d. To eliminate electives from the program of study – all courses will be required according to the requirements for each option

e. To ***add*** a new required course for Option 1: NFA 800 – Nutrition Topics

f. To ***delete*** a required course for Option 1: NFA 802 – Advanced Applications of the Nutrition Care Process

**A. 2.  Effective date:** Fall 2009

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

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

a. i. Due to the need for graduates to be able to communicate effectively in community settings, we are adding a TOEFL requirement for international students for Option 1 and Option 2.

a. ii. Because students who enroll in Option 2 will apply for a Dietetic Internship, we are requiring a verification statement from an American Dietetic Association (ADA) Didactic Program for Dietetics (DPD) for admission to Option 2.

a. iii The admission requirement of: NFA 201 – Essentials of Nutrition and NFA 317 – Nutrition in the Life Cycle, or departmental approval assures that all students in Option 1 have a basic understanding of nutrition and are better prepared to succeed in the required courses for that option.

b. & c. By dropping prior required courses, and adding new required courses, specifically in research methodology and human behavior change, students will gain knowledge and skills that will improve their abilities to be both effective and successful in community health and nutrition settings.

d. By replacing the core and elective courses with only required courses for each option, students will be able to consistently take courses in which the content is relevant to community health and nutrition.

e. & f. By substituting NFA 800 – Nutrition Topics, for NFA 802 – Advanced Applications of the Nutrition Care Process, in Option 1, non-dietetics majors with related health science background will be able to enroll in this option without taking the advanced nutrition pre-requisites necessary for NFA 802. The proposed courses in Option 1 will, however, complement the knowledge and skills of non-dietetics majors and will provide them with skills necessary to develop and administer nutrition programs for all segments of the life cycle.

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

**Personnel Impact**: An increase of 10-12 students per year in two courses: one in the Exercise & Sport Science Dept. (PHE 800), and one in the Health Promotion & Administration Dept. (HEA 810). The potential addition of students to these courses has been pre-approved by the chairs of the respective departments.

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs:** None

**Library Resources:** None

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

<div align="center">

**MASTER OF SCIENCE**
**Community Nutrition**
Cip Code 19.0709

</div>

## II. ADMISSION REQUIREMENTS

Minimum requirements for admission include 1) bachelor's degree; 2) minimum overall undergraduate GPA of 3.0; and 3) minimum scores of 350 verbal and 350 quantitative on the Graduate Record Examination (GRE) OR a minimum score of 400 on the Miller Analogy Test (MAT) AND a TOEFL minimum score of 580 (237 computerized) for all international students option 1* and Option 2*. Require NFA201 and NFA317 or department approval *for option 1.*

**Prerequisites —** Applicants who have completed an undergraduate major in a discipline other than dietetics will be required to remediate designated deficiencies in undergraduate education. These requirements may be met while enrolled in the master's program. Students desiring to apply for an accredited Dietetic Internship must have a Verification Form from an accredited Didactic Program in Dietetics (DPD).

## III. PROGRAM REQUIREMENTS

The components of the program include (a) core courses, (b) nutrition electives, a program of required courses for each option, and (c) applied experiences in community nutrition. Students may enroll in one of two options:

Option 1 requires a minimum of 30 hours of graduate credit, including NFA 835. Option 1 leads to a Master's Degree in Community Nutrition.

Option 2 requires a minimum of 36 hours of graduate credit, including NFA 830 and NFA 831. Option 2 leads to a Master's Degree in Community Nutrition and completion of an accredited Dietetic Internship. Students completing Option 2 are eligible to sit for the national Registration Examination for Dietitians to become a Registered Dietitian (RD).

The Dietetic Internship (DI) at EKU is a competitive, pre-select program. Students may apply to the Dietetic Internship after successful completion of 12 hours of course work and pending successful completion of who have completed 24 hours of graduate course work (core courses and nutrition electives) in the M.S. Community Nutrition program. are eligible to apply for the DI program. Specific application requirements and materials can be obtained from the Director of the Dietetic Internship program. Application to the DI does not guarantee admission. Students desiring to enroll in Option 2 are encouraged to review application requirements for the DI *before* beginning graduate study.

A student who is enrolled in Option 2 but is not accepted to the DI program can (1) reapply to the DI in another year or (2) change to Option 1 and complete the Master's Degree.

**Required Core……………………………………….24 hours**

**All Options Core Courses ........................................15 21 hours**
NFA 709[3], 717[3], 802, 811[3], 820[3]; EPY 869, HEA 810[3], 855[3],and PHE800[3 ("or" hidden equivalent EHS800)]

Option 1 Core requirement
NFA 800[3]

Option 2 Core requirement
NFA 802[3]

**Nutrition Electives .......................................................9 hours**
Choose from NFA 705, 707, 709, 717, 800, 801, 804, 816, 825, 841, or other approved course.

**Applied Experience………………………………………..6 – 12 hours**
Option 1*: NFA 835[6] ...........................................................6 hours
Option 2**: NFA 830[6] and 831[6] ...............................................12 hours

**Total Hours**:
**Option 1 ............................................................................30 hours**
**Option 2............................................................................36 hours**

* Does not lead to eligibility to sit for the Registered Dietitians' exam.
**Available ONLY to students who have applied for and been accepted into the Dietetic Internship, and leads to eligibility to sit for the Registered Dietitians' exam.

# Curriculum Change Form

**Part I**

| (Check one) | Department Name | Recreation and Park Administration |
|---|---|---|
| New Course (Parts II, IV) | College | Health Sciences |
| Course Revision (Parts II, IV) | *Course Prefix & Number | REC512S |
| X Hybrid Course ("S," "W") | *Course Title (30 characters) | Therapeutic Recreation Mgmt. |
| 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: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 4/15/08 | Graduate Council* | NA |
| *Is this a SACS Substantive Change?* **Yes****** ☐ **No** X | | Council on Academic Affairs | |
| College Curriculum Committee | 9/18/08 | Approved          Disapproved | |
| General Education Committee* | NA | Faculty Senate** | NA |
| Teacher Education Committee* | NA | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

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

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

**A. 1.  Specific action requested:**  To add service learning designation to REC512

**A. 2.  Effective date:** Fall 2009

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

**B.  The justification for this action:** While REC 512 is an existing course in the Therapeutic Recreation option for students majoring in Recreation and Park Administration, it has been approved to participate in the QEP Service-Learning Project. (Service Learning courses have a minimum of 15 outside service hours.) To receive the "S" designation, it is necessary to submit the existing course as a course revision.

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

**Personnel Impact: None**

**Operating Expenses Impact: None**

**Equipment/Physical Facility Needs:  None**

**Library Resources:**

**Part II.  Recording Data for New, Revised, or Dropped Course**
          (For a **new required course,** complete a separate request for the appropriate program revisions.)

REC 512<u>S</u> Management of Therapeutic Recreation Services. (3) I, II.  Prerequisite: for majors only. Management concepts applied to delivering therapeutic recreation services, and includes: documentation, activity analysis, assessment, liability, legislation, and standards of practice. <u>Includes 15 service learning hours.</u>

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

| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
|---|---|---|---|---|
| REC | 512<u>S</u> | Fall 2009 | AS ____   JS ____<br>BT ____   EM ____<br>ED ____   PC ____<br>HS  x | REPA |

| Credit Hrs. | Weekly Contact Hrs. | | | Repeatable Maximum No. of Hrs. ____ |
|---|---|---|---|---|
|  | Lecture ____ | Laboratory ____ | Other ____ | Cip Code (first two digits only)    31 |

| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) |
|---|---|---|---|
|  |  |  | FR _____        JR _____ |
|  |  |  | SO _____        SR _____ |
|  |  |  |  |
|  |  | Grading Information: Course is eligible for IP (in-progress grading) for:  <u>Check all applicable</u> | **FOR BANNER USE ONLY** |
|  |  | Thesis | Date of data entry _____ |
|  |  | Internship ____ | |
|  |  | Independent Study ____ | Data entry person _____ |
|  |  | Practicum | |

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

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

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

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

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

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

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

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

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

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

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

# Curriculum Change Form

**Part I**

| (Check one) | Department Name | Recreation and Park Administration |
|---|---|---|
| New Course (Parts II, IV) | College | Health Sciences |
| Course Revision (Parts II, IV) | *Course Prefix & Number | REC712S |
| X  Hybrid Course ("S," "W") | *Course Title (30 characters) | Therapeutic Recreation Mgmt. |
| 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: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 4/15/08 | Graduate Council* | 12/1/08 |
| *Is this a SACS Substantive Change?* **Yes**\*\*\*\*[ ]  **No** X | | Council on Academic Affairs | |
| College Curriculum Committee | 9/17/08 | Approved          Disapproved | |
| General Education Committee* | NA | Faculty Senate** | NA |
| Teacher Education Committee* | NA | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

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

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

**A. 1.  Specific action requested:**  To add service learning designation to REC712

**A. 2.  Effective date:** Fall 2009

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

**B.  The justification for this action:**       While REC 712 is an existing course in the Therapeutic Recreation option for students majoring in Recreation and Park Administration, it has been approved to participate in the QEP Service-Learning Project. (Service Learning courses have a minimum of 15 outside service hours.) To receive the "S" designation, it is necessary to submit the existing course as a course revision.

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

**Personnel Impact: None**

**Operating Expenses Impact: None**

**Equipment/Physical Facility Needs:  None**

**Library Resources:**

**Part II.  Recording Data for New, Revised, or Dropped Course**
          (For a **new required course,** complete a separate request for the appropriate program revisions.)

REC 712S. Management of Therapeutic Recreation. (3) I.  Prerequisite: for majors only. Management concepts applied to delivering therapeutic recreation services, and includes: documentation, activity analysis, assessment, liability, legislation, and standards of practice. Includes 15 service learning hours

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

| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
|---|---|---|---|---|
| REC | 712S | Fall 2009 | AS ___ JS ___<br>BT ___ EM ___<br>ED ___ PC ___<br>HS x | REPA |

| Credit Hrs. | Weekly Contact Hrs. | | | Repeatable Maximum No. of Hrs. ___ |
|---|---|---|---|---|
| | Lecture ___ | Laboratory ___ | Other ___ | Cip Code (first two digits only)    31 |

| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) |
|---|---|---|---|
| | | | FR ___          JR ___<br>SO ___          SR ___ |
| | | | |
| | | | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for:  <u>Check all applicable</u> | **FOR BANNER USE ONLY** |
| | | | |
| | | Thesis | Date of data entry ___ |
| | | Internship | |
| | | Independent Study | Data entry person ___ |
| | | Practicum | |

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

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

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

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

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

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

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

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

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

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

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

# Curriculum Change Form

**Part I**

| (Check one) | Department Name | Recreation and Park Administration |
|---|---|---|
| ___ New Course (Parts II, IV) | College | College of Health Science |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ___ Hybrid Course ("S," "W") | *Course Title (30 characters) | |
| ___ Course Dropped (Part II) | *Program Title | Recreation and Park Administration BS Degree |
| ___ New Program (Part III) | | (Major ___, Option _X_; Minor ___; or Certificate ___) |
| **X** Program Revision (Part III) | | |
| ___ Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 4/15/08 | Graduate Council* | NA |
| *Is this a SACS Substantive Change?* **Yes**\*\*\*\* ☐ **No** X | | Council on Academic Affairs | |
| College Curriculum Committee | | 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:** Program revision to reflect addition of service learning "S" designation to REC 512

**A. 2. Effective date:** Fall 2009

**A. 3. Effective date of suspended programs for currently enrolled students:**

**B. The justification for this action:  REC 512 has been approved to participate in the QEP Service-Learning Project.  This proposal reflects the program revision to indicate that approval with the "S" designation added to the course number, REC 512S**

**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**

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

<div align="center">

**Baccalaureate Degree**
**RECREATION AND PARK ADMINISTRATION (B.S.)**
*CIP Code: 31.0301*

</div>

**Major Requirements** .................................……………...**56-60 hours**
   **Core** .......................................... …………….………**43 hours**
      REC 101, 102, 163, 200, 263, 311, 350, 401, 406, 410, 450, 460,
        and 463; current first aid CPR certification at time of graduation,
        and one of the following options:

   **Options**…………………………………………………….**11-15 hours**

   **Natural Resources & Outdoor Recreation**……………**13 hours**

      REC 190, 290, 380, **390,** 530.
   **Public/Non-Profit Recreation Services**…………………**13 hours**
      REC 190, 280, 530, and six hours from the
      following courses:  POL 331, 332, 333, 377 or COM 390.
   **Therapeutic Recreation** ...............……………………..**11  hours**
      REC 190, 411, 511, 512**S**; CHS 105;
   **Tourism & Resort Recreation**.....……………………**15 hours**
      REC 280, 380, 480; GEO 305; EHS 230.

**Supporting Course Requirements**....………………….**6-15 hours**

**Support courses for (ALL OPTIONS)**………………………....**6 hours**
**CMS 210**; COM 320A plus two hours from the following courses:
COM 320B, COM 320D, COM 320E, COM 320F, COM 320G, or COM 320H.

**Additional Supporting courses required:**
   **Therapeutic Recreation Option ONLY**……………………**15 hours**
    **BIO171, 301,PSY 200, 280**, 308.

   **General Education Requirements**     ………………………..**33 or 45 hours**
   Standard General Education Program, excluding block IC for all options
    and **Block VB, VC**, and  Block VIII (6 hours) for the Therapeutic
    Recreation option **ONLY**.  Refer to Section Four of this *Catalog* for details
    on the General Education and University requirements.
**University Requirement** ...................………………….**1 hour**
   HSO 100.
**Free Electives** .......................................……………….**19-20 hours**
   **Natural Resources & Outdoor Recreation**………….**20 hours**
   **Public/Non-Profit Recreation Services**……………..**20 hours**
   **Therapeutic Recreation** ...............………………**19 hours**
   **Tourism & Resort Recreation**.....…………………**18 hours**

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

**EASTERN KENTUCKY UNIVERSITY**
**COLLEGE OF HEALTH SCIENCES**

Department of Recreation and Park Administration
SPRING 2009
Professor: Dr. Michelle Gerken, CTRS

**REC 512/712S Management of Therapeutic Recreation Services (3 credit hours)**

**COURSE DESCRIPTION:** Prerequiste: Majors only
Management concepts applied to delivering therapeutic recreation services, and includes: documentation, activity analysis, assessment, liability, legislation, and standards of practice.

**TEXT:** Peterson, Carol Ann and Stumbo, Norma Jean, (2000). Therapeutic Recreation Program Design Principles and Procedures (3$^{rd}$ ed.). Allyn and Bacon.

Whilhite, Barbara C. and Keller, Jean M. (2000). Therapeutic Recreation: Cases and Exercises, Venture Publishing,Inc.,

**Student Learning Objectives**

At the completion of this course students will be able to:
1) Verbally and in writing support the need to provide leisure services for special populations in a therapeutic setting.
2) Describe the broad scope of therapeutic services in institutions and communities.
3) Demonstrate a variety of methods for assessing the needs and interests of people through leisure counseling.
4) Demonstrate competency of client assessment and evaluation through individualized program consultation basis.
5) Describe administrative competencies that can be utilized in institution settings as well as on a consultation basis.
6) Demonstrate the proper use of Activity Analysis.
7) Utilize the proper methods of documentation.
8) Demonstrate professional accountability through a quality assurance program.
9) Develop critical thinking skills in relation to organized service activity as it meets the needs of the community and
10) Develop an enhanced sense of civic responsibility.

**REC 712 Student Learning Objectives**
1. Graduate students will demonstrate ability to conduct research or investigate a problem area within therapeutic recreation.
2. Graduate students will demonstrate the ability to present their research to the class or on a term paper on a problem to the class or at a state conference.
3. Graduate students will demonstrate the ability to write two protocols: diagnostic and treatment protocols.

## COURSE OUTLINE

Unit I        Conceptual Background
          A.  Philosophical Overview
          B.  Therapeutic Recreation Service Model
          C.  Functional Intervention Service
          D.  Leisure Education
          E.  Recreation Participation

Unit II       Program Design
          A.  System Approach to Planning
          B.  Comprehensive Program Planning
          C.  Implementation
          D.  Program Evaluation

Unit III      Activity Analysis
          A.  Overview of Activity Analysis
          B.  Physical Requirements
          C.  Cognitive Requirements
          D.  Activity Modification

Unit IV     Documentation in Therapeutic Recreation
          A.  Assessment
              1.  Defining assessment
             2.  Assessing Clients Needs and Interests
             3.  Essential Characteristics of Assessment

          B.  Documentation
              1.  Abbreviations Used in Charting
             2.  Progress Notes
             3.  Goals and Objectives
             4.  Confidentiality

          C.  Treatment Plans
              1.  Case Study Reviews
             2.  How to interpret case information related to leisure and recreation
             3.  Content of treatment plans

Unit V      Leisure Counseling and Leisure Education
          A.  Definitions
          B.  Techniques
          C.  Effective Communication Skills

Unit VI       Professional Development
      A. Staying Motivated
      B. Clinical Supervision
      C. Literature and Publications
      D. Continuing and Higher Education
      E. Professional Membership
          1. National Therapeutic Recreation Society (NTRS)
          2. American Therapeutic Recreation Association (ATRA)

Unit VII      Consultation and Marketing
      A. Necessary skills
      B. Marketing the C.T.R.S.
      C. Marketing the Innovative Program

Unit VIII     Leisure Service and The Law
      A. Liability
          1. Legal basis for community programs
          2. Types of legislation related to disabled personnel
          3. Legal liability
          4. Accident reports

## PROJECTS

1. **Head Start Home Visit Project (15 additional service learning hours)** – this course this semester is a collaborative class experience. Students from CDF 327 will be participating in our service learning component. You and a student from CDF 327 will conduct a minimum of six home visits with an assigned family participating in Head Start. The recreation students will be responsible for delivering the recreation component of the collaboration during the home visits for the family to engage in while you are visiting. **Home visits** benefit all involved: children's feelings of self-worth are reinforced as they are able to take the initiative in entertaining the visitor; parents are reassured about the visitors commitment to working with the family; and the visitor learns more about the children's lives. You are responsible for getting to know your family, especially the young child. You will need to find out the strengths of the family, areas of concern for the family, and mainly recreation interests so you can implement a recreation care plan that will enhance the family and especially the young child's well-being. Based on your findings, you will write a **Family Service Plan (FSP).** Your FSP project is to facilitate your family's self-sufficiency, rather than dependency on you. You are to assist in educating them as well on family recreation activities, leisure education and family team building initiatives that address their areas of concern related to family dynamics and recreation. Your completed FSP project should have the following sections: **a**) log of your visits (detailing what happened in your home visit, date and time), **b)** Family Service Plan (family care plan) that includes a completed written plan (furnished by the

professor) - the recreation care plan sheet for the six visits includes: the name of the family, the date and time to be delivered, the name of the activity, two goals per activity with a minimum of two objectives per goal, with a minimum of two activities, the approach, and discipline. A brief description of the activities on a separate sheet of paper for me to understand (a copy is put in the FSP binder). The recreation plan is equivalent to the clinical treatment plan, **c) <u>Family Information Sheet</u>** completed and d) **<u>Progress reports</u>**: The REC students will write six progress reports after the visits. The progress reports will be turned in after each home visit and returned to be included in the project binder.

<u>**Family activities**</u> – The therapeutic recreation students will lead and the CDF students will participate in the Saturday OR evening event activities. Both family activities are mandatory to attend. The family event will consist of family team building initiatives or a meaningful recreation activity. REC 512 class will be responsible for both group activities that will involve two Saturdays or week nights, depending on the needs of the families. The purpose of the two events is to involve the families and the children in recreation or team building initiatives for the purpose of fun and activity to strengthen the family unit. Possible outcomes are 1) learn conflict management techniques, 2) learn and practice team work techniques for better communication within the family, and 3) establish parental roles and guidance for better family functioning, learn about recreation resources within the community. The student is expected to determine the need based upon the needs of the family. The student is encouraged to use the professor team building text books, but in her office only. Copies can be made of activities.

<u>**Discussion Board**</u> – All students will participate in an online discussion board regarding the home visits experience. The Discussion Board will be an area for reflection.

(<u>**Pre – and Post survey**</u> - The project will also involve a pre- and post survey on the importance of family time and recreation as a family for the purpose of strengthening the family unit. The professors will be developing a survey tool that will be disseminated via either by mail or by the students. The purpose of the survey is to obtain information related to the service learning project. Your role is to encourage your families to complete and return). (NOT GRADED) The professors are responsible for the development of the tools.

**Students will be expected to attend all activities associated with the collaboration activity in order to pass the class.**

**This is a unique experience available to us as a class. It is expected at all times the EKU students will act professional and polite to not only each other, but more importantly to our families. We are representing EKU, our Department of Recreation and Park Administration and yourself. First**

**impressions last a long time. You all will do a wonderful job. I have full confidence in you and your abilities. Relax, learn, ask questions and enjoy.**

**<u>Head start home visit</u> <u>collaboration evaluation</u>**
**Six home visits 20 points each                                        = 120 total points**
**Project**

|   |                                      |                         |
|---|--------------------------------------|-------------------------|
| a. | **Log (10 pts each)**                | **=   60 total**        |
| b. | **Family Service Plan 6 @ 40**       | **= 240 total pts.**    |
| c. | **Family Information sheet**         | **=   40 total pts.**   |
| d. | **Progress reports**                 | **= 120 total pts.**    |

**Two events                          @        100 points each      = 200 total points**
**(each event includes two written goals, and four objectives total plus a full written explanation of the family team building/recreation activities).**
**Blackboard discussion on six visits 6 visits @ 15 pts each<u>= 90 total points</u>**

**Total points for the Head Start Home visit collaboration= 870 total pts.**

**<u>GRADUATE STUDENTS</u>**
1. **All graduate students, will complete the above assignments plus the two other assignments below.**

2. **All graduate students,** in addition to the above, graduate students are expected to complete a power point on a topic of interest. The power point must contain 10-15 references. The power points will consist of a title page, body of knowledge, a reference page, and an appendix if necessary. The power point must be written on a topic of interest to the student, but approved by the professor within the first three weeks of the semester. It is the student's responsibility to contact the professor for a meeting to discuss the paper. (**Total points = 300**). **DUE DATE: April 27 or 29<sup>th</sup> dependent upon day of presentation.**

3. **Graduate students** will also teach the content of their power point to the class and the student is expected to design a rubric to be used by the professor for grading the presentation. The graduate student is expected to set the teaching date with the professor by the second week of classes. The rubric is due to the professor one week prior to the teaching assignment. The **rubric** must be approved by the professor prior to turning in for use for grading the presentation. **DUE DATE: April 27 or 29<sup>th</sup> dependent upon day of presentation.  (Total points = 200).**

**CLASS POLICIES:**
**1. Each student is required to come to class prepared (read the chapter in the text)**
**2. Class attendance and participation is expected. Excessive absences will result in one lower grade at the end of the semester. It is expected the student will follow the Department attendance policy.**
**3. Cell phones are expected to be turned off during class time.**

**4. Students are expected to work together on in class assignments unless told otherwise.**
**5. Students are expected to take good notes of lectures. Dr. Gerken does not lend her notes to students or email.**
**6. Students are expected to come to class with questions – THERE IS NO DUMB QUESTION, ONLY INDIVIDUALS WHO FEAR SPEAKING UP FOR THEIR BENEFIT OF LEARNING.**
**7. Plagiarism is not tolerated and will result in failing the course.**
**8. All assignments will be turned in the specified day unless prior approval is given by the professor.**
**9. All assignments will be turned in directly to the professor. No assignment will be accepted by email, unless prior approval is given by the professor.**
**10. Late assignments will not be accepted!**

## EVALUATION

**1. Exams               2 @ 200 points               = 400 total points**
**2. Head Start Collaboration               = 870 total points**
**TOTAL UNDERGRADUATE POINTS          =          1270 - TOTAL POINTS**


**GRADUATE PAPER               =          300 TOTAL POINTS**
**GRADUATE TEACHING PRESENTATION     =          200 TOTAL POINTS**
**TOTAL GRADUATE POINTS          =          1770 TOTAL POINTS**

### GRADING SCALE
**93 – 100 % A**
**83 –  92 % B**
**73 -  82 % C**
**63 -  72 % D**
**0 -  62 % F**

**COURSE TIMELINE**

| | |
|---|---|
| Jan. 12 | Introductions, syllabus, etc. |
| Jan 14 | Chp. 9 |
| Jan. 16 | Chp. 9 |
| Jan. 19 | **HOLIDAY** |
| Jan. 20 (Tues) | Meet with CDF students at Burrier in room 401 and chp. 9 |
| Jan. 21 | Chp. 9 |
| Jan. 23 | no class |
| Jan. 26 | Chp. 9 |
| Jan. 27 | Meet with CDF students at Burrier in room 401 and Chp. 10 |
| Jan. 28 | Chp. 10 |
| Jan. 30 | no class |
| Feb. 2 | Chp. 10 |
| Feb. 3 | Meet with CDF students at Burrier in room 401 and Chp. 10 |
| Feb. 4 | Chp. 10 |
| Feb. 6 | no class |
| Feb. 9 | Chp. 10 |
| Feb. 10 | Meet with CDF students at Burrier in room 401 and plan family activity |
| Feb. 11 | Chp. 1 |
| Feb. 13 | no class |
| Feb. 14SAT. | FIRST FAMILY ACTIVITIY with assigned family |
| Feb. 16 | Chp. 1 |
| Feb. 18 | Chp. 2 |
| Feb. 20 | no class |
| Feb. 23 | Chp. 3 |
| Feb. 25 | Chp. 3 |
| Feb. 27 | Chp. 3 |
| Mar. 2 | Chp. 3 |
| Mar. 4 | **MIDTERM** |
| Mar. 6 | |
| Mar. 9-13 | **SPRING BREAK** |
| Mar. 16 | Chp. 4 |
| Mar. 18 | Chp. 4 |
| Mar. 20 | Chp. 4 |
| Mar. 23 | Chp. 5 |
| Mar. 25 | Chp. 5 |
| Mar. 27 | Chp. 5 |
| Mar. 30 | Chp. 5 |
| Apr. 1 | Chp. 6 |
| Apr. 3 | Chp. 6 |
| Apr. 6 | Chp. 6 |
| Apr. 8 | Chp. 6 |
| Apr. 10 | Chp. 7 |
| Apr. 13 | Chp. 7 |
| Apr. 15 | Chp. 7 |
| Apr. 17 | Chp. 7 |
| Apr. 20 | Chp. 8 **Head Start Home visit Project due** |
| Apr. 22 | Chp. 8 |
| Apr. 24 | Chp. 8 |
| Apr. 27 | GRADUATE STUDENT PRESENTATION WITH POWERPOINT DUE AND **Family Service Plan DUE** |
| Apr. 29 | GRADUATE STUDENT PRESENTATION WITH POWERPOINT DUE |
| May 1 | WRAP UP DAY WITH REVIEW SHEET FOR FINAL |

**May   8        Final Exam at 10:30am**

**THERE ARE TWO OTHER DATES FOR MEETING WITH CDF students, but they will planned for at a later date.**

**Key points to remember: 1) home visits arranged by you and CDF student, 2) Progress Report due the next day after the visit, 3) Families activities will be arranged by you. The recreation professional to be.**

## REFERENCES

Austin, D. R. and Crawford, M. E., (1991). Therapeutic Recreation, an introduction. Englewood Cliffs, NJ: Prentice Hall.

Burlingame, J. and Blaschko, T. M., (2002) Assessment Tools for Recreational Therapy Red Book #1, Idyll Arbor.

Dattilo, J. and Murphy, W., (1991).  Leisure Education Program Planning: A Systmatic Approach, State College, PA: Venture.

Keller, J. M. and Osgood, N. J., (1987). Dynamic Leisure Programming with Older Adults, National Recreation and Park Association.

Leitner, M. J. and Leitner, S. F., (1985).  Leisure in Later Life: A Sourcebook for the Provision of Recreational Services for Elders, Binghampton, NY: The Haworth Press.

Riley, B. (1991).  Quality Management: Application for Therapeutic Recreation, A.T.R.A., State College, PA: Venture Publishing, Inc.

Wilhite, B.C. and Keller, J.M., (1992). Therapeutic Recreation: Cases and Exercises, State College, PA: Venture.

**Personal Philosophy:  Every student has the capacity to learn and retain information.  It is my desire to use a variety of techniques, approaches, and/or methods to influence learning.  It is also my desire to make class interesting, stimulating and fun for the learning process to occur for each student.  Last, if at any time a student is not learning the information pertaining to the course, he or she is encouraged to speak with me in order to assist the student in the learning process. As a teacher, I do not have all the answers, but I am eager to assist the student(s) in finding out answers.  I have high expectations for all students.  I hope you have the desire and the same high expectations for yourself.  I hope you are stimulated to learn to the best of your ability.**

# Service Learning Course Application

Department submitting application: Recreation and Park Administration

Date of Submittal: March 26, 2008

Name of faculty teaching this course: Michelle Gerken

Email: michelle.gerken@eku.edu _____ Phone: 622-2314__

Course name and number: REC 712

Number of credit hours:  3 hours

Check the appropriate box:              New Course X      Existing Course ☐

 Will other sections of the course be offered without service-learning?    Yes ☐    No  X

How many hours sections of the course will be offered?  __1_____

What community organization/agency will the students be working with?  How did you determine their need?
Head Start with Kentucky River Foothills

We were wanted to work with children and families who had a need.  We also needed to align the project with an existing course.

How many hours of service per semester will students be required to complete?
15 hours

What reflective assignment(s) will students be required to complete?
The students will be required to write six journal entries pertaining to home visits as well as two journal entries related to the two family teambuilding events and the three seminars.

Have you incorporated an experiential educational activity that is connected to academic content as described in the syllabus?
Yes   x           No ☐

Additional comments to complement the syllabus:  We are still needing to "flesh" out our sessions and journal writing. We have some basics, but it needs further development. We also need to explain the sessions, journal writing, and the two family teambuilding events in more detail in the syllabus.

Service-Learning Committee Approval: Approved   X     Denied ☐   Date: March 31, 2008

Signatures: _____
        Kate Williams &/or Sara Zeigler, EKU Service-Learning Committee Co-Chairs

| | |
|---|---|
| **From:** | Rogers, Sheri |
| **Sent:** | Wednesday, April 09, 2008 8:24 AM |
| **To:** | Gerken, Michelle |
| **Subject:** | REC 712 |

Hi Michelle,

  Congratulations!  Your application for an "S" Designation for REC 712 has been approved by the Service-Learning Committee! Please move forward in your process to have this course approved by your department, college and CAA. Let us know if you have any questions during this process.

Thank you again for your application!

*Sheri Rogers*

EKU VISTA
Ky Campus Compact
Service-Learning
McCreary 222 (office)
McCreary 113 (mail)
859/622-6747

# EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

Department of Communication
College of Business and Technology

521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1871
FAX: (859) 622-8214

TO:        Council on Academic Affairs

FROM:      _____
           Dr. William E. Davis, Associate Dean
           College of Business & Technology

DATE:      January 7, 2009

SUBJECT:   Curriculum Revisions

Please consider the following curriculum/program revisions in the College of Business & Technology at the Council on Academic Affairs meeting on January 22, 2009:

## Department of Communication

**Dropped Courses:**

| Course | Revision | Page |
|--------|----------|------|
| COM 309 | Drop COM 309—Integrated Marketing Communication | COMM 1 |
| COM 320 A-H | Drop COM 320 A-H Series | COMM 3 |

**New Courses:**

| Course | Revision | Page |
|--------|----------|------|
| JOU 320 | New course to replace COM 320 Series for JOU & syllabus | COMM 5 |
| JOU 412 | New course to replace COM 320 Series & COM 309 for JOU & syllabus | COMM 11 |
| PUB 320 | New course to replace COM 320 Series for PUB & syllabus | COMM 17 |
| PUB 412 | New course to replace COM 320 Series & COM 309 for PUB & syllabus | COMM 23 |

**Program Revision(s)**

| Program | Revision | Page |
|---|---|---|
| Minor in Advertising | Change Minor to drop COM 320 Series and add JOU or PUB 320 | COMM 29 |
| BA in Journalism | Change Major to drop COM 320 Series and add new courses | COMM 31 |
| BA in Public Relations | Change Major to drop COM 320 Series and add new courses | COMM 33 |
| Requirements—Majors & Minors in the Department of Communication | This change was not implemented for all programs within the department when the plus/minus grading system was terminated. It has been in the Requirements Section of the Department's description in the academic catalog since 2004, but it was not reflected in the CARES reports. We have been asked to do this curriculum change to make it active in the CARES report process. | COMM 35 |

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

**Part I**

| (Check one) | Department Name | Communication |
|---|---|---|
| ___ New Course (Parts II, IV) | College | Business & Technology |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | COM 309 |
| ___ Hybrid Course ("S," "W") | *Course Title (30 characters) | Integrated Marketing Communication |
| X 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: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes**\*\*\*\* ___ **No** x | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved ___ Disapproved ___ | |
| General Education Committee* | N/A | Faculty Senate** | NA |
| Teacher Education Committee* | N/A | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

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

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

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

Drop COM 309.

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

Fall 2009

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

N/A

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

COM 309 is no longer offered and content formerly contained in the course will be incorporated into PUB/JOU 412.

**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 ~~strikethrough~~ for deletions and <u>underlines</u> for additions. |
| 3.    For a dropped course, provide the current catalog text. |

New or Revised* Catalog Text

~~**COM 309 Integrated Marketing Communications. (3) A.** Cross listed as MKT 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 the World Wide Web (WWW). Credit will not be awarded to students who have credit for MKT 309 or TEC 309.~~

**COMM 2**

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

**Part I**

| (Check one) | Department Name | Communication |
|---|---|---|
| ___ New Course (Parts II, IV) | College | Business & Technology |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | COM 320 A-H |
| ___ Hybrid Course ("S," "W") | *Course Title (30 characters) | |
| X 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: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes****** ___ **No** x | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved ___ Disapproved ___ | |
| General Education Committee* | N/A | Faculty Senate** | NA |
| Teacher Education Committee* | N/A | Board of Regents** | NA |
| | N/A | Council on Postsecondary Edu.*** | NA |

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

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

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

To drop COM 320 A, B, C, D, E, F, G and H.    Each worth 1 credit hour apiece.

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

Fall 2009

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

N/A

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

New three credit hour courses have been created. The three credit hour course content will cover the material covered in the one credit hour courses COM 320 A-H.  This is a better use of department resources.

**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 3**

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

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

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

### New or Revised* Catalog Text

**~~COM 320A Desktop Publishing. (1) I, II.~~** ~~Introduces the basic concepts and terminology necessary for understanding the creation of media content using computer hardware and software.~~

**~~COM 320B Advanced Word Processing. (1) I, II.~~** ~~Prerequisite or Corequisite: COM 320A. Study the skills and techniques necessary to enhance the presentation of printed materials.~~

**~~COM 320C Creating Newspapers and Magazines. (1) I, II.~~** ~~Prerequisite or Corequisite: COM 320A. Study of the skills and techniques necessary to prepare printed and graphic material for publication in newspaper and magazines.~~

**~~COM 320D Creating Newsletters and Brochures. (1) I, II.~~** ~~Prerequisite or Corequisite: COM 320A. Study of the skills and techniques necessary for the creation of promotional and informational printed pieces.~~

**~~COM 320E Creating Graphic/Illustrative Content. (1) I, II.~~** ~~Prerequisite or Corequisite: 320A. Study of the skills and techniques necessary to create and design display and informational graphics.~~

**~~COM 320F Web Page Development. (1) I, II.~~** ~~Prerequisite or Corequisite: COM 320A. Fundamentals of Web page development including basic techniques, evaluation of effective Web page design, and elements that attract readers to the Web pages.~~

**~~COM 320G Computer Image Processing. (1) I, II.~~** ~~Prerequisite or Corequisite: COM 320A. Study of the skills and techniques necessary to input, edit, retouch and enhance images. Introduction to the development of creative illustrations suitable for publication or presentation on the web.~~

**~~COM 320H Creating Computer Based Presentations. (1) I, II.~~** ~~Prerequisite or Corequisite: COM 320A. Study of the skills and techniques necessary to design and create effective computer based presentations.~~

**COMM 4**

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

**Part I**

| (Check one) | Department Name | Communication |
| --- | --- | --- |
| X　New Course (Parts II, IV) | College | Business & Technology |
| 　　Course Revision (Parts II, IV) | *Course Prefix & Number | JOU 320 |
| 　　Hybrid Course ("S," "W") | *Course Title (30 characters) | Newspaper and Magazine Design |
| 　　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: | Date | | Date |
| --- | --- | --- | --- |
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes\*\*\*\*** ☐ **No** x | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved _____ Disapproved _____ | |
| General Education Committee* | N/A | Faculty Senate** | NA |
| Teacher Education Committee* | N/A | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

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

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

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

To create a new course (JOU 320, Design for Newspapers and Magazines) focusing on graphic design theory and practice within the Journalism discipline. To replace COM 320 A-H series and refocus toward journalism.

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

Fall 2009

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

N/A

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

JOU 320 will include new content (design theory and esthetics) and incorporate content from COM 320A (Desktop Publishing), COM 320G (Image Processing), and COM 320C (Creating Newspapers and Magazines), the 1-credit hour courses being dropped. The current option of taking three separate one-credit sections of COM 320 courses (A-H) makes it difficult to integrate theory, tools and techniques across the topics. In addition, this fragmented approach makes it difficult to teach graphic design theory and fundamentals in an integrated and meaningful way. Consolidating new content with that of COM 320A, COM 320G and COM 320C (those particular courses most relevant to Journalism) creates a single 3-credit-hour course suitable to Journalism.  Several COM 320 courses will no longer be offered, while others are addressed by another new course, PUB 320 (Design for Public Relations).

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

**Personnel Impact:**
**None**
**Operating Expenses Impact:**
**None**
**Equipment/Physical Facility Needs:**
**None**
**Library Resources:**
None

**Part II.  Recording Data for New, Revised, or Dropped Course**
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text

**<u>JOU 320 Design for Newspapers and Magazines. (3) I, II.</u>** <u>An introductory graphic design course presenting concepts, principles, terminology, tools and techniques involved in effective computer-based graphic design and production of a printed newspaper or magazine. Emphasis is on mass media channels and audiences.  Credit will not be awarded to students who have credit for PUB 320.</u>

**Part IV. Recording Data for New or Revised Course** (Record 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 | 320 | Fall 2009 | AS ___  JS ___ <br> BT _X_  EM ___ <br> ED ___  PC ___ <br> HS ___ | | COMM |

| Credit Hrs. | Weekly Contact Hrs. | Repeatable Maximum No. of Hrs. ___ |
|---|---|---|
| 3 | Lecture _X_  Laboratory ___  Other ___ | Cip Code (first two digits only) 09 |

| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) | |
|---|---|---|---|---|
| 1 | 3.0 (25%) | Normal | FR ___ | JR ___ |
| | | | SO ___ | SR ___ |
| | | | | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for:  Check all applicable | **FOR BANNER USE ONLY** | |
| | | | | |
| | | Thesis ___ | Date of data entry _____ | |
| | | Internship ___ | | |
| | | Independent Study ___ | Data entry person _____ | |
| | | Practicum ___ | | |

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

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

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

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

| Course Prefix and No. | |
|---|---|
| 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:) Credit not allowed with

| Course Prefix and No. | PUB 320 |
|---|---|
| | |
| | |
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|---|---|---|---|---|---|---|---|
| IA (3) | II (3) | IIIA (3) | IVA (3) | 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 Communication**
**JOU 320 – Design for Newspapers & magazines - 3 cr hrs**
*Fall 2009*

***Reggie Beehner***
*Office: Combs 321  Ph. 622-1875*
*reggie.beehner@eku.edu*

**Catalogue Course Description:**
JOU 320 is an introductory graphic design course that presents the concepts, principles, terminology, tools and techniques involved in effective computer-based graphic design and production for a wide range of professional applications. Emphasis is on mass media channels and audiences.

**Text(s):**
- Non-Designer's Design Book (3$^{rd}$ ed.), Robin Williams. Peachpit Press, 2008.
- Digital Media Tools (3$^{rd}$ ed), Chapman & Chapman. Wiley, 2007.
- Selected readings as assigned

**Course Objectives and Class Approach:**
This class will illustrate and emulate the world of communication professionals to the greatest degree possible.  The class will focus on the visual nature of communications, as will much of the class work and assignments.  You will be expected to consider and communicate the visual elements of your assignments in a professional manner.

The class will:
- Introduce and examine esthetic issues relating to good design, including culture, history, audience, context, taste and popular trends.
- Examine fundamental design concepts such as color, typography, composition and layout as they relate to professional communication, design and publications.
- Analyze concepts of computer-based design, and compare and contrast various publishing strategies and tactics.
- Present an overview of appropriate graphics software applications, including Adobe Photoshop CS3 and InDesign CS3.
- Examine related issues such as copyright and fair usage, naming conventions and good habits worth adopting.

**Student Learning Outcomes:**
Upon completing the class, students will be able to:
- Describe the role of good design and esthetics, and their relevance to business, human communication and Public Relations.
- Identify fundamental design concepts, and compare and contrast their implications regarding audience, content, presentation approach and communication outcomes.
- Discuss relevant communication theory, and how it applies to design concerns.
- Apply layout and design tactics to develop a range of print-based applications.

**Evaluation Methods:**
Grades will be earned on the basis of the following elements:
- Class assignments:                      50%
- Final examination / project             25%
- Attendance / participation / quizzes:   10%
- Quality / thoroughness of notes:        15%

COMM 8

Quality and Accuracy:
Errors (spelling included) and style will result in a poor grade, even if the error is clearly typographical, i.e., carelessness or the result of failing to edit. Proofing matters. The goal is professional quality.

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

**Student Progress:**
Students will be provided a mid-term grade per University deadlines.

**Attendance Policy:**
The Department of Communication courses follow the University standard attendance policy unless otherwise noted.

**Last Date to Drop the Course:**
Last day to drop for Fall, 2009 will be the date noted in the Colonel's Compass.

**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 or by email at disserv@eku.edu or by telephone at (859) 622-2933 B/TDD. Upon individual request, this syllabus can be made available in an alternative format. (rev. 11/20/08)*

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

**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:**
See Evaluation Methods above

**Course Outline:**
JOU 320 -- Tentative Schedule

| Week 1: | Introduction to the course<br>Context -- Graphic design and the communication process |
|---|---|
| Week 2: | Graphic design history<br>Challenges faced, lessons learned |
| Week 3: | Recent graphic design trends |
| Week 4: | Printed vehicle overview – newspapers, brochures, posters, etc.<br>Which vehicle is best for what job? |
| Week 5: | Design fundamentals – Layout and composition |

| | |
|---|---|
| Week 6: | Design fundamental – Proximity, alignment, repetition and contrast |
| Week 7: | Design fundamentals – Color |
| Week 8: | Design fundamentals – Typography |
| Week 9: | Print production management |
| Week 10: | Exploring digital and interactive graphics |
| Week 11: | Overview of design and production tools and applications |
| Week 12: | Photoshop – the cornerstone of digital design |
| Week 13: | InDesign – digital composition and layout |
| Week 14: | Project management and workflow |
| Week 15: | Legal and ethical issues – Copyright, fair use, etc. |
| Week 16: | Final project |

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

**Part I**

| (Check one) | Department Name | Communication |
|---|---|---|
| X    New Course (Parts II, IV) | College | Business & Technology |
|       Course Revision (Parts II, IV) | *Course Prefix & Number | JOU 412 |
|       Hybrid Course ("S," "W") | *Course Title (30 characters) | Multimedia Web Development |
|       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: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes****  | **No** x | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved ____ Disapproved ____ | |
| General Education Committee* | N/A | Faculty Senate** | NA |
| Teacher Education Committee* | N/A | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

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

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

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

To create a new class (JOU 412) focusing on the strategy, principles, communication theory, terminology, tools and techniques of Web site development and multimedia presentations. To replace content in old COM 320 series.

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

Fall 2009

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

N/A

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

JOU 412, the proposed 3-credit hour class, would include new content (design theory, history and aesthetics) and incorporate content from COM 320F (Webpage Development), a 1-credit hour class being dropped.  JOU 412 will help prepare novice journalists or other communication students for the increased emphasis on the Web in journalism and related industries, with emphasis on storytelling.

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

**Personnel Impact:**

**None**

**Operating Expenses Impact:**

**None**

**Equipment/Physical Facility Needs:**

**None**

**Library Resources:**

None

## Part II.  Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text

**<u>JOU 412 Multimedia Web Development. (3) I, II.  Prerequisite: PUB 320 or JOU 320.</u>** <u>An introduction to the communication theory, strategies, tools and techniques of multimedia Web development. Emphasis on interactivity theory, interactive applications and functionality, graphics, and use of HTML, CSS and Flash.  Credit will not be awarded to students who have credit for PUB 412.</u>

**Part IV. Recording Data for New or Revised Course** (Record 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 | 412 | Fall 2009 | AS ____ JS ____ <br> BT X EM ____ <br> ED ____ PC ____ <br> HS ____ | | COMM |

| Credit Hrs. | Weekly Contact Hrs. | Repeatable Maximum No. of Hrs. ____ |
|---|---|---|
| 3 | Lecture __X__ Laboratory ____ Other ____ | Cip Code (first two digits only) 09 |

| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) |
|---|---|---|---|
| 1 | 3.0 (25%) | Normal | FR ____ JR ____ <br> SO ____ SR ____ |
| | | | |
| | | | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable | **FOR BANNER USE ONLY** |
| | | | Date of data entry _____ |
| | | Thesis ____ | |
| | | Internship ____ | Data entry person _____ |
| | | Independent Study ____ | |
| | | Practicum ____ | |

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

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

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

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

| Course Prefix and No. | PUB 320 or JOU 320 |
|---|---|
| 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:) Credit not allowed with

| Course Prefix and No. | PUB 412 |
|---|---|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

| Block I (9) | Block II (3) | Block III (6) | Block IV (6) | Block V (9) | Block VI (3) | Block VII (6) | Block VIII (6) |
|---|---|---|---|---|---|---|---|
| IA (3) | II (3) | IIIA (3) | IVA (3) | 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 Communication**
**JOU 412 – Multimedia Web Development- 3 cr hrs**
*Fall 2009*

**Reggie Beehner**
*Office: Combs 321*
*Ph. 622-1875*
*Reggie.beehner@eku.edu*

**Catalogue Course Description:**
JOU 412 offers an introduction to the principles, theory, terminology, tools and techniques of building Web sites to accommodate audio/visual multimedia. Emphasis is on the fundamentals of Web production and the interplay between these Web sites and additional multimedia material, such as movies, slideshows, and other multimedia productions.
Prerequisite: JOU 320 or PUB 320

**Text(s):**
- Writing for Multimedia and the Web, Third Edition: A Practical Guide to Content Development for Interactive Media, by Timothy Garrand. Focal Press, 2006.

**Course Objectives and Class Approach:**
This class will strive to familiarize students with approaches to building Web sites tailored to a wide range of applications and audiences. The class will examine several development platforms and varieties of online content, discussing the real-life problems that each of these poses to Web developers and determining the best way to meet these challenges.

The class will:
- Present & integrate content in three important areas of Internet Marketing: online marketing strategy, Web site development, and the technical aspects of Web page and site construction.
- Examine the theoretical, strategic, marketing and technological fundamentals of Web design, development and implementation, including hosting.
- Explore how multimedia content has become a fundamental part of Web sites and determine the preferred methods for accommodating this content most appropriately.
- Compare and contrast design and layout strategies that can be applied in the development and marketing of Web sites.
- Examine the strengths, limitations and common Web development uses of Adobe Dreamweaver, Flash and Photoshop.
- Receive individualized assistance in creating a Web marketing site for a local small or midsize enterprise and mount the site on the EKU student Web server.

**Student Learning Outcomes:**
Upon completion of the course, students will be able to:
- Describe the role of strategy in the design, implementation and control of an integrated Web-based marketing communication campaign.
- Compare and contrast appropriate design and planning skills needed to implement an integrated Web marketing communication campaign for a real-world client.
- Discuss relevant communication theory, and how it applies to targeting and marketing to an audience online.
- Apply layout and design tactics in the development of an effective Web site.
- Identify key elements in operation of the Internet & applications of the World Wide Web.
- Create an effective online marketing site for an actual client.

**Evaluation Methods:**
Grades will be earned on the basis of the following elements:
- Class assignments:                          50%
- Final examination / project                 25%
- Attendance / participation / quizzes:       10%
- Quality / thoroughness of notes:            15%

Quality and Accuracy:
Errors (spelling included) and style will result in a poor grade, even if the error is clearly typographical, i.e., carelessness or the result of failing to edit. Proofing matters. The goal is professional quality.

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

**Student Progress:**
Students will be provided a mid-term grade per University deadlines.

**Attendance Policy:**
The Department of Communication courses follow the University standard attendance policy unless otherwise noted.

**Last Date to Drop the Course:**
Last day to drop for Fall, 2009 will be the date noted in the Colonel's Compass.

**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 or by email at disserv@eku.edu or by telephone at (859) 622-2933 B/TDD. Upon individual request, this syllabus can be made available in an alternative format. (rev. 11/20/08)*

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

**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:**
See Evaluation Methods above

**Course Outline:**

<u>JOU 412 -- Tentative Schedule</u>

| | |
|---|---|
| Week 1: | Introduction to the Web and how it works |
| Week 2: | Multimedia overview—an array of audio-visual storytelling |
| Week 3: | Hosting—fundamentals of FTP drops and hosting content on the Web |
| Week 4: | Building a Web site—the problems and solutions (XHTML, CSS, etc.) |
| Week 5: | Building a Web site, cont. |
| Week 6: | Introduction to WYSIWYG programs, such as Adobe Dreamweaver |
| Week 7: | Adobe Dreamweaver cont. |
| Week 8: | How Flash differs from static XHTML sites |
| Week 9: | Flash and Photoshop—an integral partnership |
| Week 10: | Multimedia choices—audio, video or Flash-based slideshows |
| Week 11: | Multimedia choices, cont. – audio programs/slideshows |
| Week 12: | Multimedia choices, cont.  -- video |
| Week 13: | Integration of multimedia with Web sites |
| Week 14: | Project management and workflow |
| Week 15: | Legal and ethical issues – Copyright, fair use, etc. |
| Week 16: | Final project |

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

**Part I**

| (Check one) | Department Name | Communication |
|---|---|---|
| **X**    New Course (Parts II, IV) | College | Business & Technology |
| Course Revision (Parts II, IV) | *Course Prefix & Number | PUB 320 |
| Hybrid Course ("S," "W") | *Course Title (30 characters) | Design for Mass Media |
| 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: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes****** ☐   **No** ☒ | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved ____ Disapproved ____ | |
| General Education Committee* | N/A | Faculty Senate** | NA |
| Teacher Education Committee* | N/A | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

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

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

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

To create a new course (PUB 320, Design for Mass Media) focusing on graphic design theory and practice within the Public Relations discipline.

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

Fall 2009

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

N/A

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

The new course includes new content (design theory and esthetics) and old content from COM 320A (Desktop Publishing) and COM 320E (Creating Graphic/Illustration Content) which are being dropped.  This course replaces the COM 320 A-H requirement in the PUB major.  The current option of taking three separate 1-credit sections of COM 320 courses (A-H), each devoted to a different topic, makes it difficult to integrate theory, tools and techniques. In addition, the fragmented approach makes it difficult to teach graphic design theory and fundamentals in an integrated/meaningful way. Consolidating new content with COM 320A and 320E creates a single 3-credit-hour course suitable to the Public Relations discipline.

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

**Personnel Impact:**
None
**Operating Expenses Impact:**
None
**Equipment/Physical Facility Needs:**
None
**Library Resources:**
None

**Part II. Recording Data for New, Revised, or Dropped Course**
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

<div align="center">New or Revised* Catalog Text</div>

**<u>PUB 320 Design for Mass Media. (3) I, II.</u>** <u>An introductory graphic design course presenting concepts, principles, terminology, tools and techniques involved in effective computer-based graphic design and production. Emphasis is on mass media channels and audiences.  Credit will not be awarded for students who have credit for JOU 320.</u>

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

| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
|---|---|---|---|---|
| PUB | 320 | Fall 2009 | AS ___ JS ___<br>BT _X_ EM ___<br>ED ___ PC ___<br>HS | COMM |

| Credit Hrs. | Weekly Contact Hrs. | Repeatable Maximum No. of Hrs. _____ |
|---|---|---|
| 3 | Lecture _X_ Laboratory ____ Other ____ | Cip Code (first two digits only) 09 |

| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) |
|---|---|---|---|
| 1 | 25% (3.0) | Normal | FR _____ JR _____ |
|  |  |  | SO _____ SR _____ |
|  |  |  |  |
|  |  | Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable | **FOR BANNER USE ONLY** |
|  |  |  | Date of data entry _____ |
|  |  | Thesis _____ | |
|  |  | Internship _____ | Data entry person _____ |
|  |  | Independent Study _____ | |
|  |  | Practicum _____ | |

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

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

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

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

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

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

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

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

| Course Prefix and No. | JOU 320 |
|---|---|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

COMM 19

*Eastern Kentucky University*
**Department of Communication**
**PUB 320 – Design for Mass Media - 3 cr hrs**
*Fall 2009*

***Jim Gleason***
*Office: Combs 313  Ph. 622-1886*
*Jim.gleason@eku.edu*

**Catalogue Course Description:**
PUB 320 is an introductory graphic design course that presents the concepts, principles, terminology, tools and techniques involved in effective computer-based graphic design and production for a wide range of professional applications. Emphasis is on mass media channels and audiences.

**Text(s):**
- Non-Designer's Design Book (3rd ed.), Robin Williams. Peachpit Press, 2008.
- Digital Media Tools (3rd ed), Chapman & Chapman. Wiley, 2007.
- Selected readings as assigned

**Course Objectives and Class Approach:**
As much as possible, this class will strive to illustrate and emulate the world of communication professionals.  The class will focus on the visual nature of communications, as will much of the classwork and assignments.  You will be expected to consider and communicate the visual elements of your assignments in a professional manner.

**The class will:**
- Introduce and examine esthetic issues relating to good design, including culture, history, audience, context, taste and popular trends.
- Examine fundamental design concepts such as color, typography, composition and layout as they relate to professional communication, design and publications.
- Analyze concepts of computer-based design, and compare and contrast various publishing strategies and tactics.
- Present an overview of appropriate graphics software applications, including Adobe Photoshop CS3 and InDesign CS3.
- Examine related issues such as copyright and fair usage, naming conventions and good habits worth adopting.

**Student Learning Outcomes:**
Upon completion of the course, students will be able to:
- Describe the role of good design and esthetics, and their relevance to business, human communication and Public Relations.
- Identify fundamental design concepts, and compare and contrast their implications regarding audience, content, presentation approach and communication outcomes.
- Discuss relevant communication theory, and how it applies to design concerns.
- Apply layout and design tactics to develop a range of print-based applications.

**Evaluation Methods:**
Grades will be earned on the basis of the following elements:
- Class assignments:                              50%
- Final examination / project                  25%
- Attendance / participation / quizzes:     10%
- Quality / thoroughness of notes:            15%

**Quality and Accuracy:**
Errors (spelling included) and style will result in a poor grade, even if the error is clearly typographical, i.e., carelessness or the result of failing to edit. Proofing matters. The goal is professional quality.

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

**Student Progress:**
Students will be provided a mid-term grade per University deadlines.

**Attendance Policy:**
The Department of Communication courses follow the University standard attendance policy unless otherwise noted.

**Last Date to Drop the Course:**
Last day to drop for Fall, 2009 will be the date noted in the Colonel's Compass.

**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 or by email at disserv@eku.edu or by telephone at (859) 622-2933 B/TDD. Upon individual request, this syllabus can be made available in an alternative format. (rev. 11/20/08)*

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

**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:**
See Evaluation Methods above

**Course Outline:**
PUB 320 -- Tentative Schedule

| Week 1: | Introduction to the course <br> Context -- Graphic design and the communication process |
|---|---|
| Week 2: | Graphic design history <br> Challenges faced, lessons learned |
| Week 3: | Recent graphic design trends |
| Week 4: | Printed vehicle overview – newspapers, brochures, posters, etc. <br> Which vehicle is best for what job? |

| Week 5: | Design fundamentals – Layout and composition |
|---|---|
| Week 6: | Design fundamental – Proximity, alignment, repetition and contrast |
| Week 7: | Design fundamentals – Color |
| Week 8: | Design fundamentals – Typography |
| Week 9: | Print production management |
| Week 10: | Exploring digital and interactive graphics |
| Week 11: | Overview of design and production tools and applications |
| Week 12: | Photoshop – capabilities and applications |
| Week 13: | InDesign – digital composition and layout |
| Week 14: | Project management and workflow |
| Week 15: | Legal and ethical issues – Copyright, fair use, etc. |
| Week 16: | Final project |

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

**Part I**

| (Check one) | Department Name | Communication |
|---|---|---|
| X    New Course (Parts II, IV) | College | Business & Technology |
|      Course Revision (Parts II, IV) | *Course Prefix & Number | PUB 412 |
|      Hybrid Course ("S," "W") | *Course Title (30 characters) | Web Mktg. & Development |
|      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: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes****** **No** x | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved _____ Disapproved _____ | |
| General Education Committee* | N/A | Faculty Senate** | NA |
| Teacher Education Committee* | N/A | Board of Regents** | NA |
| | | Council on Postsecondary Edu.*** | NA |

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

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

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

To create a new class (PUB 412).

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

Fall 2009

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

N/A

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

The new class includes new content (design theory and esthetics) and incorporates content from COM 309 (Introduction to Integrated Marketing Communication – Web IMC) and COM 320F (Webpage Development) which are being dropped.  Consolidating new content with content from COM 309 and 320F creates a single 3-credit-hour course (rather than several one credit hour courses) more suitable to the Public Relations discipline.

**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

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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 <u>underlines</u> for additions. |
| 3. For a dropped course, provide the current catalog text. |

New or Revised* Catalog Text

**PUB 412 Design for Public Relations. (3) I, II.  Prerequisite: PUB 320 or JOU 320.** An introduction to the communication theory, strategies, tools and techniques of Internet marketing and effective Web development. Emphasis on interactivity theory, interactive applications and functionality, graphics, and use of HTML, CSS and Flash.  Credit will not be awarded to students who have credit for JOU 412.

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

| Course prefix (3 letters) | Course Number (3 Digits) | Effective Term (Example: Fall 2001) | College/Division: | Dept. (4 letters)* |
|---|---|---|---|---|
| PUB | 412 | Fall 2009 | AS ___  JS ___<br>BT X  EM ___<br>ED ___  PC ___<br>HS ___ | COMM |

| Credit Hrs. | Weekly Contact Hrs. | Repeatable Maximum No. of Hrs. ___ |
|---|---|---|
| 3 | Lecture ___  Laboratory ___  Other ___ | Cip Code (first two digits only) 09 |

| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) |
|---|---|---|---|
| 1 | 25% (3.0) | Normal | FR ___  JR X ___<br>SO ___  SR X ___ |
|  |  |  |  |
|  |  | **Grading Information: Course is eligible for IP (in-progress grading) for:** Check all applicable | **FOR BANNER USE ONLY** |
|  |  | Thesis ___ | Date of data entry ___ |
|  |  | Internship ___ |  |
|  |  | Independent Study ___ | Data entry person ___ |
|  |  | Practicum ___ |  |

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

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

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

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

| Course Prefix and No. | PUB 320 or JOU 320 |
|---|---|
| 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:) Credit not allowed with

| Course Prefix and No. | JOU 412 |
|---|---|
| Course Prefix and No. | |
| Course Prefix and No. | |

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

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

*Jim Gleason*
*Office: Combs 313  Ph. 622-1886*
*Jim.gleason@eku.edu*

**Catalogue Course Description:**
PUB 412 offers an introduction to the strategy, principles, communication theory, terminology, tools and techniques of Internet marketing and effective Web site development. Emphasis is on Internet Marketing principles and the fundamentals of Web development and production, including interactivity theory, interactive applications and functionality, integration of graphics, and specific use of HTML, CSS and Flash.

**Text(s):**
- Digital Media Tools (3$^{rd}$ ed), Chapman & Chapman. Wiley, 2007.
- Writing for Multimedia and the Web, Third Edition: A Practical Guide to Content Development for Interactive Media, by Timothy Garrand. Focal Press, 2006.
- Selected readings as assigned.

**Course Objectives and Class Approach:**
This class will strive to familiarize students with approaches to building Web sites tailored to a wide range of applications and audiences.  The class will examine several development platforms and varieties of online content, discussing the real-life problems that each of these poses to Web developers and determining the best way to meet these challenges.

The class will:
- Present & integrate content in three important areas of Internet Marketing: online marketing strategy, Web site development, and the technical aspects of Web page and site construction.
- Examine the theoretical, strategic, marketing and technological fundamentals of Web design, development and implementation, including hosting.
- Explore how multimedia content has become a fundamental part of Web sites and determine the preferred methods for accommodating this content most appropriately.
- Compare and contrast design and layout strategies that can be applied in the development and marketing of Web sites.
- Examine the strengths, limitations and common Web development uses of Adobe Dreamweaver, Flash and Photoshop.
- Receive individualized assistance in creating a Web marketing site for a local small or midsize enterprise and mount the site on the EKU student Web server.

**Student Learning Outcomes:**
Upon completion of the course, students will be able to:
- Describe the role of strategy in the design, implementation and control of an integrated Web-based marketing communication campaign.
- Compare and contrast appropriate design and planning skills needed to implement an integrated Web marketing communication campaign for a real-world client.
- Discuss relevant communication theory, and how it applies to targeting and marketing to an audience online.
- Apply layout and design tactics in the development of an effective Web site.
- Identify key elements in operation of the Internet & applications of the World Wide Web.
- Create an effective online marketing site for an actual client.

**Evaluation Methods:**
Grades will be earned on the basis of the following elements:
- Class assignments:                50%
- Final examination / project       25%
- Attendance / participation / quizzes:   10%
- Quality / thoroughness of notes:   15%

Quality and Accuracy:
Errors (spelling included) and style will result in a poor grade, even if the error is clearly typographical, i.e., carelessness or the result of failing to edit.  Proofing matters.  The goal is professional quality.

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

**Student Progress:**
Students will be provided a mid-term grade per University deadlines.

**Attendance Policy:**
The Department of Communication courses follow the University standard attendance policy unless otherwise noted.

**Last Date to Drop the Course:**
Last day to drop for Fall, 2009 will be the date noted in the Colonel's Compass.

**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 or by email at disserv@eku.edu or by telephone at (859) 622-2933 B/TDD. Upon individual request, this syllabus can be made available in an alternative format. (rev. 11/20/08)*

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

**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:**
See Evaluation Methods above

**Course Outline:**
<u>PUB 412 -- Tentative Schedule</u>

| | |
|---|---|
| Week 1: | Introduction to the Web—What it is and how it works |
| Week 2: | Integrated Marketing Communication overview |
| Week 3: | Communication theory and its application to the Web |
| Week 4: | Building a Web site—the problems and solutions<br>Information architecture and site architecture |
| Week 5: | Building a Web site, cont.<br>Traditional sites, social networking sites and server-based applications |
| Week 6: | Online / Interactive marketing strategies and tactics |
| Week 7: | Introduction to WYSIWYG tools and applications<br>Adobe Dreamweaver and Photoshop |
| Week 8: | How Flash differs from static XHTML sites |
| Week 9: | Personal Web site – Lab sessions |
| Week 10: | CSS – Introduction to Cascading Style Sheets |
| Week 11: | CSS – Uses and applications |
| Week 12: | Multimedia overview—an array of audio-visual storytelling<br>Integration of multimedia with Web sites |
| Week 13: | Web marketing site – Lab sessions |
| Week 14: | Project management and workflow<br>Fundamentals of hosting content online |
| Week 15: | Legal and ethical issues – Copyright, fair use, etc. |
| Week 16: | Final project presentations |

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

**Part I**

| (Check one) | Department Name | Communication |
|---|---|---|
| ___ New Course (Parts II, IV) | College | Business & Technology |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ___ Hybrid Course ("S," "W") | *Course Title (30 characters) | |
| ___ Course Dropped (Part II) | *Program Title | Minor in Advertising |
| ___ New Program (Part III) | | (Major ___, Option ___; Minor _x_; or Certificate ___) |
| X   Program Revision (Part III) | | |
| ___ Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes**** [ ] **No** [x] | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved ___ Disapproved ___ | |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

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

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

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

To drop COM 320 A-I from the requirements and add JOU 320 or PUB 320.

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

Fall 2009

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

N/A

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

 The current option of taking three separate one-credit sections of COM 320 courses (A-I), each devoted to a different topic, makes it difficult to integrate theory, tools and techniques across the topics.  New three credit hour courses are being proposed (JOU 320 and PUB 320) to replace COM 320 classes.  Consolidating new content with that from the COM 320 A-H classes creates a single three-credit-hour course most suitable to the discipline.

**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 29

**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 <u>underlines</u> for additions.)

### Journalism (B.A.)
*CIP Code: 09.0401*
(page 104 of *Undergraduate Catalog*)

### Minor in Advertising

**Requirements..................................................................................................................21 hours**
Courses required for a minor in advertising are COM ~~320 A  I (3 hours),~~ 325, 425, 471,
<u>JOU 320 or PUB 320</u>, MKT 301, 320, and COM 490 or MKT 426. Three hours of
COM/MKT courses taken to fulfill requirements for another major may be counted
toward the advertising minor.

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

**Part I**

| (Check one) | Department Name | Communication |
|---|---|---|
| ___ New Course (Parts II, IV) | College | Business and Technology |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ___ Course Dropped (Part II) | *Course Title (30 characters) | |
| ___ New Program (Part III) | *Program Title | B.A. Journalism |
| x Program Revision (Part III) | | (Major __x__, Option ___; Minor ___; or Certificate ___) |
| ___ Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes**\*\*\*\* ☐  **No** ☒ | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved ___ Disapproved ___ | |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

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

**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 COM 320A-I and add JOU 320 or PUB 320, and JOU 412 or PUB 412. Correct sequence for catalog to correlate to alphabetizing.

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

Fall 2009

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

N/A

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

Recent course revisions make it necessary to update the Journalism program requirements. Revisions have included adding new optional classes and deleting COM 320 A-I.

**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.

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

### JOURNALISM (B.A.)

_CIP Code:  09.0401_

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

  BTO 100.

**General Education Requirements** ……………………………………………….………48 hours

Standard General Education program.  Refer to section Four of this _Catalog_ for details on General Education and University requirements.

**College Requirement:  Professional Skills Seminar**

  BTS 300 (CR) and BTS 400 (CR).

**Free Electives** …………………………………………………………………...…… ~~21~~ _20_ **hours**

**Minor Requirements** ……………………………………………………….…..….…..18 hours

Journalism students must complete a minor in an area outside the Department of Communication _(CMS minor is allowed)._

**Major Requirements** …………………………………………………………………… ~~40~~ _41_ **hours**

COM 200, 201, 301, _405 and_ 415; JOU 302 (1), 305, 310, 325, 401, 425 _(4)_, and 491 (1); ~~COM 405,~~ and 8 hours selected from _COM 330, 430, 471;_ JOU 302, 307, _JOU 320 or PUB 320_, 410, _JOU 412 or PUB 412 ,_ 450, 480, _or_ 491. ~~and COM 320A-I (up to 4 hours), 330, 430, or 471.~~

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

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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) | Department Name | Communication |
|---|---|---|
| ___ New Course (Parts II, IV) | College | Business & Technology |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ___ Hybrid Course ("S," "W") | *Course Title (30 characters) | |
| ___ Course Dropped (Part II) | *Program Title | B.A. Public Relations |
| ___ New Program (Part III) | | (Major _X_, Option ___; Minor ___; or Certificate ___) |
| X Program Revision (Part III) | | |
| ___ Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes****** ☐ **No** x | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved ___ Disapproved ___ | |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

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

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

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

To change Supporting Course Requirements in PUB BA to include PUB 320 or JOU 320 and PUB 412 or JOU 412 and drop COM 320 A-I.

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

Fall 2009

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

N/A

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

The addition of these classes provides more integrated and relevant coverage of graphic design theory and fundamentals Replacing the current offerings (COM 309 and COM 320 A-H) with these new courses framed within the Public Relations discipline will help ensure that participants have an appropriate level of understanding.

**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

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**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 <u>underlines</u> for additions.)

**Public Relations (B.A.)**
**CIP Code: 09.0902**

**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 ~~320 (3) A-I,~~ 420, ECO 230 or 231, <u>PUB 320 or JOU 320,</u> MGT 301 or BEM 425, POL 101,
and six hours from the following courses: COM 301, 309, 325, 390, 425, GCM 211, MKT 301, <u>PUB 412</u>
<u>or JOU 412</u>, PUB 385, 480, or 520.

**Free Electives**.............................................................................................................**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**.................................................................................**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 | Communication |
|---|---|---|
| ___ New Course (Parts II, IV) | College | Business & Technology |
| ___ Course Revision (Parts II, IV) | *Course Prefix & Number | |
| ___ Hybrid Course ("S," "W") | *Course Title (30 characters) | |
| ___ Course Dropped (Part II) | *Program Title | All majors/minors in department |
| ___ New Program (Part III) | | (Major _X_, Option ___; Minor _X_; or Certificate ___) |
| X Program Revision (Part III) | | |
| ___ Program Suspended (Part III) | *Provide only the information relevant to the proposal. | |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 11/21/08 | Graduate Council* | N/A |
| *Is this a SACS Substantive Change?* **Yes**\*\*\*\* ___ **No** X | | Council on Academic Affairs | |
| College Curriculum Committee | 12/19/2008 | Approved ___ Disapproved ___ | |
| General Education Committee* | N/A | Faculty Senate** | |
| Teacher Education Committee* | N/A | Board of Regents** | |
| | | Council on Postsecondary Edu.*** | |

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

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

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

To require a minimum grade "C" or higher in all courses (core and supporting) for a major or minor and a 2.25 or better average in all courses (core and supporting) required for the major or minor in the Department of Communication.

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

Fall 2009

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

N/A

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

This change was not implemented for all programs within the department when the plus/minus grading system was terminated. It has been in the Requirements Section of the Department's description in the academic catalog since 2004, but it was not reflected in the CARES reports. We have been asked to do this curriculum change to make it active in the CARES report process.

**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**

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**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 <u>underlines</u> for additions.)

## REQUIREMENTS
(page 103 of current *Undergraduate Catalog)*

Some courses may require special skills and equipment such as the ability to keystroke a minimum of 25 words per minute. Instructors will notify students of these requirements at the first class meeting.

Students may earn up to 16 credit hours toward their degree by enrolling in cooperative education courses. Credit for additional practical experience may be earned through practicums. <u>Students majoring or minoring in the Department of Communication are required to attain a minimum grade of "C" in all courses (core and supporting) for a major or minor and a 2.25 or better GPA in all courses (core and supporting) required for the major or minor.</u> **(Located on page 103 of the 2008-2009 catalog.)**

## Baccalaureate Degrees
**Broadcasting and Electronic Media (B.A.)**
*CIP Code: 09.0701*
**Communication Studies (B.A.)**
*CIP Code: 09.0101*
**Journalism (B.A.)**
*CIP Code: 09.0401*
**Public Relations (B.A.)**
*CIP Code: 09.0902*

## Minors
**Minor in Advertising**
**Minor in Broadcast News**