

3-19-2009

Council on Academic Affairs Minutes, Mar 19, 2009

Eastern Kentucky University

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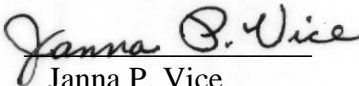
EASTERN KENTUCKY UNIVERSITY

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Provost's Office
Associate Provost
Academic and Faculty Affairs

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

TO: Members of the Council on Academic Affairs

FROM: 
Janna P. Vice
Associate Provost

DATE: March 13, 2009

RE: Meeting—Council on Academic Affairs

The Council on Academic Affairs will meet on Thursday, March 19, 2009, at 1:00 p.m. in the Martin Room of the Coates Building.

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 AGENDA

March 19, 2009

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

Action Items

EKU Now! Program *Catalog* language proposal

Office of the Registrar

Associate of Arts Degree in General Studies

Office of Associate Provost

Revision to *Graduate Catalog*: Catalog Applicability

Graduate School

Addition to *Graduate Catalog*: Readmission

Revision to *Graduate Catalog*: Probationary Admission

Justice & Safety

Safety, Security & Emergency Management

Program Revisions

	<u>Page</u>
B.S. in Emergency Medical Care – Remove EMC 212, BIO 378, and Free Electives; Revise Total Curriculum Requirements from 128 to 120	2
ASP in Paramedicine – Remove EMC 212	4
B.S. in Homeland Security – Remove Minor Requirement and Increase Number of Free Electives. Revise Total Curriculum Requirements from 128 to 120.	6

Correctional & Juvenile Justice

Program Revision

B.S. in Correctional and Juvenile Justice Studies – Reduce hours of Free Electives from 43 to 35, which will reduce the Total Curriculum Requirements from 128 to 120.	8
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University Programs

New Course

AFA 372S Blacks in Madison County	<u>Page</u> 1
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Editorial Changes

Add AFA 372S to course offerings in the Minor and Certificate	12
Add AFA 305, 361, 378, and 435 to the African/African-American Studies Program course offerings as electives in the Minor and Certificate	14

Curriculum Change

Bachelor of Individualized Studies (B.I.S.) – Decrease the number of required electives by 8 credit hours thereby reducing the number of required curriculum hours from 128 to 120.	16
General Studies Degree (B.A.) – Decrease the number of free electives by 8 credit hours thereby reducing the number of required curriculum hours from 128 to 120.	18

Arts & Sciences

Anthropology, Sociology & Social Work

	<u>Page</u>
Course Revision	
ANT 385 (Bones, Bodies & Disease) - Modify course title and catalog description	ANSW 1
Drop Courses	
ANT 332 (Perspectives on Canada) – Drop course from curriculum	ANSW 3
ANT 499 (Canadian Parliamentary) – Drop course from curriculum	ANSW 5
New Course	
ANT 370 (Primate Conservation) – Create new course	ANSW 7
ANT 371 (Primate Ecology & Sociality) – Create new course	ANSW 17
Program Revision	
Anthropology-Change major requirement and hours required to graduate	ANSW 25

English & Theatre

Course Revision	
ENG 492 (English Literature Capstone) - Change catalog text and course title	ENTH 1
New Course	
THE 495 (Senior Seminar)- To add new course to curriculum	ENTH 7

Geology & Geography

Course Revisions	
GLY 210 (Introduction to Geochemistry) - remove CHE equivalencies	GEOL 1
GLY 535 (Hydrogeology)-change prerequisite	GEOL 4
NAT 380 (Science and Society)-create equivalency of NAT 380W	GEOL 7
New Courses	
GLY 480 (Petroleum Geology) - Add a new course to curriculum	GEOL 10
GLY 482 (Paleoclimate) - Add a new course to curriculum	GEOL 17
NAT 380W (Science and Society: W)-Add a “W” course to curriculum	GEOL 24
New Program	
GIS Certificate-To create a new certificate program.	GEOL 35

Business & Technology

Accounting, Finance & Information Systems

	<u>Page</u>
Course Drops	
These courses have not been taught in the past several semesters and need to be dropped from the <i>Undergraduate Catalog</i> :	AFIS 1
ACC 300 Managerial Accounting	
ACC 350 Accounting Information Systems	
ACC 442 Auditing II	
ACC 527 Managerial Cost Accounting	
ACC 550 Accounting for Non-Profit Organization	
CIS 103 Introduction to Spreadsheets	
CIS 104 Introduction to Database Management	
CIS 476 Decision Support and Expert Systems	
RST 110 Fundamentals of Real Estate for the Consumer	
RST 130 Financing Real Estate for the Consumer	
RST 240 Fundamentals of Real Estate Appraisal	
RST 245 Applied Residential Appraisal	
RST 325 Computer Applications in Real Estate	
RST 410 Income Property Valuation/Investment	
RST 450 Seminar in Real Estate	

Course Revisions

ACC 440 - Change the course description; the AICPA examinations are not related to this course

Page
AFIS 2

Program Revision

B.B.A. in Accounting – Eliminate ACC 442 and 527 from the Accounting Program

AFIS 5

Communication

Course Drops

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

COMM 1

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

COM 320A Desktop Publishing

COM 320B Advanced Word Processing

COM 320C Creating Newspapers and Magazines

COM 320D Creating Newsletter 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 Design for Newspapers and Magazines – new course to replace COM 320 Series for JOU

COMM 2

JOU 412 Multimedia Web Development – new course to replace COM 320 series & COM 309 for JOU

COMM 8

PUB 320 Design for Mass Media – New course to replace COM 320 series for PUB

COMM 14

PUB 412 Web Marketing and Development – New course to replace COM 320 series and COM 309 For PUB

COMM 20

Course Revisions

JOU 305 Feature Writing – add the prerequisites COM 201 or JOU 201

COMM 26

Program Revisions

Minor in Advertising – Change Minor to drop COM 320 Series and add JOU or PUB 320

COMM 29

Minor in Visual Media – Change Minor to drop COM 320 Series and add JOU or PUB 320

COMM 31

B.A. in Journalism – Change Major to drop COM 320 Series and add new courses

COMM 33

B.A. in Public Relations - Change Major to drop COM 320 Series and add new courses

COMM 35

Majors/Minors in Departments - 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 37

Management, Marketing & Administrative Communication

Program Revisions

B.B.A. in General Business (All Options)

MMAC 1

-To add a Corporate Communication and Technology option to General Business B.B.A. program.

-To move CIS400 as a major requirement under the course requirements for the first three options.

-To replace CIS 435 with 335 in Global Supply-Chain Management Option.

-To adjust free electives accordingly for the new CCT option.

-To reduce the General Business Major (all Options) to 120 hours from 128 by streamlining the curriculum and omitting courses without compromising the quality of the programs

B.S. in Business Marketing Education/Teaching – Request exclusion for General Education Requirements: Block VII (QS) to take CIS 212 or CSC 104.

MMAC 3

Technology

Course Drops	Page
CTE 469 Seminar in Teaching Industrial Education – Course hasn’t been offered since Spring 1997.	TECH 1
TTE 163 Production Processes – Course hasn’t been offered since Spring 2002.	
TTE 461 Communication Systems – Course hasn’t been offered since Spring 2003.	
TTE 462 Manufacturing Systems – Course hasn’t been offered since Spring 2004.	
TTE 464 Related Technology Systems – Course hasn’t been offered since Spring 2003.	
TTE 465 Construction Systems – Course hasn’t been offered since Spring 2004.	

Health Sciences

Health Science

Editorial Change	Page
Interdisciplinary Minor in Gerontology – Edit CHS 250 to NUR 25, update <i>Catalog</i> from ASN change in prefix	CHS 1
Baccalaureate Degree – Remove HEA, HSA prefixes under minimum grade of “C-” requirement in courses	CHS 2

Associate Degree Nursing

Course Revision CHS 250 – Change prefix from CHS to NUR	ASN 1
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Exercise & Sport Science

Course Revision PHE 400 – Change name and revise wording to better describe course	ESSC 1
Program Revision B.S. Physical Education – Remove PHE 415 requirement under option and add REC 102 or REC 290 under Support Option for Fitness and Wellness Option	ESSC 2

Family & Consumer Sciences

Course Revision ADM 210 Dress, Appearance and Culture – Add prerequisites: CDF 132 and PSY 200	FCSC 1
New Course NFA 449 Onsite Foodservice Management – Create new course to meet the needs of the new Professional Gold Management degree program	FCSC 3

Health Promotion & Administration

New Course HEA 320 Introduction to Behavior Change Theory – accrediting body requires new course	HPAD-HE 1
Program Revision Minor in Community Health – add HEA 320 to required courses and EHS 280 to Elective Courses under Minor	HPAD-HE 7
Course Revisions HSA 203 Fundamental of Medical Science - Add Spring to offering, change prereq requirement from C- to minimum of “C”	HPAD-HSA 2
HSA 302 Organization and Management of Health Services - Change offering and change prereq requirement from C- to minimum of “C”	HPAD-HSA 4
HSA 306 Medical Nosology - Change from 3 to 4 hours to correct catalog and change prereq requirement from C- to minimum Of “C” and add “or CIS230 or 300” to prereq. CCT290	HPAD-HSA 6
HSA 370 Health Info Management Systems – Increase the number of credit hours for HSA 370 from 3 to 4 credits; clarify prerequisites, change prereq requirements from minimum C- to minimum C	HPAD-HSA 8
HSA 372 Health Care Reimbursement Systems - Change prereq requirement from C- to minimum of “C”	HPAD-HSA 14
HSA 375 Health Services Administration - Change offering and change prereq requirement from	HPAD-HSA 16

C- to minimum of "C" and add or 300 after prereq. requirement MGT301	
HSA 401 Legal Issues in Health Care - Change offering and change prereq requirement from C- to minimum of "C"	HPAD-HSA 18
HSA 405 Clinical Information Management - Change offering and change prereq requirement from C- to minimum of "C"	HPAD-HSA 20
HSA 406 Health Care Quality Management - Change offering and change prereq requirement from C- to minimum of "C"	HPAD-HSA 22
HSA 407 Advanced Health Services Administration - Change offering and change prereq requirement from C- to minimum of "C"	HPAD-HSA 24
HSA 409 Health Services Research Methods - Change offering and change prereq requirement from C- to minimum of "C"	HPAD-HSA 26
HSA 412 Professional Practice Experience - Change offering	HPAD-HSA 28
Program Revision	
Health Services Administration Major - Decrease overall program requirements from 128 to 120 credit hours; delete ECO370 as support course from option in HCAI ; specify course alternatives for satisfying support course requirements.	HPAD-HSA 30

Master of Public Health

Program Revision	
Master of Public Health – All options, Drop thesis; the MPH is a practice degree	MPH 1

Occupational Therapy

Course Revision	
OTS 302 Practicum in OS II: Life Narratives – Change prerequisites	OCCT 1
New Course	
OTS 837 UE Evaluation and Intervention - Establish course that had previously been taught as a special topics course	OCCT 3
OTS 884 Qualitative Inquiry Approaches - Establish course that had previously been taught as a special topics course	OTS 17
Course Revision	
OTS 865 School-based Practice - Revise name, course description and prerequisites	OCCT 8
Program Revision	
Occupational Science (B.S.) - Decrease total hours from 128 to 120	OTS 22
Occupational Therapy (M.S.) - Change <i>Graduate Catalog</i> description of the admission process for option 2	OTS 23

Recreation & Park Administration

Program Revision	
Recreation and Park Administration B.S. - Decrease total hours from 128 to 120	RPAD 1

Discussion Items

- | | |
|---|-------------------------|
| 1. Class Rosters for Fall 2009 – Reporting Students not in Attendance – Student Retention Issue | Office of the Provost |
| 2. Course By Special Arrangement – Follow-up Discussion from February | Office of the Registrar |
| 3. Course Numbering Language in <i>Catalog</i> | Office of the Registrar |
| 4. McNair Scholar Graduation Recognition Tassels | McNair Scholars Program |
| 5. Graduation Regalia, List of Approved Cords and Sashes | Office of the Registrar |

Information Items

Faculty Senate Update

The following CAA items were approved by the Faculty Senate at the February 2, 2009 meeting:

1. Nursing Pre-RN (BSN) and also Plan for BSN Second Degree Option
2. Autism Spectrum Disorders Certificate – New Program
3. Master in Community Nutrition – Revised Admissions Policy
4. Recreation & Park Administration (BS) – Reflect addition of service-learning designation to REC 512

The following CAA items were approved by the Faculty Senate at the March 2, 2009 meeting:

1. Stopping Out Policy
2. Police Studies B.S. Major - Revise courses in the CORE and add new course PLS 414
3. Police Studies A.A. Major - Revise courses in the CORE and add new course PLS 414
4. Minor in Police Studies - Revise course requirements, remove PLS 216, add PLS 414
5. Memorandum of Agreement – Awarding Academic Credit - For non-collegiate instruction between ECU and Kentucky Department for Criminal Justice Training
6. B.B.A. Accounting - Request exclusion in General Education requirements for Systems Block VII
7. B.B.A. Computer Information Systems - Request exclusion in General Education requirements for Block VII
8. B.B.A. Insurance - Request exclusion in General Education requirements for Block VII
9. B.S. Insurance - Revise degree requirements, GPA
10. B.B.A. Finance - Revise required courses within program
11. Communication Studies B.A. - Change the number of hours required to graduate from 128 to 120 and request exception to the General Education Block IC
12. B.B.A. Marketing - Revise courses within program, add new course MKT 405
13. B.B.A. Corporate Communications & Technology - Request exclusion for General Education requirement
14. B.B.A. General Business - Request exclusion for General Education requirements
15. B.B.A. Management - Request exclusion for General Education requirements
16. B.S. in Career & Technical Education (Teaching) - Require a professional seminar as major requirement
17. Master of Arts in Teaching - Revise requirements for admission in the ART option
18. Advising, Admission, Field Placement & Certification - Update Teacher Education requirements, update *Catalog*
19. B.S. in Biology – Pre-Medical Sciences - Remove PSY 200 from supporting courses
20. B.S. in Biology – Pre-Veterinary Sciences - Remove/add courses from/to “Additional Pre-Vet Requirements
21. A.A.S. Paralegal Program - Replace LAS 320 with new course LAS 355
22. A.A.S. Paralegal Studies - Change supporting course requirement from ENG 301 to ENG 300
23. Paralegal Program Revision Paralegal Science Certificate - Replace LAS 320 with new course LAS 355
24. Paralegal Studies Minor - Replace LAS 320 with new course LAS 355
25. B.A. Paralegal Science - Replace LAS 320 with new course LAS 355
26. B.A. in History - Revise distribution requirements
27. B.A. in History/Teaching - Revise distribution requirements



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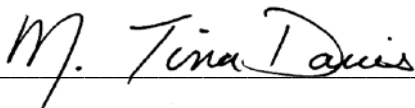
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Office of the Registrar

Academic Affairs and Research
Enrollment Management
Office of the Registrar

SSB CPO 58, 521 Lancaster Avenue
Richmond, KY 40475-3158
Phone: (859) 622-3876

TO: Council on Academic Affairs

FROM: _____

**Interim University Registrar
Eastern Kentucky University**

DATE: March 13, 2009

SUBJECT: EKU Now! Program – Action Item for 03-19-09 Council on Academic Affairs Meeting

The Office of the Registrar submits the following agenda item at the March 19, 2009 meeting of the Council on Academic Affairs:

EKU Now! Program – *Catalog* language proposal

The proposed language would provide information in the Catalog regarding the EKU Now! Scholarship program. This information will be beneficial to high school students considering future enrollment at Eastern Kentucky University and would outline the process for applying for the scholarship.



(EKU Undergraduate Catalog 2008-09, Section 2 – Admission and Residency, p.11)

Current catalog language:

OTHER TYPES OF ADMISSION

1. High School Specials

Students who have one unit less than the number required for high school graduation with superior grades (i.e., 3.0+ grade point average) may be admitted upon the written recommendation of the high school principal.

2. Jump Start Students

High school seniors in Eastern Kentucky University's service region who have an interest in taking college-level course work while still enrolled in high school may enroll in the Jump Start program. Students may enroll in courses at any Eastern Kentucky University campus site including Richmond, Manchester, Corbin and Danville. Applicants must submit a Jump Start Recommendation Form to be eligible to participate in the program and must be in good academic standing with their high school in order to participate in the Jump Start Program. Tuition is waived for students participating in the program. Students are responsible for the cost of textbooks, parking permit, and any associated course fees.

Proposed Catalog language:

OTHER TYPES OF ADMISSION

1. High School Specials

Students who have one unit less than the number required for high school graduation with superior grades (i.e., 3.0+ grade point average) may be admitted upon the written recommendation of the high school principal.

2. EKU Now!

The **EKU Now!** program is designed for high school juniors and seniors within Eastern Kentucky University's service region and combines features of EKU's previous Dual Credit and Jump Start programs. This scholarship program provides the opportunity for juniors and seniors to enroll in one course each fall or spring semester with course tuition waived.

To qualify for this program, high school juniors/seniors must have a GPA of 3.0 and ACT scores on file with EKU at the time they apply for the program. To qualify for EKU Now! students must have minimum ACT scores of 18 in English, 19 in Mathematics, 20 in Reading and a composite ACT score of 21. High school seniors may take a 2nd course each semester, at no cost, if they have a composite ACT score of 24 or higher at the time of application to the program. If the high school senior has an ACT score of 21 - 23 at the time of application to the program, the 2nd course will cost 50% of the current in-state tuition rate.

EKU Now! students may enroll for fall or spring classes at any EKU campus including Richmond, Manchester, Lancaster, Corbin and Danville. An EKU Now! admission application should be submitted along with a high school

transcript at least one month before the beginning of the ECU school term. A new application and high school transcript is required for each subsequent academic year of participation prior to the first semester of attendance. ECU will waive the admission application fee for each ECU Now! admission application. While the ECU Now! participants have their course tuition waived, these students will still be held responsible for the cost of textbooks, parking permits and any associated course fees.

EKU Now! participants will be offered seats in established ECU courses on an availability basis and for which the student meets all prerequisites. Students in the program attend specific advising sessions and register for courses during a specified timeframe just prior to the beginning of an academic semester. Advising and registration sessions will be available on each of ECU's campuses.

Continued participation in the **EKU Now!** scholarship program is dependent upon successful completion of courses. Each student is expected to maintain at least a 2.0 cumulative ECU GPA. Students who earns a "D" or "F" grade may not continue their participation until they have repeated the "D" or "F" and earned at least a 2.0 term GPA. Students who elect to repeat a course should contact the Office of the Registrar for registration assistance. Courses repeated by ECU Now! participants are subject to a 50% tuition charge at the current in-state rate.

Presidential Scholarship Opportunity

EKU Now! students who meet specific criteria will be awarded an ECU Presidential Scholarship which provides half tuition and is renewable for up to eight semesters. To qualify for this Presidential Scholarship, the ECU Now! students must: earn at least 9 credit hours at ECU; have no ECU grade lower than a "C"; have not repeated any ECU course; earn a cumulative ECU GPA of at least a 3.0; have a final high school GPA of at least a 3.0; and have a composite ACT score of at least 23 before graduating from high school. This ECU scholarship will be awarded to qualified ECU Now! students who enroll at ECU as first-time freshmen degree-seeking students upon graduation of high school.



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Office of Associate Provost
for Academic and Faculty Affairs

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TO: Rick McGee

FROM: Janna Vice

DATE: March 13, 2009

SUBJECT: CAA Agenda Item: Proposal for an Associate of Arts Degree in General Studies

The attached proposal for an Associate of Arts Degree in General Studies is the result of collaboration among a Faculty Senate subcommittee (chaired by Dr. John Taylor), an Associate Degree Work Group, and the Associate/Assistant Deans.

The proposed degree is designed to provide students who are required to enter the University with “undeclared majors” an option of entering a two-year program and identifying with an individual college. Particularly for at-risk students who have development needs or PCC deficiencies, this degree could be a first step toward success. The two-year degree can then ladder to a four-year program in a student’s chosen field of study.

A document showing the other Kentucky public institutions’ general studies/liberal two-year degree requirements is attached. If approved by CAA, this proposal will go to Faculty Senate, the Provost Council, the President, and the Board of Regents. The proposal must also be posted on CPE’s website.

When the degree is approved, it will reside in University Programs. Students in the program will be jointly advised by the University’s Advising Office and the academic college in which the student is earning the emphasis, which is similar to the General Studies (B.A.).



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

EKU Associate of Arts Degree in General Studies

The Associate of Arts in General Studies degree is a flexible degree program that provides students, especially adult learners, the opportunity to design their own programs to meet their unique interests and career goals. It is a degree that allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their career, or use the degrees as a stepping stone to a baccalaureate degree.

OPPORTUNITIES

The Associate of Arts in General Studies degree has become more attractive with the growth of business and industry in the area and with the increase of minimum educational requirements for employment or promotion. In addition to those students wishing to enhance their employability, several other groups of students will find the program offers numerous opportunities for them as well. These include those who are seeking a degree for their own personal satisfaction. The degree allows students to gain confidence in their abilities by earning a degree at the associate level prior to enrolling in a baccalaureate program. The associate degree provides opportunities for students who wish to consolidate previously earned credits to complete their first degree.

PROGRAM REQUIREMENTS

The program requirements for the Associate of Arts in General Studies are:

1. Complete a minimum of 60 semester credit hours of prescribed and elective college credit.
2. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at EKU. In addition, transfer students must each a minimum GPA of 2.0 on the combined transfer work and EKU work.
3. Complete at least 24 semester hours at EKU.
4. Complete an orientation course if the student begins as a freshman or transfers to EKU with fewer than 24 credit hours
5. Complete 48 semester hours of general education requirements as shown below:
 - Block 1. Communication (9 hours)
 - Block 2. Mathematics (3 hours)
 - Block 3. Arts and Humanities (6 hours)
 - Block 4. Natural Sciences (6 hours)
 - Block 5. Social and Behavioral Sciences (9 hours)
 - Block 6. Wellness (3 hours)
 - Block 7. Breadth of Knowledge (6 hours)
 - Block 8. Depth of Knowledge (6 hours)
6. Complete a 12-hour emphasis with an overall 2.0 GPA within an individual college outside of the General Education Requirement. (Students will be considered a member of the college in which they have completed their emphasis.

The Associate of Arts in General Studies is intended to be a first degree and is not appropriate for a concurrent or secondary degree.

Associate Degree Work Group: Rich Boyle, Steve Byrn, Tina Davis, Claire Good, Charles Hickox, E.J. Keeley, Cindy Peck, Benton Shirey, Anne Shordike, Bill St Pierre, John Taylor, Janna Vice, Cari Wallace, and Kate Williams.

Morehead State University

Associate Degree in University Studies

The Associate of University Studies degree provides students, especially adult learners, the opportunity to design their own programs to meet their unique interests, career goals, and life circumstances. It is a degree that allows students to concentrate in one or two areas of interest or take a wide variety of courses to meet personal, educational, or career goals. The University Studies degree is ideal for students who are juggling home, school, career and life responsibilities. It is designed for those who want to advance in their career, change careers, enroll in a graduate program, or pursue a lifelong interest beyond their career.

Degree Requirements:

1. Complete a minimum of 64 semester credit hours of prescribed and elective college credit. See the academic programs section of this catalog for the specific requirements of your associate degree program. A prescribed program is not required for the Associate of University Studies degree.
2. Earn a minimum cumulative GPA of 2.0 on all work at the University
3. Complete at least 16 semester hours at Morehead.
4. Complete a one credit hour MSU 101: Discovering University Life course during the student's semester if the student begins as a freshman or transfers to MSU with less than 24 credit hours
5. Complete 21 semester hours of general education requirements as shown below:

English 100 (Writing I) -	3 Hours
CMSP 108 (Fundamentals of Speech) -	3 Hours
Math Reasoning (7 Optional Courses) -	3 Hours
Computer Competence (9 Optional Courses) -	3 Hours
English 200 (Writing II) -	3 Hours
Humanities (29 Optional Courses) -	3 Hours
Social and Behavioral Sciences (22 Optional Courses)	3 Hours

Bachelor Degree in University Studies

You do not have to complete a major, minor or area of concentration for the Bachelor of University Studies degree. You may take a wide variety of subjects or concentrate all studies beyond the general education requirements in a single discipline. You can combine classes into a field of study to be used within a Bachelor's of University Studies degree such as:

Organizational Leadership
Professional Communication
Human Services

Flexibility in earning credit, students design their own degree, time availability of courses; evening, weekend, and day classes, degree can enhance career opportunities, allow students to pursue graduate study, or fulfill personal goals.

You will receive your Bachelor of University Studies degree after you:

1. Complete a minimum of 128 semester hours of prescribed and elective college credit, 43 semester hours of which must be courses numbered 300 or above.
2. Earn a minimum cumulative GPA of 2.0 on all work completed at the University
3. Complete at least 32 hours at Morehead State University, with the last 16 hours

preceding graduation earned from MSU. Correspondence courses do not satisfy this requirement.

4. Complete 49 semester hours of general education courses.

Western Kentucky University

Associate of Interdisciplinary Studies Degree

The Associate of Interdisciplinary Studies degree (reference number 246) is designed for those who need or desire a flexible degree program. Within the limits specified for the degree, students, with their advisors, may design programs to suit their personal needs and educational objectives.

This program requires 64 credit hours of course work. Students who have previously earned 64 hours of credit with a 2.0 cumulative grade point average or above in all higher education course work including all course work completed at Western Kentucky University and have met all other requirements for the degree, may apply as candidates for the AIS degree. If, upon evaluation of their transcripts, such students meet all the requirements for the degree, the degree will be awarded at the next graduation ceremony.

OPPORTUNITIES

The Associate of Interdisciplinary Studies degree has become more attractive with the growth of business and industry in the area and with the increase of minimum educational requirements for employment or promotion. In addition to those wishing to enhance their employability, several other groups of students will find the program suits their needs. These include those who are seeking a degree for their personal satisfaction; those who plan eventually to move on the University, but wish to have a degree at the two-year level; and those who wish to consolidate previously earned credits into a degree program.

PROGRAM REQUIREMENTS

Minimum requirements for the AIS degree are 64 semester hours distributed among the WKU General Education Requirements and two areas of emphasis. A total of 30 hours of General Education hours, 27 hours in the areas of emphasis, and 7 hours of electives is required. A student must obtain a 2.0 grade point average in both areas of emphasis. An overall 2.0 grade point average is required to be awarded the AIS degree.

The General Education Requirements include:

1. *Category A: Organization and Communication of Ideas (6 hours)*
 - ENGL 100C- Fundamentals of College Writing (3 hours)
 - COMM 145C/161C-Fundamentals of Public Speaking/Business and Professional Speaking or a foreign language (any level) (3 hours)
2. *Category B: Humanities (6 hours)*
 - ENGL 200C-Introduction to Literature (3 hours)
 - Category B Elective (3 hours)
3. *Category C: Social and Behavioral Sciences (6 hours)*
 - HIS 119C/120C-Western Civilization to 1648/Western Civilization Since 1648 (3 hours)
 - Category C Elective (3 hours)
4. *Category D: Natural Sciences/Mathematics (6 hours)*
 - MA 109C/116C, or other general education math (3 hours)
 - Category D1 Elective (3 hours)
5. *Category E: World Cultures/American Diversity (3 hours)*
 - Category E Elective (3 hours)
6. *Category F: Health and Wellness (2-3 hours)*

o Category F Elective

Students seeking the AIS degree must complete a minimum of 25% of their degree program in residence at Western Kentucky University (which includes Bowling Green Community College of Western Kentucky University). A minimum of 12 hours of residence credit must be earned during the last half of the program. Courses taken at WKU off-campus locations through extended campus offerings or through REACHU@WKU.EDU are considered as having been taken in residence.

The Associate of Interdisciplinary Studies degree cannot be filed as a second degree program; as a result, students applying for concurrent or secondary associate degrees must file the associate of general studies as their primary degree program. The areas of emphasis must total 27 hours with a minimum of 9 hours in each area. One-third of the areas of emphasis must be earned at WKU. Areas of emphasis include: Arts, Humanities, Behavioral Science, Science, Social Science, Business, Education, Technology, Health, Social and Behavioral Science, and Organization and Communication of Ideas.

Electives are in addition to the General Education courses and the areas of emphasis. They may come from General Education categories or from courses that do not fall into any of the above General Education areas or the areas of emphasis.

This program is also offered by Ogden College of Science and Engineering of Western Kentucky University.

University of Louisville

Degree Program

General Education

Course Description	Credits
Arts	3
Humanities	3
Mathematics	3
Natural Sciences	7
<ul style="list-style-type: none"> • one lecture/lab in single discipline: 4 • one course in 2nd science discipline: 3 	
Oral Communication (OC)	3
Social and Behavior Sciences:	9
<ul style="list-style-type: none"> • one course in the department of History • remaining 6 hours in two disciplines other than History (POLS 201 is required for Paralegal students and can be used to meet the Social and Behavior Sciences requirement) 	
Written Communication (WC)	6
Cultural Diversity (CD1 and CD2) (in many cases these courses will also fulfill other Content Area requirements)	6

<u>General Education Total</u>	34-40
--------------------------------	--------------

Arts and Sciences Requirements

Course Description	Credits
Modes of Inquiry	1
Writing Requirement	3
<u>Arts & Sciences Total</u>	4

Paralegal Studies

Course Description	Credits
Paralegal Studies 101, 102, 203, 399	10
Any Five of the Following:	15
<ul style="list-style-type: none"> Paralegal Studies 305, 310, 320, 325, 326, 335, 340, 350, 360, 370, 380, 391 	
Paralegal Studies 390, Internship (required of students with no paralegal background)	0-3
Political Science 201 (fulfills general education requirement for Social Science)	3
<u>Paralegal Studies Total</u>	28-31
<u>Minimum Total</u>	<u>63</u>

Program Philosophy

Paralegals, also called Legal Assistants, work with lawyers in a wide range of professional tasks, including legal research, writing, interviewing, document preparation, and office management. Paralegals work in law firms, business corporations, and government agencies. Paralegals may perform substantive legal work, except for that which is prohibited by law. Completion of the Paralegal Studies Program does not allow the non-lawyer graduate to practice law.

The *College of Arts and Sciences* Paralegal Studies Program provides a high quality liberal arts education as a foundation for specialized legal skills. The Associate in Arts in Paralegal Studies degree requires grades higher than most programs. This helps assure the high quality of graduating paralegal professionals. The general education credits may be applied toward a four year degree in a number of disciplines. Paralegal students are encouraged to earn a Bachelor's degree. Receipt of the American Bar Association approved AA degree in Paralegal Studies qualifies the student for a career as a paralegal. However, the Political Science BS concentration in Paralegal Studies, by itself, does not qualify a student for a career as a paralegal, and the concentration is not American Bar Association approved. Students with most Bachelor's degrees can take just the paralegal classes and obtain the A.A. degree in Paralegal Studies.

Placement

The U.S. Department of labor Reports list the paralegal profession among the fastest growing job markets of the next decade. The program cannot guarantee job placement, but local employers report that there are a substantial number of positions for qualified paralegals. The University Career Center, frequently contacted by prospective employers, assists students in finding suitable employment. Students are also encouraged to join the

Louisville Association of Paralegals, which offers a job bank program. Registration with the Louisville Bar Association Placement Office is also recommended. The Paralegal Studies director periodically receives job listings, and maintains a resume file from which to make suitable referrals.

Kentucky State University

Associate of Arts in Liberal Studies

Students may earn an Associate of Arts degree in Liberal Studies either through the Honors Program core option or the general liberal studies core option. The A.A. in Liberal Arts may be used as a transfer program for students who intend to complete their baccalaureate degree elsewhere. The Area of Applied Human Sciences also offers coursework leading to a A.A. degree in Liberal Studies with a Specialization in Early Childhood Education.

Applied Human Sciences

The Area of Applied Human Sciences offers coursework leading to an Associate of Arts degree in Liberal Studies with a Specialization in Early Childhood Development and a Bachelor of Arts degree in Child Development and Family Relations with non-teaching and teaching certification. The teaching certification program is an Interdisciplinary Early Childhood Education (Birth to Primary Certification) program. In addition, a minor is offered in the Child Development and Family Relations non-teaching program.

Child Development and Family Relations (Non Certification)

Child Development and Family Relations (non-teaching)

ASSOCIATE IN APPLIED SCIENCE IN NURSING (ADN)

The ADN curriculum is divided into liberal studies, support, and Nursing components. The liberal studies and support course components comprise approximately one-half of the total semester credit hours and focus on the development of critical skills in English composition and mathematics and on the acquisition of basic knowledge in the biological, behavioral, and social sciences. The Nursing component concentrates on nursing concepts and clinical practice.

To satisfy the graduation requirements for the Associate in Applied Science degree in Nursing, a student must complete a minimum of 70 semester credit hours with a grade-point average of 2.0 or better, complete a Comprehensive Nursing Review, and obtain a satisfactory score on a comprehensive exit examination. The required Nursing courses are NUR 111, 112, 211, 212, and 203. The required liberal studies and support courses are BIO 107, 108, and 204; ENG 101 and 102; FNU 104; MAT 115; PSY 200 and 303; SOC 203; and 3 semester credit hours of free electives. Students may fulfill general studies requirements of ENG 101/102 by choosing the WYS Honors component of HON 143, HON 144, and either HON 211/213 or HON 212/214. Students must receive a grade of "C" or better in all required courses in the curriculum. Oral communication competency is fulfilled through the completion of Nursing classroom activities, on-campus Nursing laboratory experiences, and clinical assignments, emphasizing the use of verbal and nonverbal communication skills.



EASTERN KENTUCKY UNIVERSITY

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Graduate Education and Research
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Vice President for Research
graduateschool@eku.edu

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February 6, 2009

To: Janna Vice, Associate Provost

From: Jerry Pogatshnik, Associate Vice President for Research and Dean of the Graduate School

Re: Request for Changes/Clarifications to Graduate School Policies

The Graduate School requests consideration of three policy revisions relating to Catalog Applicability, Readmission, and Probationary Admission. These recommendations are put forward by the Graduate School and were endorsed by the Graduate Council during its meeting of February 2, 2009.

Item 1: Revision to Graduate Catalog: Catalog Applicability (Page 30 of the 2008-09 Graduate Catalog)

We recommend the section entitled "Catalog Applicability" be revised as follows:

Students who are continuously enrolled in a graduate program will be governed by the catalog in force during the school year in which they were officially admitted to the graduate program. Graduate students who discontinue their enrollment for ~~more than one calendar year~~ a period of time longer than 24 months must apply for re-entry into the Graduate School and be accepted for reinstatement by the graduate program. Students who are readmitted under these circumstances will be governed by the catalog in force at the time of reentry. A student may elect to comply with the catalog currently in force. Exceptions to this policy must be approved by the Office of Graduate Education and Research.

Rationale for Requested Action:

The requested action brings the Graduate School policy in line with the newly adopted guidelines for undergraduate students and clarifies responsibilities for readmission between the Graduate School and graduate program.

Item 2: Addition to Graduate Catalog: Readmission

We recommend a section entitled "Readmission" be added to the section of the Catalog describing the Graduate School's admission policies and should read as follows:

All graduate students who have not been enrolled at Eastern Kentucky University for a period of time longer than 24 months, or have withdrawn from the University, must apply for re-entry to the Graduate School and be accepted for reinstatement by the graduate program before being permitted to register for graduate coursework.

Rationale for Requested Action:



The addition of this section under the Graduate Admission policies reiterates the conditions in the catalog applicability section. Placing this statement along with the other policies in the Graduate Admissions sections should provide additional guidance to students.

Item 3: Revision to the Graduate Catalog: Probationary Admission (Page 34 of the 2008-09 Graduate Catalog)

The section entitled “Probationary Admission” should be revised as follows:

An applicant who has submitted all required application materials but does not meet either the minimum GPA requirement or attained acceptable entrance examination scores may be considered for probationary admission. To receive probationary admission, the applicant must ~~conditions B and/or C of the admission requirements for clear admission but does~~ show promise for successful graduate study ~~may be granted probationary admission upon and receive~~ the recommendation of the appropriate department chair and approval of the ~~appropriate college dean and~~ Dean of Graduate Education and Research. Students must be removed from probationary admission prior to registering in any graduate course work beyond an initial 12 hours.

After obtaining probationary admission, the minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of approved graduate course work at Eastern Kentucky University with a graduate grade point average of at least 3.0 at the end of the term in which the nine-hour minimum was completed and with no more than one grade (regardless of the number of course credit hours) of “C” or lower. Special course requirements or other conditions may be imposed by the department, academic dean, and/or the Office of Graduate Education and Research. Students who do not attain the required 3.0 GPA at the end of the term in which the nine-hour minimum was completed will be dismissed from the graduate program without appeal.

The Office of Graduate Education and Research will inform the student of all conditions for consideration for clear admission at the time the student is granted probationary admission status. Since the transfer from a probationary admission status to a clear admission status requires the successful completion of graduate course work at Eastern Kentucky University, no student should attempt to take graduate course work for transfer from another school during the probationary admission period. A student admitted under probationary admission may not attempt any graduate course work graded pass/fail. In the case where specific courses have been designated by a program for the satisfactory/unsatisfactory grading mode, a maximum of three hours of course work graded satisfactory/unsatisfactory may be permitted during the initial 12 hours.

A student in probationary status may not hold an assistantship ~~or be admitted to candidacy for any graduate degree~~ without first achieving clear admission status. International students may not be admitted on a probationary admission basis.

Rationale for Requested Action

The most significant clarification is in the first paragraph. The reason for the change in wording is to provide program coordinators and advisors with clear guidelines on granting appropriate admission status. The current language can be misinterpreted when students are considered for Probationary admission. Condition C, in the first paragraph of the current language refers to the following admission requirement in the *Graduate Catalog*:

- C. Submission of acceptable official Graduate Record Examination (GRE) General Test Scores or an approved alternative examination. (See specific program requirements for information on acceptable alternative examinations and scores).

The intent is that the applicant has provided test scores, *and* the scores have been determined to be below the minimum guidelines established by the program, hence are deemed *unacceptable*. However, the statement is sometimes interpreted as a failure to *submit* any required entrance examination score. A student failing to supply all of the required materials should actually be treated as a Provisional admission, which allows the student a single registration, and any subsequent registration is contingent upon providing all the remaining materials so that a final admission decision may be rendered by the program.

Because of the different ways that Provisionally and Probationary admitted students are handled by our administrative processes, the ambiguity in bestowing the initial status leads to errors in processing the students and in unnecessary problems at the time of registration.

The revision also removes reference to “approval by the college dean” for students admitted on Probation. To our knowledge, the Graduate School has not required college dean approval for Probationary admission and this revision aligns our policy with accepted practice.

The addition in the second paragraph is the policy that the Graduate School has followed regarding students admitted on Probation. However, this language, to our knowledge, has never been published in the *Graduate Catalog*. The additional language makes clear the conditions under which a student may maintain enrollment in the graduate program.

Finally, the strike though in the last paragraph is an editorial change that was overlooked when the Graduate School rescinded the policy on Graduate Candidacy.

It is our opinion that these are clarifications to the existing policies and not substantive changes. As such, we recommend that they be adopted and published in the *Graduate Catalog*, pending acceptance by the Council on Academic Affairs, and transmitted as an information item to the Provost Council and Faculty Senate. If the Council on Academic Affairs deems this to be a substantive change, the Graduate School will follow the recommendations of the CAA regarding appropriate routing for approval of these revisions.




EASTERN KENTUCKY UNIVERSITY
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1906

College of Justice & Safety
'A Program of Distinction'

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TO: Council on Academic Affairs

FROM: 
Dr. Allen Ault, Dean
College of Justice & Safety

DATE: March 5, 2009

RE: Agenda Items

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Council on Academic Affairs scheduled for March 19, 2009.

Department of Safety, Security & Emergency Management

Program Revision

- A. BS in Emergency Medical Care (Remove EMC 212, BIO 378 and Free Electives).
Revise Total Curriculum Requirements from 128 to 120.
- B. ASP in Paramedicine (Remove EMC 212)
- C. BS in Homeland Security (Remove Minor Requirement and Increase number of Free Electives).
Revise Total Curriculum Requirements from 128 to 120.

Department of Correctional & Juvenile Justice

Program Revision:

- A. BS in Correctional and Juvenile Justice Studies
Reduce hours of Free Electives from 43 to 35, which will reduce the Total Curriculum Requirements from 128 to 120.



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Safety, Security & Emergency Management</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Emergency Medical Care (B.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2.27-2009	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	2.26-2009--3.4-2009	Approved _____ Disapproved _____
General Education Committee*	NA	Faculty Senate** _____
Teacher Education Committee*	NA	Board of Regents** _____
		Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Remove EMC 212 (1 hr) from the Program Major Core Requirements. Remove BIO 378 (1 hr) from the Supporting Course Requirements in all options. Drop the Free Electives Requirement (6 hrs.) A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The information contained in EMC 212, Auto Extrication, is covered in other courses and represents a duplication of students learning objectives. Through review of all courses, with consideration of accreditation standards and other benchmark curriculums, BIO 378 will be removed. BIO 378 exceeds academic requirements of these benchmarks. Dropping the free electives EMC 212 and BIO 378 will decrease the total curriculum requirements to 120 hours. This would allow students to graduate earlier.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Operating Expenses Impact: The proposal will not necessitate an increase in operating expenses Equipment/Physical Facility Needs: Existing facilities will be used. Library Resources: None.	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Emergency Medical Care (B.S.)

CIP Code : B51.0904

Core Requirements ~~49~~ **48** hours

EMC 104 (1), 110 (6), 115 (2), 200 (2), 205 (1), ~~242 (1)~~,
215 (1), 225, 240, 310(1), 315 (1), 320, 335, 340, 342, 352,
360 (2), 362 (4), 400, 480.

Support Course Requirements

Emergency Services Administration Option ~~36~~ **35** hours

ENG 300; EMC 420, 430, 440, 489; BIO 171, 301, ~~378 (1)~~;
CHE 101/107 Lab(1), CHE102 (4); PSY 200, 308

Paramedic Clinical/FSE Option.....~~36~~ **35** hours

ENG 300; FSE 200, 225, 320, 400; BIO 171, 301, ~~378 (1)~~;
CHE 101/107 Lab (1), 102 (4), PSY 200, 308

Paramedic/Science Option~~36~~ **35** hours

BIO 171, 121 (4), 273(4), 301, ~~378 (1)~~; CHE 111/115 Lab (1),
112/116 Lab (1), 361/366 Lab (1), 362/ 367 Lab (1); PHY 131 (5)

General Education Requirements**36** hours

Standard General Education program Refer to Part Four of this catalog for details on the
General Education and University requirements.

Emergency Services Administration Option

Excluding Blocks IVB, VB, and VIII (6 hours).

Paramedic Clinical/FSE Option

Excluding Blocks IVB, VB, and VIII (6 hours).

Paramedic/Science Option

Excluding Blocks IVA, IVB, and VIII (6 hours).

Free Electives6 hours

University Requirement**1** hour

JSO 100

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Safety, Security & Emergency Management	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Justice & Safety	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	_____	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	_____	
<input type="checkbox"/> Program Revision (Part III)	*Program Title	Emergency Medical Care (A.S.P)	
<input checked="" type="checkbox"/> Program Suspended (Part III)	(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)		
*Provide only the information relevant to the proposal.			
Proposal Approved by:		<u> </u> <u> </u>	<u> </u> <u> </u>
Departmental Committee		2.27.2009	Graduate Council* <u> </u> NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs <u> </u>	
College Curriculum Committee	<u> </u>	Approved <u> </u> Disapproved <u> </u>	
General Education Committee*	NA	Faculty Senate** <u> </u>	
Teacher Education Committee*	NA	Board of Regents** <u> </u>	
		Council on Postsecondary Edu.*** <u> </u>	
*If Applicable (Type NA if not applicable.)			
**Approval needed for new, revised, or suspended programs			
***Approval/Posting needed for new degree program or certificate program			
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	Remove EMC 212 (1 hr) from the Program Major Requirements.
A. 2. Effective date: (Example: Fall 2001)	Fall 2009
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	
EMC 212 material, Auto Extrication, is now covered in other classes. Keeping this course on Program Major Requirements is duplication of information.	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact:	
None.	
Operating Expenses Impact:	
None.	
Equipment/Physical Facility Needs: Existing facilities will be used.	
None.	
Library Resources:	
None.	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Emergency Medical Care (A.S.P.)

CIP Code: 51.0904

Major Requirements.....40 39 hours

EMC 104, 110, 115, 200, 205, ~~242~~, 215, 225, 310, 315, 320, 335, 340, 342, 352, 360, and 362.

Support Course Requirements.....3 hours

EMC 240

General Education Requirements.....21 hours

BIO 171, 301, three hours general education humanities, three hours general education social science, three hours of free electives, and six hours of English composition.

University Requirement.....1 hour

JSO 100

Total Curriculum Requirements.....65 64 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Safety, Security & Emergency Management</u> College <u>Justice and Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Homeland Security (B.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
<u>Date</u>	<u>Date</u>	
Departmental Committee	2.12.2009	Graduate Council* N/A
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	2.26.2009	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 decrease the degree requirements to 120 hours total and Remove the requirement for a required minor. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The 120 hour Bachelor's degree has been approved by the University. The decrease in degree hours would leave almost no free electives if the minor requirement was continued. Maintaining a number of free electives is important as they are often used to accommodate transfer credits from other universities and for hours taken at EKU that students may have taken in another declared major before changing to HLS. Students with free electives remaining would be guided to take courses where the main interests lie in the Homeland Security field, primarily in the APS, COR, CRJ, EHS, EMC, FSE, MLS, PLS, and TRS programs (i.e., the approved fields of the current required minor). The removal of the minor also facilitates the future development of a fully online BS in Homeland Security since only two of the currently approved minors are offered in an online format.	
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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

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

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

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

Homeland Security (B.S)

CIP Code: 43.9999

Major Core..... 33 Hours

HLS 101, 201, 225, 301, 321, 341, 401, 421, 461 and 6 hours from HLS 349,435,441,445, or 455.

Supporting Courses12 Hours

APS 210, FSE 310, EMC 450; select one course from PLS 375 or POL 415.

Required Minor.....18-24 Hours

~~Select from APS, COR, CRJ, EHS, EMC, FSE, MLS, PLS~~

~~TRS or other approved minor in consultation with advisor.~~

General Education.....48 Hours

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

University Requirement.....1 Hour

JSO 100

Free Electives.....~~10-16~~ 26 Hours

Total.....~~128~~ 120 Hours

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Correctional & Juvenile Justice Studies	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Justice & Safety	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	_____	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	_____	
<input type="checkbox"/> Program Revision (Part III)	*Program Title	Correctional & Juvenile Justice Studies BS	
<input checked="" type="checkbox"/> Program Suspended (Part III)	(Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)		
*Provide only the information relevant to the proposal.			
Proposal Approved by:		<u> </u> Date	<u> </u> Date
Department Committee		3-2-09	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs _____	
College Curriculum Committee	<u>2.26.09—3.4-2009</u>		Approved _____ Disapproved _____
General Education Committee*	NA		Faculty Senate** _____
Teacher Education Committee*	NA		Board of Regents** _____
		Council on Postsecondary Edu.*** _____	
*If Applicable (Type NA if not applicable.)			
**Approval needed for new, revised, or suspended programs			
***Approval/Posting needed for new degree program or certificate program			
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	Reducing Free Electives from 43 to 35 hours.
A. 2. Effective date: (Example: Fall 2001)	Fall 2009
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action	
Departmental faculty are in agreement that total degree requirements should be reduced to 120 hours, and this necessitates reduction of free electives to 35 hours.	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: No impact is projected.	
Operating Expenses Impact: No impact is projected.	
Equipment/Physical Facility Needs: None	
Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

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

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

The Department of Correctional and Juvenile Justice Studies offers a baccalaureate degree as well as professional certificates in Correctional Intervention Strategies and in Youth Services. Graduates of the department are expected to: 1) understand historical, legal, theoretical, research, and conceptual/operational foundations of the field; 2) possess competencies relevant to adult corrections and juvenile justice including communication, problem solving and decision making, and interpersonal relations; 3) be qualified for careers in adult correctional, juvenile justice, and related human services agencies; and 4) be prepared for further education. Students are encouraged to take advantage of opportunities to enrich learning and enhance their employment potential through involvement in faculty research projects and service learning experiences in a variety of professional agencies.

Baccalaureate Degree

CORRECTIONAL AND JUVENILE JUSTICE STUDIES (B.S.)

CIP Code: 43.0102

Major Requirements.....36 hours

COR 201, 300, 310, 340, 350, 388, 400, six hours of Correctional and Juvenile Justice Studies electives, and nine hours within either the Adult Corrections option or the Juvenile Justice option. (Students may choose to complete both these options in lieu of completing the six elective hours, but such students will complete a minimum of 39 hours of major coursework.)

Adult Corrections Option: COR 301, 315, and 330.

Juvenile Justice Option: COR 311, 316, and 321

NOTE: Majors must have a minimum grade point average of at least 2.0 across major core, option, and elective course requirements in order to graduate.

General Education Requirements.....48 hours

Standard General Education program. Refer to Section Four of this *Catalog* for details on the General Education and University requirements. NOTE: Correctional and Juvenile Justice Studies majors may not use courses from Block V (Social and Behavioral Sciences) to complete Block VIII (Depth of Knowledge) requirements.

University Requirement.....1 hour

JSO 100

Free Electives.....~~43~~ 35 hours*

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

*Correctional and Juvenile Justice Studies majors not having a second major or minor are required to devote at least nine of these 43 hours to coursework from at least two of the following programs in consultation with the major advisor; observe prerequisites: Criminal Justice Studies, Police Studies, Child and Family Studies, Political Science, Psychology, Recreation, Social Work, Sociology, and any foreign language. These nine hours may not be used to fulfill general education requirements. Also, a minimum GPA of 2.0 is required in these nine hours.

ONLINE COURSE WORK

The major requirements for the B.S. degree, as well as coursework required for professional certificates (see below), may be completed online. In addition to satisfying Eastern Kentucky University's (EKU's) requirements for full freshman admission or provisional admission, admission to an online cohort requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Admission to pursue BS major requirements online further requires a composite ACT score of 20 or greater. Students with composite ACT scores of 18 or 19 may be admitted on a probationary basis but are required to furnish a writing sample. Though students transferring from another accredited institution are not required to submit test scores, such students must meet EKU's requirements for admission as a transfer student. In addition, transfer students must have an overall 2.5 or greater grade point average (GPA) on a 4.0 scale on all work from accredited institutions. Transfer students with overall GPAs less than 2.5 but at least 2.0 may be admitted on a probationary basis but are required to furnish a writing sample. The requirement that B.S. students must earn a minimum of 30 of the last 36 hours through EKU is waived for students pursuing these B.S. major requirements online. However, for the BS degree, a minimum of 32 hours must be earned through EKU. Visit www.corrections.eku.edu and contact the Undergraduate Online Program Coordinator for additional details.



EASTERN KENTUCKY UNIVERSITY

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Office of Academic Affairs and Research
Office of the Dean
University Programs

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

TO: Council on Academic Affairs

FROM: Onda Bennett
Interim Dean, University Programs

DATE: March 5, 2009

RE: Agenda Items for 3/19/09 Council on Academic Affairs Meeting

The following items are submitted to the Council on Academic Affairs for consideration at the March 19th meeting:

New Course Proposal

AFA 372S Blacks in Madison County

Editorial Change to Curriculum

Add AFA 372S to course offerings in the minor and certificate

Add AFA 305, 361, 378, and 435 to the African/African-American Studies program course offerings as electives in the minor and certificate.

Curriculum Change

Bachelor of Individualized Studies (B.I.S.)

Decrease the number of required electives by 8 credit hours therefore reducing the number of required curriculum hours from 128 to 120.



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

Part I

<input type="checkbox"/> (Check one)	Department Name	African/African-American Studies	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	University Programs	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AFA 372S	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Blacks in Madison County	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title		
<input type="checkbox"/> New Program (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____,)		
<input type="checkbox"/> Program Revision (Part III)			
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/5/08	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	2/24/09	Approved _____ Disapproved _____	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To add a new course, AFA 372S, to the African/African-American Studies program curriculum, to be designated as a Service Learning Course.

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

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

B. The justification for this action: This course will add to the University's service-learning course offerings, and will help the African/African-American Studies program meet existing needs of its students and the community.

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

Personnel Impact: Current faculty are available to teach the course.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: Current resources are adequate.

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

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

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

New or Revised* Catalog Text

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

AFA 372S Blacks in Madison County. (3). A. Through a service-learning approach this course provides an opportunity for students to research the historical people, institutions, and cultural factors that helped shape the experiences of African-Americans in Madison County, Kentucky.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division: UP X	Dept. (4 letters)*
AFA	372S	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
W	3	N	SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Service-Learning Course Application

Department submitting application African/African-American Studies

Date of Submittal 2/20/09

Name of faculty teaching this course Dr. Nnosome / Professor McDaniel

Email Salome.nnosome@eku.edu Karen.Mcdaniel@eku.edu Phone (859) 622-8676

Course name and number AFA 3725

Number of credit hours 3

Check the appropriate box: New Course Existing Course

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

How many sections of the course will be offered? 1

What community organization/agency will the students be working with? How did you determine their need?

NAACP (Madison Co. Branch), EIKS of Richmond,
Eastern Star and Kentucky African-American Heritage Council.
We determined their needs through conversations with their leaders.

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

20 hours

What reflective assignment(s) will students be required to complete?

Beginning of the semester Reflection Paper;
Journal Entries throughout the semester; End of Semester Reflection Paper

Have you incorporated an experiential educational activity that is connected to academic content as described in the syllabus?

Yes No

Additional comments to complement the syllabus: _____

Department Chair: Salome Nnosome

Date: 2/28/09

Service-Learning Committee Approval: Approved Denied

Date: 2/21/09

Signatures: Lisa Cox J. Scott

Lisa Cox &/or Scott Townsend, EKU Service-Learning Committee Co-Chairs

Last updated: August 2008

AFA 372S Blacks in Madison County (Service Learning Course)

Fall 2009 (3 Credit Hours)

Prof. Karen C. McDaniel
331 Keith Hall
Phone: 622-1373
karen.mcdaniel@eku.edu

Dr. Salome Nnoromele
126 Keith Hall
Phone 622-8676
Salome.nnoromele@eku.edu

Office hours: MWF 10:00-12noon
Other times by appointment.

Course Description:

Through a service-learning approach, this course provides an opportunity for students to research the historical people, institutions, and cultural factors that helped shape the experiences of African Americans in Madison County, Kentucky.

Further Course Description:

Students will meet and interact with local people, community leaders, and civic organizations to conduct interviews and collect stories about the black experience in Madison County. At the end of the course, students will be able to provide a written record of the stories of Madison County's black population and historic places and make that research available to the community through a finished group product--an 18-month calendar, consisting of 18 main essays and photographs, covering daily historic data about important events, birthdates, and other relevant information regarding people, organizations, politics, entertainment, military, sports, religion, etc. The calendars will be printed in January 2010 and distributed in February 2010 during the African-American Read-In Event. Selected students will also have the opportunity to present their project and on their experiences at a national Service Learning Conference in Spring 2010. This is a three credit hour course.

REQUIRED TEXTBOOKS:

- ❖ David K. Dunaway and Willa K. Baum, *Oral History* : Oral History: An Interdisciplinary Anthology. (American Association for State and Local History, 1984.)
- ❖ Donald A. Ritchie, *Doing Oral History: A Practical Guide*. (Oxford University Press, 2003.)
- ❖ Martha Howell and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods* (Cornell University Press, 2001)
- ❖ Jacqueline G. Burnside. *Berea and Madison County*. (Arcadia Publishing, 2007.)
- ❖ Additional readings will be assigned from articles available on JSTOR

The primary research resources for this class will be the oral histories conducted by the students themselves. Also students will utilize the primary and secondary source materials in the University Archives, and the local public library. Reference materials in the EKU Crabbe Library will serve as an initial research starting point for course work.

Student Learning Objectives: The main goal of this course and our project is to encourage students to extend their classroom learning in a way that builds bridges and benefits our local community. Consistent with ECU's focus of being a community-based institution, it is our goal to form new relationships with our local African American community and civic organizations. The following are our specific course learning objectives for our students:

- ❖ Students will be able to identify African Americans in Madison County (KY) whose lives had a positive impact on the state or nation and locate important historic African American sites in Madison County.
- ❖ Students will be able to develop basic research skills for investigating the lives of African American populations through their research activities.
- ❖ Students will be able to examine local history and prepare for interview writing activities by reading and discussing oral history processes and local historical documents on the black community, its members and their ancestors.
- ❖ Students will be able to prepare culturally sensitive and historically appropriate interview questions by working with each other in small groups.

- ❖ Students will be able to engage in accurate and relevant conversations about local history through interviews with local African American residents and with the help of digital recording and note-taking.
- ❖ Students will be able to write complete and accurate narratives about their research topics by examining their notes and recordings.
- ❖ Students will be able to make new connections and build stronger relationships in our community for Eastern Kentucky University through personal and interactive interviews.
- ❖ Students will be able to write accurate personal reflections of their experiences, and individual observations of their progress through their personal journal entries.
- ❖ Students will be able to provide a written record of the stories of Madison County's black population and historic places and make that research available to the community through a finished group product—an 18 month calendar.

COURSE STRUCTURE:

This course is based in public history which aims its work at non-academic audiences. Public history breaks down the boundaries between the university and the rest of the world. Public historians work in the world that surrounds them, making connections between the university and the community. Our students are community citizens and scholars at the same time.

Because public history has non-academics as its audience, to learn public history requires that students work with people off-campus. This course, then, combines in-class work with assignments that will take the students off campus. Some days, the class will be lectures but more frequently, we will discuss assigned chapters in the textbooks. Other days, the class will meet as groups. And routinely, the students will work with their community partners, attend conferences, or reflect on the work they are doing.

SERVICE-LEARNING:

The work of public historians is consistent with the structure of service learning experimental educational models. Service-learning assumes:

- ❖ that students learn best by both studying and participating
- ❖ that universities have a responsibility to work with their local communities
- ❖ that there are local community needs which can be filled by university students
- ❖ that the local community contains a great deal of wisdom
- ❖ that students can gain wisdom as they work in the community
- ❖ that students will know what they have learned if they systematically reflect on the work that they are doing
- ❖ that students will participate and achieve a required amount of service hours (20 hours) for the course.

COMMUNITY PARTNERS: National Association for the Advancement of Colored people (NAACP) Madison County Branch, Eastern Star (Richmond, KY), Kentucky Federated Women's Club (Richmond Branch), EIKS of Richmond, KY, Kentucky African-American Heritage Council, Kentucky Historical Society, Madison County Public Schools and Model Lab. School, Berea College Library, Eastern Kentucky University Library Archives, Martin Luther King, Jr Cultural Center, The Richmond Register.

ACADEMIC INTEGRITY: Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity. No form of plagiarism will be tolerated in this class. All papers are submitted on Blackboard's safe assignments.

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

NOTIFICATION OF LAST DAY TO WITHDRAW: The last day to withdraw from this course and receive a "W" is October 2009 as listed in the ECU online academic calendar.

COURSE EXPECTATIONS:

Students are expected to

1. Attend all class meetings.
2. Complete and submit all assignments by due dates.
3. Read all assignments before class as scheduled.
4. Participate actively in class discussions and assigned projects.
5. Access appropriate computer technology to fulfill class requirements.
6. Students are required to log-in a minimum of (twenty) 20 out-of-class service hours for this course.

ASSIGNMENTS and EVALUATION

A. INTERVIEWS/TRANSCRIPTIONS

Each student will be responsible for conducting interviews and transcribing the recordings that are generated (specifics will be supplied in class). Students will use recording and transcription equipment supplied by the professors. Because of the shared nature of this equipment students will have to check out the recorders and reserve times for the transcription equipment and therefore should begin early in the semester. Students will also assume full responsibility for the equipment while it is in their possession.

B. STUDENT JOURNALS

Each student will write a weekly journal of their responses to course readings, experiences in this class, and experiences working with the community.

C. 18 MONTH CALENDAR

Students in this class will collectively research and write the entries for an eighteen month calendar. This calendar will consist of 18 main essays and will include daily historic data about important events, birthdates, and other relevant information regarding people, organizations, politics, entertainment, military, sports, religion, etc. Each student will research and write two entries on Madison County's black community.

D. REFLECTION PAPERS

Two reflection papers are required for this class, one at the beginning of the semester and one at the end of the semester. At the beginning of the semester, students will write a paper that examines the following three things: 1) assumptions, possible biases, and fears about working with others, especially people from different ethnic and cultural backgrounds; 2) benefits students hope to receive through their engagement in the project and what set of skills and experiences they think they already possess that will help in completing the project successfully; 3) assessment of project's benefit to the community being served. This reflection paper is aimed at helping students to evaluate and examine attitudes they have to the subject prior to the course and the service project in order to better equip them to complete both the service and the learning parts of their course successfully. At the end-of-the semester reflection paper, students will use their journal entries, to reflect on course experiences, lessons learned from community contacts and research processes, and ways the course could be improved in subsequent semesters. Detailed assignment given in class.

COURSE SCHEDULE

Week 1—Introduction, What is Oral History?

Activities: Discuss readings, form groups
Readings: Ritchie, 11-18: Dunaway and Baum, 7-22 and 62-84

Week 2—History & Theory

Activities: Watch *North Shore Stories*, discuss readings
Readings: Dunaway and Baum, 29-61: and Alistair Thompson, “Fifty Years on: An International Perspective on Oral History,” *JAH* (85, 2, Sept 1998) 581-595, and Mechling, “Oral Evidence and the History of American Children's Lives,” *JAH*, Vol. 74, No. 2 (Sep., 1987), 579-586. Reflection paper 1 due.

Week 3—The role of memory

Activities: Guest Speaker, Jackie Burnside, discuss readings,
Readings: Howell, 1-42: Dunaway and Baum, 87-134: and Thelen, “Memory and American History,” *JAH* 1117-1129:
Discuss Reflection paper 1.

Week 4—Legal and ethical concerns

Activities: Discuss readings
Readings: Ritchie 75-79 and 182-184: Dunaway and Baum, 161-172: Cutler, “Oral History. Its Nature and Uses for Educational History,” *History of Education Quarterly*, Vol. 11, No. 2 (Summer, 1971), 184-194: Cahn “Sports Talk: Oral History and Its Uses, Problems, and Possibilities for Sport History,” *The Journal of American History*, Vol. 81, No. 2. (Sep., 1994), 594-609: and Flaherty, “Privacy and Confidentiality: The Responsibilities of Historians,” *Reviews in American History*, Vol. 8, No. 3. (Sep., 1980), 419-429.

Week 5—The Uses of Oral History

Activities: Discuss readings,
Readings: Howell, 43-68: Gardner, “Oral History and Philanthropy,” *JAH* (79, 2, Sept 1992) 601-605: Lane, “Oral History and Industrial Heritage Museums,” *JAH* (80, 2, Sept 1993) 607-618: Greenwell “Oral History Collections of the Presidential Libraries,” *JAH* (84, 2, Sept 1997) 593-603: Halpern, “Oral History and Labor History,” *JAH* (Sept 1998) 596-610:

Week 6—Overview of the technology needed, **discuss and turn in critical analysis paper**

Activities: Practice with equipment—discuss various technologies,
Readings: Recording equipment instruction manual: Ritchie 57-64.

Week 7—How to do the Interview

Activities: Listen to portions of an interview, critique it the second day of the week—**turn in critique**, discuss readings, discuss potential questions and interview procedure for project, discuss how interviewees should be selected
Readings: Howell, 69-87: Ritchie, 84-109

Week 8—The transcription

Activities: Discuss readings, present **research outline**—discuss a transcription handed out on the first meeting of the week, bring discussion notes to class
Readings: Transcription: Howell, 88-118: Ritchie, 64-75 and 110-133: Ritchie, et.al., “Interviews as Historical Evidence: A Discussion of New Standards of Documentation and Access,” *The History Teacher*, Vol. 24, No. 2. (Feb., 1991), 223-238: and Liddle and Richardson, “Voices from the Past: An Evaluation of Oral History as a Source for Research into the Western Front Experience of the British Soldier, 1914-18,” *Journal of Contemporary History*, Vol. 31, No. 4. (Oct., 1996), 651-674.

Week 9—Movie

Activities: watch movie, critique it on second day—**turn in critique**
Readings: Each student will do light research and include a short bibliography in their critique.

Week 10— No regular class scheduled

Activities: Group meetings to discuss project status, also discuss readings—as arranged with professor
Readings: Ritchie 19-46: Dunaway and Baum 135-160: and Howell, 119-150

Week 11— The importance of clear planning, goals, subjects, timetables—preparing to interview

Activities: Group meetings to review project goals status, also discuss readings
Readings: Dunaway and Baum 175-214 and 306-320: and Jones and Osterund, "Breaking New Ground," JAH 551-564

Week 12— Narrative

Activities: Discuss readings—**turn in analysis** of author's use of oral history

Readings: Any narrative based on oral history approved by professor.

Week 13— Project Status Update

Activities: **Discuss research progress/problems encountered—turn in transcriptions**

Readings: Ritchie, 185-206:

Week 14—Doing & evaluating transcription

Activities: editing & critiquing

Readings: Each group reads and critiques the other's transcriptions—**turn in critique**

Week 15—In class presentations

Activities: Discuss readings—**Present final project**

Readings:

Week 16—In class presentations

Activities: Discuss readings—**Present final project**

Readings:

Final Exam Period—Turn in **reflection paper 2**

Oral History Additional Sources

Allen, Barbara, and Lynwood Montell. *From Memory to History: Using Oral Sources in Local Historical Research*. Nashville: American Association for State and Local History, 1981.

Archibald, Robert. *A Place to Remember: Using History to Build Community*, AltaMira Press, 1999

Bartis, Peter. *Folklife and Fieldwork: A Layman's Introduction to Field Techniques*. Washington, DC: Library of Congress, 1990.

Baum, Willa K. *Oral History for the Local Historical Society*. Alta Mira Press, 1987.

_____. *Transcribing and Editing Oral History*. Nashville: American Association for State and Local History, 1991.

Brady, John. *The Craft of Interviewing*. New York: Vintage Books, 1977.

Brecher, Jeremy. *History From Below: How to Uncover and Tell the Story of Your Community, Association, or Union*. New Haven: Advocate Press/Commonwork Pamphlets, 1988.

Brown, Cynthia Stokes. *Like It Was: A Complete Guide to Writing Oral History*. Teachers & Writers Collaborative, 1988.

Buckendorf, Madeline, and Laurie Mercier. *Using Oral History in Community History Projects*. Pamphlet Series #4. Albuquerque: Oral History Association, 1992.

Charlton, Thomas L., Lois E. Myers, and Rebecca Sharpless, eds. *Handbook of Oral History*. AltaMira Press, 2006.

_____. *History of Oral History: Foundations and Methods*. AltaMira Press, 2007.

_____. *Thinking about Oral History: Theories and Applications*. AltaMira Press, 2007.

Davis, Cullom, Kathryn Back, and Kay MacLean. *Oral History: From Tape to Type*. Chicago: American Library Association, 1977.

Deering, Mary Jo, and Barbara Pomeroy. *Transcribing Without Tears*. Washington, DC: George Washington University Library, 1976.

Frisch, Michael. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. Albany: State University of New York Press, 1991.

"Women's Oral History Resource Section," *FRONTIERS: A Journal of Women Studies* 2. (Summer 1977), 110-118.

Gluck, Sherna Berger, and Daphne Patai, eds. *Women's Words: The Feminist Practice of Oral History*. New York: Routledge, 1991.

Gordon, Raymond L. *Interviewing: Strategy, Techniques, and Tactics*. Homewood: Dorsey Press, 1975.

Grele, Ronald J. *Envelopes of Sound: the Art of Oral History*. New York: Praeger, 1991.

Holstein, James A. and Jaber F. Gubrium. *The Active Interview*. Thousand Oaks, CA: Alta Mira Press, 1995.

Hoopes, James. *Oral History: An Introduction for Students*. Chapel Hill: University of North Carolina Press, 1979.

Ives, Edward D. *The Tape-Recorded Interview: A Manual for Field Workers in Folklore and Oral History*. Knoxville: University of Tennessee Press, 1995, second edition.

Ives, Sandy. *An Oral Historian's Work*. Northeast Archives. VHS. 33 minutes. Color. Distributed by Northeast Historic Film, P.O. Box 900, Bucksport, ME 04416.

Jackson, Bruce. *Fieldwork*. Urbana: University of Illinois Press, 1987.

Jolly, Brad. *Videotaping Local History*. American Association for State and Local History, 1982.

Kammen, Carol. *On Doing Local History*, AltaMira Press, 2003

Kammen, Carol, ed. *The Pursuit of Local History: Readings on Theory and Practice*. AltaMira Press (in association with the American Association for State and Local History), 1996.

Lanman, Barry A., and George L. Mehaffy. *Oral History in the Secondary School Classroom*. Pamphlet Series #2. Los Angeles: CA: Oral History Association, 1989.

- MacKay, Nancy. *Curating Oral Histories: From Interview to Archive*. Left Coast Press, 2006.
- Mercier, Laurie and Madeline Buckendorf. *Using Oral History in Community History Projects*, Pamphlet Series # 4. Los Angeles, CA: Oral History Association. 1992.
- Montell, William Lynwood *Killings: Folk Justice in the Upper South*. The University Press of Kentucky, 1986.
- Neuenschwander, John. *Oral History and the Law. Pamphlet Series #1*. Albuquerque: Oral History Association, 1993.
- Perks, Robert and Alistair Thomson, eds. *The Oral History Reader, 2nd edition*. Routledge, 2006.
- Quinlan, Mary Kay. *The Oral History Manual*. AltaMira Press, 2003.
- Schorzman, Terri A., ed. *A Practical Introduction to Videohistory: The Smithsonian Institution and Alfred P. Sloan Experiment*. Melbourne: Krieger Publishing Co., 1993.
- Shumway, Gary L. and William G. Hartley. *An Oral History Primer*. Primer Publications, 1971.
- Sitton, Thad, George L. Mehaffy, and O.L. Davis, Jr. *Oral History: A Guide for Teachers (and Others)*. University of Austin Press, 1983.
- Thompson, Paul. *The Voice of the Past: Oral History*. Oxford University Press, 2000, 3rd edition.
- Vasina, Jan. *Oral Tradition*. Chicago: Aldine, 1965.
- Wigginton, Eliot, ed. *The Foxfire Book*. Garden City, N.Y.: Doubleday, 1972.
- Yow, Valerie Raleigh. *Recording Oral History: A Practical Guide for Social Scientists*. Alta Mira Press, 1994.

Oral History Sites

American Association for State and Local History

1717 Church Street
Nashville, TN 37203-2991
www.aaslh.org/publicat.htm

American Folklife Center

Library of Congress
101 Independence Ave., SE
Washington, DC 20540
<http://www.loc.gov/folklife/>

American Folklore Society

4350N. Fairfax Drive
Suite 640

Arlington, VA 22203

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

Kentucky Oral History Commission

100 W. Broadway

Frankfort, KY 40601

<http://history.ky.gov/sub.php?pageid=78§ionid=16>

Oral History Association

Dickinson College

PO Box 1773

Carlisle, PA 17013

www.baylor.edu/~OHA/Othersites.html

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">African/African American Studies</td> </tr> <tr> <td>College</td> <td>University Programs</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>_____</td> </tr> <tr> <td>*Course Title (<u>30 characters</u>)</td> <td>_____</td> </tr> <tr> <td>*Program Title</td> <td>_____</td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor <u>X</u>; or Certificate <u>X</u>)</td> </tr> <tr> <td colspan="2">*Provide only the information relevant to the proposal.</td> </tr> </table>	Department Name	African/African American Studies	College	University Programs	*Course Prefix & Number	_____	*Course Title (<u>30 characters</u>)	_____	*Program Title	_____		(Major ____, Option ____, Minor <u>X</u> ; or Certificate <u>X</u>)	*Provide only the information relevant to the proposal.																			
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<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;">Date</th> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;">Date</th> </tr> </thead> <tbody> <tr> <td>Proposal Approved by:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">11/05/08</td> <td>Graduate Council*</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td style="text-align: center;"><i>Is this a SACS Substantive Change?</i></td> <td style="text-align: center;">Yes**** <input type="checkbox"/></td> <td style="text-align: center;">No <input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>Council on Academic Affairs</td> <td></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">3/19/09</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">2/24/09</td> <td>Faculty Senate**</td> <td style="text-align: center;">4/6/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">6/8/09</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>			Date		Date	Proposal Approved by:				Departmental Committee	11/05/08	Graduate Council*	n/a	<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>		Council on Academic Affairs		Approved <input checked="" type="checkbox"/> Disapproved _____	3/19/09	College Curriculum Committee	2/24/09	Faculty Senate**	4/6/09	General Education Committee*	N/A	Board of Regents**	6/8/09	Teacher Education Committee*	N/A	Council on Postsecondary Edu.***	N/A
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<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>																																	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To add approved courses to the minor and certificate in African/African American Studies</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Effective Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>To expand opportunities for students to take a broader array of appropriate courses for the minor and certificate</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>None</p> <p>Operating Expenses Impact:</p> <p>None</p> <p>Equipment/Physical Facility Needs:</p> <p>None</p> <p>Library Resources:</p>	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program

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

African/African-American Studies

African/African-American Studies is an undergraduate interdisciplinary program that explores the histories, societies, and cultures of Africans and people of African descent in the Americas. Courses will be offered from a broad range of disciplines, including the arts and humanities (English, History, Music, Philosophy and Religion), social sciences (Political Science, Economics, Geography, Foreign Languages, Sociology, Psychology, Criminology), and health sciences (Environmental Health, Nursing).

Minor

Minor In African/African-American Studies

A student may complete a minor in African/African-American Studies by taking 18 hours as indicated below.

Core Requirements.....6 hours

AFA 201, 202.

Electives12 hours

Twelve hours from the following courses:

AFA 225, 304, 305, 345, 346, 347, 349, 360,361, 367, 372S, 378, 385, 386, 388, 435, 495; CDF 424; SOC 400.

Total Curriculum Requirements18 hours

Certificate

Certificate in African/African-American Studies

A student may complete a certificate in African/African-American Studies by taking 12 hours as indicated below.

Core requirements.....6 hours

AFA 201, 202.

Electives6 hours

Six hours from the following courses:

AFA 225, 304, 305, 345, 346, 347, 349, 360,361, 367, 372S, 378, 385, 386, 388, 435, 495; CDF 424; SOC 400.

Total Curriculum Requirements12 hours

Library Resources:

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

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

New or Revised* Program Text

Individualized Studies (B.I.S.)

CIP Code: 24.0102

Major Requirements36 hours

A minimum of 36 hours in the area of emphasis is required with 18 of those hours being upper division. A senior project is mandatory. A maximum of 18 semester hours from a single academic discipline will be applied to the Area of Emphasis. The student must enroll in at least 21 semester hours (including the senior project) following the approval of the BIS Program.

General Education Requirements.....48 hours

Standard General Education program. Refer to Section Four of this *Catalog* for details on the General Education and University requirements. General Education hours cannot be counted in the Area of Emphasis.

University Requirement.....1 hour

GSO 100.

Free Electives44- 36 hours-

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name: N/A College: UP *Course Prefix & Number: N/A *Course Title (30 characters): General Studies (B.A.) *Program Title: (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/26/09	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2/27/09	Approved <u> </u> Disapproved <u> </u>
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	N/A	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To decrease the total curriculum requirements in the General Studies B.A. from 128 to 120 hours by decreasing free elective requirements by 8 hours</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: To follow the Retention and Graduation Task Force "Recommended Academic Proposals" #1 ("Decrease the current minimum of 128 semester hours needed to complete an undergraduate degree.") Better meet needs of students seeking an individualized program of study.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>Operating Expenses Impact:</p>

Equipment/Physical Facility Needs:

Library Resources:

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

New or Revised* Program Text

Baccalaureate Degrees

General Studies (B.A.)

CIP Code: 24.0102

(Page 59-60 of the 2008-09 *Undergraduate Catalog*)

The General Studies degree program is designed for students intending to complete a baccalaureate degree whose educational objectives are not aligned with a more traditional degree program. The Bachelor of General Studies degree is intended to establish the foundation for a lifetime of continual learning and offers flexibly scheduled, highly individualized curricula. Through individualized advising, the program helps students define their educational goals and design interdisciplinary curricula drawing on a variety of course offerings. The program is also intended to allow a student who has completed most of the requirements of a major but has not yet completed the major of an approved program to complete a baccalaureate degree in a timely manner. Transfer credits from technical programs will be applied to this degree; however they may not apply to other degree programs at the University.

In addition to the baccalaureate degree requirements on page 46 of this *Catalog*, the following are required for students seeking a General Studies degree:

1. Students must have 18 hours within an individual college outside of and in addition to General Education requirements to receive their General Studies degree.
2. Any courses ordinarily accepted for credit by Eastern Kentucky University may be chosen as hours to apply to the ~~128~~ 120 hours required for graduation.
3. Students seeking a General Studies degree must have 60 credits from a regionally accredited institution which may include completion of an AA, AS, or AAS degree.
4. Students pursuing a General Studies degree are not permitted to declare a double major, minor, or concentration.
5. Students will be considered a member of the College in which they have their 18 hour major requirement.

Major Requirements18 hours

Courses must be within an individual College and exclusive of general education requirements.

General Education Requirements.....48 hours

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

University Requirement.....1 hour

GSO 100.

Free Electives64 ~~53~~ hours

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



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

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

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

TO: Council on Academic Affairs

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



Dr. John Wade, Dean
College of Arts and Sciences

DATE: March 19, 2009

SUBJECT: Agenda items for 03-19-09 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the March 19, 2009 meeting of the Council on Academic Affairs.

AGENDA

Department of Anthropology, Sociology & Social Work

Course Revision

ANT 385 (Bones, Bodies & Disease) - Modify course title and catalog description

Drop Courses

ANT 332 (Perspectives on Canada) – Drop course from curriculum

ANT 499 (Canadian Parliamentary) – Drop course from curriculum

New Course

ANT 370 (Primate Conservation) – Create new course

ANT 371 (Primate Ecology & Sociality) – Create new course

Program Revision

Anthropology-Change major requirement and hours to graduate

Department of English & Theatre**Course Revision**

ENG 492 (English Literature Capstone) - Change catalog text and course title

New Course

THE 495 (Senior Seminar)- To add new course to curriculum

Department of Geology & Geography**Course Revisions**

GLY 210 (Introduction to Geochemistry) - remove CHE equivalencies

GLY 535 (Hydrogeology)-change prerequisite

NAT 380 (Science and Society)-create equivalency of NAT 380W

New Courses

GLY 480 (Petroleum Geology) - Add a new course to curriculum

GLY 482 (Paleoclimate) - Add a new course to curriculum

NAT 380W (Science and Society: W)-Add a “W” course to curriculum

New Program

GIS Certificate-To create a new certificate program.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number <u>ANT 385</u> *Course Title (<u>30 characters</u>) <u>Bones, Bodies and Disease</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>2/12/09</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>3/2/2009</u> Approved _____ Disapproved _____ General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the course title to Human Osteology, and minor changes to <i>Catalog</i> description. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Our program has a new physical anthropologist, and as such is changing/building our offerings in that sub-field. Title change reflects a more standard title for this content, as does slightly altered <i>Catalog</i> description.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

New or Revised* Catalog Text

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

ANT 385 ~~Bones, Bodies, and Disease~~ Human Osteology. (3) A. Completion of ANT 201 is advised before taking ANT 385. Introduction to paleopathology, the study of diseases and injuries in ancient human populations, as shown primarily by skeletal remains ~~and secondarily by art and literature~~.

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

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

New or Revised* Program Text

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number <u>ANT 332</u> *Course Title (<u>30 characters</u>) <u>Perspectives on Canada</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>2/12/09</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>3/2/2009</u> Approved _____ Disapproved _____ General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop ANT 332 from the Anthropology curriculum.	
A. 2. Effective date: (Example: Fall 2001) Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The anthropology program does not have an instructor for this course, nor is it an integral part of the ANT curriculum.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

New or Revised* Catalog Text

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

~~ANT 332 Perspectives on Canada. (3) A. Multi-disciplinary online course exploring the history, geography, society, politics, economy, and environment of Canada. Emphasis on contemporary domestic and international issues, including trans-border economic and cultural relationships with the United States.~~

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

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

New or Revised* Program Text

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

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

Part I

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Proposal Approved by: _____ Date <u>2/12/09</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>3/2/2009</u> Approved _____ Disapproved _____ General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
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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 ANT 499 from the Anthropology curriculum.	
A. 2. Effective date: (Example: Fall 2001) Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The anthropology program does not have an instructor for this course, nor is it an integral part of the ANT curriculum.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

New or Revised* Catalog Text

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

~~ANT 499 Canadian Parliamentary Internship. (5) A. Cross listed as POL 499. Prerequisite: junior or senior standing with 2.5 GPA. Supervised internship in the office of a Member of the Canadian Parliament. Final selection for enrollment determined by program. Apply by December 1 for internship in May through June. May be repeated for a maximum of ten hours credit.~~

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

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

New or Revised* Program Text

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

Curriculum Change Form
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(Complete only the section(s) applicable.)

Part I

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*Provide only the information relevant to the proposal.		
Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	<u>Date</u> 2/12/09	<u>Date</u> NA Graduate Council* Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	<u>Date</u> 3/2/2009 NA NA	Approved <u> </u> Disapproved <u> </u> Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** NA NA NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create new physical anthropology course.	
A. 2. Effective date: (Example: Fall 2001) Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Our program has a new physical anthropologist, and as such is changing/building our offerings in that sub-field. The course has been taught as a special topics course and was well-subscribed.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

New or Revised* Catalog Text

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

ANT 370 Primate Conservation. (3) A. Prerequisite ANT 201. The local human and biological impact of conservation programs affecting primate communities throughout the world. Topics include forest fragmentation, historical perspectives on conservation, agroforestry, ecotourism, ethnography, and disease.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ANT	370	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____	Cip Code (first two digits only) 45		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>ANT 201</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Anthropology, Sociology, and Social Work
Syllabus for **ANT 370, Primate Conservation**

3 credit hours

Fall Semester 2009

Dr. Benjamin Z. Freed

Office: Keith 226

tel 859-622-4387

email: Benjamin.Freed@eku.edu

Office hours: Keith 226, W 9-10AM, 1-2PM, and by appointment

All correspondence should be through official EKU email. Non-official email addresses and IM's will not be examined.

Catalogue Course Description: This course focuses on the local human and biological impact of conservation programs affecting primate communities throughout the world. Topics include forest fragmentation, historical perspectives on conservation, agroforestry, ecotourism, ethnography, and disease.

Additional Course Description:

Most nonhuman primates are severely threatened, often due to the activities of human populations. Although many groups have tried to conserve areas of biological interest, few programs have actually reversed the process of extinction in nonhuman primates.

In this course, students discuss the local human and biological impact of conservation programs that affect primate communities throughout the world, but extra attention will be placed on specific communities in Africa, including North Africa (Morocco), West Africa (Benin, Togo, Ghana, Senegal, Cote d'Ivoire, Sierra Leone, Nigeria), East Africa (Ethiopia, Uganda), Central Africa (Gabon, Congo, Cameroon), South Africa, and Madagascar. Similar comparative studies from other regions include Central America, South America, Indonesia, Thailand, and Malaysia.

This course will survey how conservation researchers apply methods from: primatology, tropical ecology (including botany), paleontology, archaeology, satellite imagery, and cultural anthropology. Among the topics to be discussed are: primate/plant interactions, forest fragmentation, historical perspectives on conservation and land use, agroforestry, ecotourism, and re-introductions of nonhuman primates.

During the first week student interests and skills will be assessed. Pending discussion, the instructor can readjust the schedule to include discussion of readings from around the world, across interests.

Text(s):

Cowlshaw, G. and R. Dunbar. 2000. Primate Conservation Biology. Chicago: Univ. of Chicago Press.

Mulder, MB. and P. Coppolillo. 2005. Conservation: Linking Ecology, Economics, and Culture. Princeton University Press.

Additional readings:

Cuello, C, K Brandon, and R Margoluis. 1998. Costa Rica: Corcovado National Park, in K Brandon, KH Redford, and SE Sanderson (eds.), Parks in Peril: People, Politics, and Protected Areas. Washington, D.C: The Nature Conservancy/Island Press, 143-192, 477-479.

Davenport, L, WY Brockelman, PC Wright, K Ruf, and FBR del Valle. 2002. "Ecotourism tools for parks," in J. Terborgh, C van Schaik, L Davenport, M Rao (eds.), Making Parks Work, Washington, D.C: Island Press, 279-306.

Decher, J. 1997. "Conservation, small mammals, and the future of sacred groves in West Africa," Biodiversity and Conservation 6: 1007-1026.

Ekanayake, D., A. Arulkanthan, N. Horadagoda, G. Sanjeevani, R. Kieft, S. Gunatilake, and W. Dittus. 2006. "Prevalence of Cryptosporidium and other enteric parasites among wild non-human primates in Polonnaruwa, Sri Lanka," American Journal of Tropical Medicine and Hygiene 74(2):322-329.

Fa, JE. 1986. "On the ecological status of the barbary macaque *Macaca sylvanus* L. in North Morocco: Habitat influences versus human impact." Biological Conservation 35(3): 215-258.

Fa, JE, JG Yuste, and R Castelo. 2000. "Bushmeat markets on Bioko Island as a measure of hunting pressure." Conservation Biology 14(6):1602-1613.

Fairhead, J and M Leach. 1996. Misreading the African Landscape. New York: Cambridge University Press.

2: Forest gain: historical evidence of vegetation change, 55-85.

Fairhead, J and M Leach. 1998. Reframing Deforestation: Global Analyses and Local Realities: Studies in West Africa. New York: Routledge. Chapters:

1: Forest of statistics: deforestation in West Africa, 1-21.

Fuentes, A. and S. Gamerl. 2005. "Disproportionate participation by age/sex classes in aggressive interactions between long-tailed macaques (*Macaca fascicularis*) and human tourists at padangtegal monkey forest, Bali, Indonesia," American Journal of Primatology 66(2): 197-204.

van Gemerden, B., H Oloff, M Parren, and F Bongers. 2003. "The pristine rain forest? Remnants of historical human impacts on current tree species composition and diversity," *Journal of Biogeography* 30: 1381-1390.

Gezon, L and BZ Freed. 1999. "Agroforestry and conservation in northern Madagascar: hopes and hindrances," *African Studies Quarterly*, 3(2), August.

Gillespie, TR. and CA. Chapman. 2006. "Prediction of Parasite Infection Dynamics in Primate Metapopulations Based on Attributes of Forest Fragmentation," *Conservation Biology* 20(2): 441-448.

Hill, CM. 2000. "Conflict of interest between people and baboons: Crop raiding in Uganda," *International Journal of Primatology* 21(2): 299-315.

Jarosz, L. 1996. Defining deforestation in Madagascar, in R Peet and M Watts (eds.) *Liberation Ecologies: Environment, development, social movements* New York: Routledge, 148-164.

Knight, J. 1999. "Monkeys on the Move: The Natural Symbolism of People-Macaque Conflict in Japan," *Journal of Asian Studies* 58:622-647.

Laidlaw, RK. 2000. Effects of Habitat Disturbance and Protected Areas on Mammals of Peninsular Malaysia. *Conservation Biology* 14(6):1639-1648.

Oates, JF. 1999. *Myth and Reality in the Rain Forest: How Conservation Strategies are Failing in West Africa*. Los Angeles: Univ. of California Press. Chapter 4.

Peres, CA. 2000. "Effects of subsistence hunting on vertebrate community structure in Amazonian forests," *Conservation Biology* 14(1): 240-253.

Reyers, B. 2004. "Incorporating anthropogenic threats into evaluations of regional biodiversity and prioritisation of conservation areas in the Limpopo Province, South Africa," *Biological Conservation* 118:521-531.

Safford, RJ. 1997. "A survey of the occurrence of native vegetation remnants on Mauritius in 1993," *Biological Conservation* 80(2): 181-188.

Sato, J. 2000. "People in between: Conversion and conservation of forest lands in Thailand," *Development and Change* 31(1):155-177.

Srikosamatara, S and WY Brockelman. 2002. "Conservation of protected areas in Thailand: a diversity of problems, a diversity of solutions," in J Terborgh, van Schaik, L Davenport, M Rao (eds.), *Making Parks Work*, Washington, D.C: Island Press, 218-231.

Struhsaker, TT. 2002. "Strategies for conserving forest national parks in Africa with a case study from Uganda," in J. Terborgh, C van Schaik, L Davenport, M Rao (eds.), *Making Parks Work*, Washington, D.C: Island Press, 97-111.

Sutherland, A. 1996. "Tourism and the human mosaic in Belize," *Urban Anthropology* 25(3): 259-281.

Tanto, T. 1998. "Local hunting practice and biodiversity in the Wimbum area of southern Cameroons," *West African Journal of Archaeology* 28(2):123-132.

Terborgh, J and CA Peres. 2002. "The problem of people in parks," in J. Terborgh, C van Schaik, L Davenport, M Rao (eds.), *Making Parks Work*, Washington, D.C: Island Press, 307-319.

Wheatley, BP, R Stephenson, and H Kurashina. 1999. "The effects of hunting on the longtailed macaques of Ngeaur Island, Palau," in P Dolhinow and A Fuentes (eds.) *The Nonhuman Primates*. Mountain View, CA: Mayfield, 159-163.

Yeager, CP and SC Silver. 1999. "Translocation and rehabilitation as primate conservation tools: are they worth the costs?" in P Dolhinow and A Fuentes (eds.) *The Nonhuman Primates*. Mountain View, CA: Mayfield, 164-169.

Student Learning Outcomes:

The student will:

- 1) discuss biological perspectives as to how to identify and respond to conservation threats to nonhuman primates
- 2) summarize and critique the local human and biological impact of conservation programs that affect primate communities in Madagascar, Central America, South America, Africa, and Asia.
- 3) identify and describe how conservation threats and programs affect primate behavior and biology.
- 4) evaluate and analyze the strengths and limitations of conservation methods from primatology, tropical ecology, archaeology, satellite imagery, and cultural anthropology.

Evaluation Methods:
(including relative weight of each course requirement)

1. *Midterm Examination:* 20%: In-class, please consult schedule to see when this occurs.
2. *Weekend essays:* 30% (3 x 10% each): each essay is 4-5 pages single-spaced on a topic to be given on a Thursday and due the following Tuesday.
3. *Final Examination:* 25%: See schedule and regulations posted by the University. As material in this course builds on previous material, this exam is cumulative, but more emphasis is placed on material since the Midterm Examination.
4. *Powerpoint/mp3 Project:* 10%: Students will lead discussion on one article that the class will read and discuss. The student is responsible for posting a Powerpoint presentation in advance of class, following AAPA student award guidelines. The student will also post a 4-minute mp3 in which the student summarizes the article and answers questions.
5. *Attendance/Participation:* 15%: Attendance equals 20%, and participation equals 80% of this grade. A/P will be the deciding factor in any grade on the edge of the distribution. The quality and content in student responses to questions, readings, and observations is assessed each week. Participation is evaluated in relation to all students. Students are given examples of different levels of participation in the first class. Monthly participation scores are posted on Blackboard.

Examinations: Your presence at each exam is mandatory. If there is a medical issue or other emergency, please present written documentation and contact the instructor *in advance*. Lack of adherence to this policy and *any* other failure to appear for an exam will result in a score of zero for that exam.

Grades are recorded with one decimal place both on Blackboard and on a separate Excel Roster sheet, to be held privately by the instructor. The official score is what appears on that Excel sheet. **Please check your Blackboard gradesheet often**, and let the instructor know about any discrepancies. The grading scale for this course is:
90-100 A; 80-89 B; 70-79 C; 60-69 D; <60 F

Student Progress:

Student midterm grades will be based on attendance/participation, the midterm examination, and the first two essays. The student's midterm grade will be written on the graded midterm, and submitted to the student on the day that the graded midterm examinations are discussed in class. Midterm examination and midterm course grades will also be posted securely on Blackboard.

Attendance Policy:

Attendance will be taken. The lectures in their complete Powerpoint form will NOT be online before lecture. If you find you must be late for class, or need to leave early, please sit near the door and enter/exit QUIETLY. Being late or leaving early by more than 10 minutes will be treated as having not attended the lecture, for attendance grade purposes.

Last Date to Drop the Course:

See Colonel's Compass for the date.

ACADEMIC INTEGRITY STATEMENT

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

DISABILITY STATEMENT

"If you are registered with the Office of Services for Individuals with Disabilities, please 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."

Additional Notes:

- 1) Effort: Please review your class notes, read the text, and learn to internalize the material, not just before an exam. Do so as part of your normal preparation for each lecture. Grading is based on comprehension of material, not effort.
- 2) Courtesy: Please use my correct title, either "Professor" or "Doctor." Please be clear and polite in your communications, and I will be happy to respond. If you are upset about your grade, think before you push the send button. Remember that you are creating a document that many other people will read if there are any issues. Online communications should be courteous. Please do not treat online communications with the same level of familiarity as Facebook.
- 3) CELL PHONES, iPhones, mp3's, and other similar devices are to be turned off in class. Please check with me if you feel you must record the lecture. If I do grant you permission, please obey copyright rules.
- 4) Questions about your grade: Please wait 24 hours after you receive your exams back before a discussion regarding your grade will occur. You are required to submit in writing any disagreements that you may have, with a clear case for why you believe you deserve a re-grade. Please be calm. Sometimes people make mistakes, and no harm is intended.

Course Outline:

Week	Topic	Reading (C&D=Cowlishaw & Dunbar; M&C=Mulder & Capolillo)	Deadlines, Activities
1	Introduction; Perceptions of Conservation	C&D: 1,2; M&C: 1	
2	Intro to Field Work (Laos); Intro Primates & Ecology	C&D: 3,4	
3	Population Assessments; Habitat Assessment & Disturbance	C&D: 5,6,8 M&C: 3	Essay 1
4	Conservation Strategies & Tactics; Ecotourism	C&D: 10,11; Davenport, Cuello et al.; M&C: 2, 9; Yeager & Silver	
5	Hunting	C&D: 9;	Essay 2
6	History & ethnography	Fairhead & Leach; Jarosz	Midterm
7	Tactics Case Study: Agroforestry	Gezon & Freed; M&C: 10	
8	Indigenous People Political Ecology	M&C: 4, 5, 8 M&C: 6, 7	
X		FALL BREAK	
9	Hunting & Bushmeat	Tanto, Peres, Fa et al., Wheatley	
10	Ecotourism	Sutherland	Essay 3
11	People as Pests	Terborgh & Peres, Struhsaker, Sato, Srikosamatara & Brockelman, Reyers, Hill	
12	Primate-Human Interactions Sacred	Decher, Freed manuscript	Essay 4
13	Primate-Human Interactions	Laidlaw, Fuentes & Gamerl	
14	Primates as Weeds Disease Transmission	Fa, Knight, Safford Ekanayake, Gillespie & Chapman	
15	Recent forest history	van Gemerden et al.	
Finals			Exam

FINAL EXAM: See schedule and regulations posted by the University.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number <u>ANT 371</u> *Course Title (<u>30 characters</u>) <u>Primate Ecology & Sociality</u> *Program Title <u>Anthropology</u> (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	<u>Date</u> 2/12/09	<u>Date</u> NA Graduate Council* Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	<u>Date</u> 3/2/2009 NA NA	Approved <u> </u> Disapproved <u> </u> Faculty Senate** Board of Regents** Council on Postsecondary Edu.*** NA NA NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create new physical anthropology course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Our program has a new physical anthropologist, and as such is changing/building our offerings in that sub-field. The course was taught as a special topics course and was well-subscribed.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>

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

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

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

New or Revised* Catalog Text

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

ANT 371 Primate Ecology & Sociality. (3) A. Completion of ANT 201 is advised before taking ANT 371. Ecological relationships within primate communities. Students examine primate social structure, habitat use, diet, locomotion, seasonality, plant-primate interactions, and predator-prey-relationships.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ANT	371	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 45	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Anthropology, Sociology, and Social Work
Syllabus for **ANT 371, Primate Ecology & Sociality**
3 credit hours, CRN:XXXXX
Spring 2010

Dr. Benjamin Z. Freed

Office: Keith 226

tel 859-622-4387

email: Benjamin.Freed@eku.edu

Office hours: Keith 226, W 9-10AM, 1-2PM, and by appointment

All correspondence should be through official EKU email. Non-official email addresses and IM's will not be examined.

Catalog Course Description:

Completion of ANT 201 is advised before taking ANT 371. This course focuses on ecological relationships within primate communities. Students examine social structure, habitat use, diet, locomotion, seasonality, plant-primate interactions, and predator-prey-relationships.

Course texts:

Campbell, CJ et al. (eds.) (2007) *Primates in Perspective*. Oxford Univ. Press.

Hart, D. and Sussman, R. (2005) *Man The Hunted: Primates, Predators, and Human Evolution*. Westview/Perseus.

Additional readings:

Altmann, J (1974) Observational study of behavior: sampling methods. *Behaviour* 49: 227- 265.

Bartlett, TQ (2008) *The Gibbons of Khao Yai: Seasonal Variation in Behavior and Ecology (Primate Field Studies)*. Prentice-Hall: New York. (excerpt)

Garber, P. 1984. Use of Habitat and Positional Behavior in a Neotropical Primate, *Saguinus oedipus*, in *Adaptations for Foraging in Nonhuman Primates*, P. Rodman and J. Cant (eds), Columbia University Press: New York, pp.112-133.

Stewart, KM, DP Matthiesen, L Leblanc, and J West. 1997. Prey diversity and selectivity of the African fish eagle: Data from a roost in northern Kenya. *African Journal of Ecology* 35(2):133-145.

Students are expected to read the appropriate material before class. Please check Blackboard for announcements and additional materials, including MP3's (audio), images, and video clips.

Student Learning Outcomes:

The student will:

- 1) comprehend primate taxonomy.
- 2) understand how anatomy relates to both taxonomy and habitat use.
- 3) evaluate the interrelationship among primate diets, activity patterns, ranging behavior, positional behavior, and social structure.
- 4) identify and describe how primate groups interact with one another.
- 5) study a group of primates. The student will record observational data, analyze them, and communicate results.
- 6) evaluate the strengths and weaknesses of an ecological study of nonhuman primates.
- 7) analyze and critique hypotheses about the role of predator-prey relationships in human evolution.

Evaluation Methods:

1. *Midterm Examination:* 30%: In-class, with a take-home essay component due the following Sunday; please consult schedule to see when this occurs.
2. *Final Examination:* 30%: See schedule and regulations posted by the University. As material in this course builds on previous material, this exam is cumulative, but more emphasis is placed on material since the Midterm Examination.
3. *Project:* 25%: Students will collect data on a primate group, at one of the region's zoos. Students will gather quantitative behavioral data. Data collection will require at least 6 hours one day outside of class. Data will be pooled for the whole class. Students will then tally the results, write an approximately 5 page project summary, and answer specific questions. Two class sessions will be devoted to issues that arise with the project, so that students may gather data more easily.
4. *Attendance/Participation:* 15%: Attendance equals 20%, and participation equals 80% of this grade. A/P will be the deciding factor in any grade on the edge of the distribution. The quality and content in student responses to questions, readings, and observations is assessed each week. Participation is evaluated in relation to all students. Students are given examples of different levels of participation in the first class. Monthly participation scores are posted on Blackboard.

Examinations: Your presence at each exam is mandatory. If there is a medical issue or other emergency, please present written documentation and contact the instructor *in advance*. Lack of adherence to this policy and *any* other failure to appear for an exam will result in a score of zero for that exam.

Grades are recorded with one decimal place both on Blackboard and on a separate Excel Roster sheet, to be held privately by the instructor. The official score is what appears on that Excel sheet. **Please check your Blackboard gradesheet often**, and let the instructor know about any discrepancies. The grading scale for this course is:

90-100 A; 80-89 B; 70-79 C; 60-69 D; <60 F

Student Progress:

Student midterm grades will be based on attendance/participation and the midterm examination. The student's midterm grade will be written on the graded midterm, and submitted to the student on the day that the graded midterm examinations are discussed in class. Midterm examination and midterm course grades will also be posted securely on Blackboard.

Attendance Policy:

Attendance will be taken. The lectures in their complete Powerpoint form will NOT be online before lecture. If you find you must be late for class, or need to leave early, please sit near the door and enter/exit QUIETLY. Being late or leaving early by more than 10 minutes will be treated as having not attended the lecture, for attendance grade purposes.

Last Date to Drop the Course:

See Colonel's Compass for the date.

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“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.”

Additional Notes:

- 1) Effort: Please review your class notes, read the text, and learn to internalize the material, not just before an exam. Do so as part of your normal preparation for each lecture. Grading is based on comprehension of material, not effort.
- 2) Courtesy: Please use my correct title, either “Professor” or “Doctor.” Please be clear and polite in your communications, and I will be happy to respond. If you are upset about your grade, think before you push the send button. Remember that you are creating a document that many other people will read if there are any issues. Online communications should be courteous. Please do not treat online communications with the same level of familiarity as Facebook.
- 3) **CELL PHONES, iPhones, mp3’s, and other similar devices are to be turned off in class.** Please check with me if you feel you must record the lecture. If I do grant you permission, please obey copyright rules.
- 4) Questions about your grade: Please wait 24 hours after you receive your exams back before a discussion regarding your grade will occur. You are required to submit in writing any disagreements that you may have, with a clear case for why you believe you deserve a re-grade. Please be calm. Sometimes people make mistakes, and no harm is intended.

Course Outline

Week	Topic	Reading	Deadlines, Activities
1	Taxonomy	Blackboard Introduction/ Welcome; Taxonomy PPT; Campbell: 1, 2	
2	Intro to Primate Field Studies: Prosimians, Tarsiers, Platyrrhines	Campbell: 3-10	
3	Intro to Primate Field Studies: Old World monkeys, apes	Campbell: 11, 12, 14, 16 18	
4	Intro to Ecological Studies Locomotion	Campbell: 28-33; Garber	
5	Methodology: Primate Behavior & Ecology Activity Patterns	Methodology PPTs; Altmann	Project (data collection)
6	Methodology: Biotic & Abiotic Components Ranging Behavior	Methodology Handouts, PPTs	Project (data collection)
7	Methodology: Wrap up	Methodology Handouts, PPTs	Midterm Exam
8	Interactions within & between groups	Campbell: 13, 15, 34, 37, 39	
X		SPRING BREAK	
9	Seasonality & Gibbons	Bartlett	
10	New approaches	Campbell: 40-44	
11	Data Analysis (Project)		
12	Predator-Prey Relationships	Hart: 1-5; Stewart	
13	Ecology & Human Evolution	Hart: 6-10	Project Due
14	Humans & Primates	Freed manuscript	
15	Conservation & Extinction		
Finals			Exam

FINAL EXAM: See schedule and regulations posted by the University.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Anthropology</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>2/12/09</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>3/2/2009</u> Approved ____ Disapproved ____ General Education Committee* <u>NA</u> Faculty Senate** _____ Teacher Education Committee* <u>NA</u> Board of Regents** _____ Council on Postsecondary Edu.*** _____		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change major requirements as well as hours to graduate (128 changed to 120).</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Major requirements must be changed to reflect recent course changes. Credit hour change will make the Anthropology B.A. more attractive to many students, and by reducing the number of free electives, students will be able to complete their degrees in a timely and cost-effective manner.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Anthropology (B.A.)

CIP Code: 45.02

Major Requirements 33 hours

ANT 120, 200, 201, ~~350~~, 351W, 395; and 18 hours with at least one course from each of the following three categories:
Archaeology: ANT ~~340~~, 341, 355, 357, 360, 439, 470;
Cultural Anthropology: ANT 250, 400, 375 or 330, 333, 391;
Physical Anthropology: ANT 306, 365, 370, 371, 380, or 385;
ANT 490 will be classified where appropriate.

General Education Requirements 48 hours

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

University Requirement 1 hour

ASO 100.

Free Electives ~~46~~ 38 hours

Total Curriculum Requirements ~~128~~ 120 hours

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

Part I

(Check one)	Department Name	English and Theatre	
<input type="checkbox"/> New Course (Parts II, IV)	College	CAS	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 492	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Senior Seminar: _____	
<input type="checkbox"/> New Program (Part III)	*Program Title	_____	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option _x_; Minor ____; or Certificate ____)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/29/2008	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	_____
College Curriculum Committee	3/2/2009	Approved _____ Disapproved _____	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To change the name of ENG 492 from Senior Seminar to English Literature Capstone. To change the course description to reflect the call of the Departmental Strategic Plan for an assessment tool to evaluate student application of literary criticism or theory.

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

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

B. The justification for this action:
The strategic plan for the Department of English & Theatre that was submitted to SACS in May 2006 specified that "75% of students in a capstone literature course will achieve a score of average or above on an essay that uses literary criticism or theory to support an interpretation of a text." The current ENG 492 Senior Seminar is neither a required course, nor does its course description mention the need for an assessment tool to measure student application of literary criticism or theory.

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

Personnel Impact:
None

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources:

No new library resources needed.

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

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

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

New or Revised* Catalog Text

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

ENG 492 ~~Senior Seminar~~: _____ English Literature Capstone. (3). A. Prerequisites: ENG 301, 302, senior status, ~~a minimum 3.0 GPA; departmental approval~~. ~~An intensive study of an author or authors; a thematic motif; a literary movement; critical, rhetorical, and language theory; or some other sharply focused study of language and/or literature.~~ A review of literary figures, periods, and concepts. Study of techniques of literary criticism and/or theory. Major revision of an analytical paper. Discussion of graduate school and career options in the major.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENG	492	Spring 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR <input checked="" type="checkbox"/>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 301, 302, and senior status. a minimum 3.0 GPA; departmental approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

English 492: English Literature Capstone
Spring 2010 3 Credit Hours Section --- CRN: -----
TTh --- Classroom TBA

Instructor:

E-mail:

Office:

Office Hours:

Telephone:

Course Description

Prerequisites: ENG 301, 302, and senior status. A review of literary figures, periods, and concepts. Study of techniques of literary criticism and/or theory. Major revision of an analytical paper. Discussion of graduate school and career options in the major.

Textbooks

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers, 6th Edition*

[Sample Casebook]: Geoffrey Chaucer, and Peter Beidler (ed.) *The Wife of Bath* (Case Studies in Contemporary Criticism)

[Sample Period and Genres reader]: Beers, A. Henry, *A Brief History of English and American Literature*, 2008.

[Sample Theory/Criticism Text]: Donald E. Hall, *Literary and Cultural Theory: From Basic Principles to Advanced Applications*, 2000.

Objectives

1. Students will demonstrate knowledge of the chronological development of British and American literature as portrayed through conventional literary periods.
2. Students will demonstrate knowledge of the major literary figures of the American and British canons.
3. Students will demonstrate the ability to connect texts through formal literary elements, cultural contexts, and critical and theoretical constructs.
4. Students will demonstrate the ability to write critically and persuasively in essay form about literature.

Students with Disabilities

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

Academic Integrity

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

Academic integrity necessitates that all coursework that you share in a public context is entirely your own production and that, if it is NOT, you will credit the producers of the original work. Conversely, academic *dishonesty* consists of reading someone else's exam answers,

plagiarizing material in a class paper, or generally trying to pass off someone else's work as one's own.

Attendance Policy

Regular class attendance is expected of all students.

1. Class attendance will be recorded at the beginning of each scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record. (Note that the instructor might sometimes record absences at the end of class.)
 2. *Failure is mandatory for students who are absent from more than 10% of the regularly scheduled class meetings. **FOR THIS CLASS, THAT AMOUNTS TO THREE (3) CLASS PERIODS!*** These absences are provided in case they are needed for emergencies or for participation in university-sponsored activities.
 3. At the discretion of the instructor, any time away from class may negatively influence the student's grade.
 4. All papers are due at the beginning of class on the day listed: no exceptions! Under extraordinary circumstances, an extension may be granted, but you will have to contact me (via e-mail or in person) at least one class period before the paper is due. Late papers lose one-half letter grade for each day they are late. Any work (like quizzes) cannot be made up for "unexcused" absences, but "excused" absences still count towards your total.
 5. Attendance regulations **shall begin with the first scheduled meeting of the class regardless of when the student enrolls.**
 6. Students who arrive late for class will be counted as ½ absent; students who leave class before it is dismissed will be counted as absent for the entire period. For the entire text of attendance policy, see: http://www.english.eku.edu/attendance_policy.doc.
-

THE LAST DAY TO WITHDRAW FROM THIS COURSE IS ---.

Assignments and Evaluation

NOTE: All written assignments should be formatted in MLA style.

- 1) Reading Responses(???) – Responses of at least 300 words that will address a prompt provided on the reading for each day. The response is due in class the day that the reading is due.
- 2) In-Class Presentations (2 presentations, 50 points each) – Presentations on a literary period or movement, or on a major school of literary criticism or theory. Students will sign up for their particular presentation on the first day of class.
- 3) Research Paper Proposal (100 points) – This **3-4 PAGE** document will provide: 1) A synopsis of the literary text(s) that you plan on discussing in your research paper; 2) Your working thesis and an outline of the critical/theoretical approach(es) you plan to apply; 3) a preliminary list of at least three major secondary sources you plan to use in your paper. Note that students who opt to use prior course papers will still need specify the ways in which their initial argument might *change* over the course of their researches.
- 4) Annotated Bibliography (100 points) – A list of *at least TWENTY* sources found while researching your final paper, including a 4-8 sentence summary of each source. Only books and refereed, academic journal articles will be counted as "sources"; anything else will require prior instructor approval.
- 5) Peer Review Responses (2 responses, 50 points each) – Each student will be member of a 2-3 student peer review group. Each member of the group will evaluate and give feedback on each other members' research projects twice over the course of the course of the semester.

Formally, the feedback will be given as a **2-3 page** response paper that addresses prompts provided by your instructor.

- 6) Final Research Paper (500 points) – A major, revised paper of at least **4000 words** in length (roughly 15 pages) that analyzes a literary text or texts. The paper must cite at least *TEN* sources (and see “Annotated Bibliography” for accepted sources. More will be said about the Final Research Paper in a handout, and throughout the semester.

TOTAL POINTS POSSIBLE FOR SEMESTER – 1000

Grading Scale:

A: 90% - 100%
B: 80%-89.99%
C: 70% - 79.99%
D: 60% - 69.99%
F: 0% - 59.99%

AT ANY TIME, ANY STUDENT MAY CHECK THEIR CURRENT GRADE IN THE GRADEBOOK PAGE ON *BLACKBOARD*.

ANY STUDENT MAY REQUEST TO SEE THEIR CURRENT GRADE VIA E-MAIL AT ANY TIME.

Schedule

January T 15 –
Th 17 –

T 22 –
Th 24 –

T 29 –
Th 31 –

February T 5 –
Th 7 –

T 12 –
Th 14 –

T 19 –
Th 21 –

T 26 –
Th 28 –

March T 4 –
Th 6 –

T 11 and Th 13 – NO CLASS – SPRING BREAK

T 18 –
Th 20 –

T 25 –
Th 27 –

April T 1 –
Th 3 –

T 8 –
Th 10 –

T 15 –
Th 17 –

T 22 –
Th 24 –

T 29 –
May Th 1 –

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

Part I

(Check one)	Department Name	English and Theatre
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	THE 495
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Senior Seminar
<input type="checkbox"/> New Program (Part III)	*Program Title	English B.A.—Theatre Emphasis
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option <u>X</u> ; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	10/20/08	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/2/2009	Approved _____ Disapproved _____
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To create a capstone experience for Theatre option students and to assess student learning in the option

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

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

B. The justification for this action:
No extant course assesses Theatre students as per SACS requirements and the strategic plan, and students need an exit sort of experience to synthesize the learning from this diverse option. This course will satisfy both needs.

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

Personnel Impact: no new faculty needed

Operating Expenses Impact: no additional expenses required

Equipment/Physical Facility Needs: no new equipment and facilities needed

Library Resources: current holdings acceptable

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

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

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

New or Revised* Catalog Text

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

THE 495 Senior Seminar. (1) A. Majors with senior standing only. A capstone experience in theatre. Synthesis of students' total theatre education as well as creation of a professional resumé and correspondence techniques.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
THE	495	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1	Lecture <u>1</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1		N	FR _____	JR _____
			SO _____	SR <input checked="" type="checkbox"/>
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Senior Seminar
THE 495—CRN xxxxx
1 credit hour
James R. Moreton, Instructor

Office: Campbell 306—622-1315
Office hours: MWF 10:30-11:30; TR 9:00-10:00 and by
appointment

Catalog Description: THE 495 Senior Seminar. (1) A. Majors with senior standing only. A capstone experience in theatre. Synthesis of students' total theatre education as well as creation of a professional resumé and correspondence techniques.

Texts: a modern/contemporary theatre script to be selected (for example, Proof by David Auburn)
additional theatre script for final exam—will be different each term

Student Learning Outcomes: Upon completion of the course, the student will be able to:

- 1) Communicate their theatre skills by writing an acceptable business letter of application for a graduate school appointment or professional position.
- 2) Compile evidence of their preparation for a career by creating an effective professional theatre resumé and/or portfolio.
- 3) Demonstrate and discuss their understanding of the concepts of acting, design and directing as applied to a selected script.
- 4) Articulate an appreciation of theatre in production by critiquing an EKU Theatre performance.

Course Requirements: Class work will be divided into three units. The first—Professional Preparation—will involve the writing of a business letter of application for graduate school or a professional position in theatre. Each student will also create a professional resume'/portfolio aligned to his/her area of interest and experience. Following this unit, the student will participate in a second unit—Critical Appreciation—during which the class will focus on the elements of theatre production and the criteria used for judging artistic success. Finally, the student will work in a third unit—Applied Experiences. The selected script (Proof, for example) will be the source for discussion of concepts and possible approaches for the applied theatre experiences in acting, design (dependent upon the individual student's area of interest) and directing. Completion of a final examination will also be required.

Test: There will be one take-home final examination which will be due during the University-scheduled final exam period.

Course Calendar: The term will be scheduled as follows:

Weeks 1-4—Professional Preparation

Weeks 5-6—Critical Appreciation

Weeks 7-13—Applied Experiences

Weeks 14-16—Assign final script and take-home examination

Course Assignments and Value: Course grades will be determined from all of the work listed below:

Business letter of application—10% of grade

Resume'/Portfolio—10%

Acting assignment (applied experience—performance of a scene or monologue from the text)—15%

Design assignment (applied experience—one costume plate/set rendering or ground plan/lighting design concept and defense)—15%

Directing assignment (applied experience—statement of play's spine/production concept and defense)—15%

Final exam—25%

Participation—10%

Attendance: Regular class attendance is expected of all students.

1. Class attendance will be recorded at the beginning of each scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record. (Note that the instructor might sometimes record absences at the end of class.)

2. *Failure is mandatory for students who are absent from more than 10% of the regularly scheduled class meetings. **FOR THIS CLASS, THAT AMOUNTS TO THREE (3) CLASS PERIODS!*** These absences are provided in case they are needed for emergencies or for participation in university-sponsored activities.

3. At the discretion of the instructor, any time away from class may negatively influence the student's grade.

4. All papers are due at the beginning of class on the day listed: no exceptions! Under extraordinary circumstances, an extension may be granted, but you will have to contact me (via e-mail or in person) at least one class period before the paper is due. Late papers lose one-half letter grade for each day they are late. Any work (like quizzes) cannot be made up for "unexcused" absences, but "excused" absences still count towards your total.

5. Attendance regulations **shall begin with the first scheduled meeting of the class regardless of when the student enrolls.**

6. Students who arrive late for class will be counted as ½ absent; students who leave class before it is dismissed will be counted as absent for the entire period. For the entire text of attendance policy, see:

http://www.english.eku.edu/attendance_policy.doc.

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>GLY 210</u> *Course Title (<u>30 characters</u>) <u>Introduction to Geochemistry</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>2/13/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>3/2/2009</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To remove CHE 100, 101, and 111 as equivalent courses to GLY 210. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: GLY 210 is a narrow-focused course that applies concepts of chemistry specifically to geologic problems. An evaluation of the chemistry courses indicates that these courses cover a much broader spectrum of chemistry concepts than GLY 210, and therefore students would benefit from the opportunity for additional exposure to chemical concepts to improve their understanding of chemical concepts and principles.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Operating Expenses Impact: None. Equipment/Physical Facility Needs: None. Library Resources: None.	

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

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

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

New or Revised* Catalog Text

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

GLY 210 Introduction to Geochemistry. (3) I. Prerequisite or Corequisite: ACT math score of 22, or SAT Math score of 530, or MAT 107, or departmental approval. An introduction to the application of fundamental concepts and skills in chemistry (nomenclature, stoichiometry, bonding, chemical change) to geology, including the distribution of the elements, mineral chemistry, and radiometric dating. ~~Credit will not be awarded to students who have credit for CHE 100, 101, or CHE 111.~~

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	210	Fall 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GEOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 40	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Course Prefix and No.	
Test Scores	ACT Math Score of 22, or SAT Math Score of 530, or MAT 107, or departmental approval
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.	CHE 100, 101, or 111
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>GLY 535</u> *Course Title (<u>30 characters</u>) <u>Hydrogeology</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/13/2009	NA
<i>Is this a SACS Substantive Change?</i> Yes *** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/2/2009	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the prerequisite to GLY 315.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>GLY 315 is an introductory hydrology course that was added to the curriculum several years ago. Since it directly applies to the topic of hydrogeology, it is a more appropriate prerequisite than "any geology course."</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

GLY 535 Hydrogeology. (3) I. Prerequisite: ~~any general education geology course~~ GLY 315 or departmental approval. Origin, occurrence, movement, utilization, and conservation of groundwater. Qualitative and quantitative presentation of geological, physical, and geochemical aspects of groundwater hydrology. 2 Lec/2 Lab.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	535	Fall 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GEOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 40	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Any general education geology course <u>GLY 315</u> or departmental approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>NAT 380</u> *Course Title <u>(30 characters)</u> <u>Science and Society</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>2/13/2009</u> Graduate Council* _____ <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>3/2/2009</u> Approved _____ Disapproved _____ General Education Committee* _____ NA Faculty Senate** _____ <u>NA</u> Teacher Education Committee* _____ NA Board of Regents** _____ <u>NA</u> Council on Postsecondary Edu.*** _____ <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To indicate NAT 380W as an equivalent course. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: NAT 380W has the same content as NAT 380, but is a writing intensive version of the course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Operating Expenses Impact: None. Equipment/Physical Facility Needs: None. Library Resources: None.	

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

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

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

New or Revised* Catalog Text

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

NAT 380 Science and Society. (3) I, II. By investigating instances in which scientific knowledge interacts with society, this course attempts to understand the involvement of science with religion, government, technology, human population, energy, the environment, and the future. Credit will not be awarded to students who have credit for NAT 380W. Gen. Ed. VII (NS), VIII.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NAT	380	Fall 2009	AS X JS BT EM ED PC HS	GEOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 40	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>NAT 380W</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

<input type="checkbox"/> (Check one)	Department Name	Geography & Geology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GLY 480
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Petroleum Geology
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/13/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/2/2009	Approved _____ Disapproved _____	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course, GLY 480 Petroleum Geology

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

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

B. The justification for this action:
 There is increasing demand from students for a specific course in petroleum geology and job opportunities in this field continue to increase. We are offering it as a Special Problems class this year, and anticipate making it a regular elective offering for geology majors.

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

Personnel Impact:
 None; Dr. Borowski is currently teaching Petroleum Geology as GLY 580 Special Topics.

Operating Expenses Impact:
 No additional; The department has already spent approximately \$3000 on software, well logs, and other supplies that will be reused each time the class is offered.

Equipment/Physical Facility Needs:
 No additional; The class can use the existing department computer lab when needed.

Library Resources:

No additional; The university already subscribes to the AAPG Bulletin and other relevant journals.

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

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

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

New or Revised* Catalog Text

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

GLY 480 Petroleum Geology. (3) II. Pre/Corequisites: GLY 410 and GLY 420. Use of the petroleum systems paradigm to explore characteristics of economically-viable petroleum accumulations. The course also examines fundamental activities such as electric logging, mudlogging, and drilling. Exercises and projects model industry practices in recognizing and understanding petroleum accumulations.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	480	Fall 2009	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GEOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory <u>0</u> Other _____		Cip Code (first two digits only) 40	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Course Prefix and No.	<u>GLY 410 and GLY 420</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

PETROLEUM GEOLOGY

GLY 480 (CRN xxxxx) 3 credit hours **xxxxxxx 20xx** Dept. of Geography & Geology

TR xxxx xM Roark 1 Final Exam: xxxday, x xxx 20xx, x – x xM

Dr. Walter S. Borowski Roark, Room 7 w.borowski@eku.edu

Please use *email* to contact me! I am very willing to meet with students! Please utilize me as a resource!

Course Description: Use of the petroleum systems paradigm to explore characteristics of economically-viable petroleum accumulations. The course also examines fundamental activities such as electric logging, mudlogs, and drilling. Exercises and projects model industry practices in recognizing and understanding petroleum accumulations.

Text: S.L. Bend, Petroleum Geology eTextbook, AAPG Special Publication, 2007.

Course Structure: This course will primarily adopt a lecture format, supplemented with in-class exercises and projects. In addition, students will make presentations about our subject matter. We will also use class time to work on our class project.

Please, please, please feel free to ask questions or explore concepts in class. This makes for a dynamic atmosphere of learning as we explore Petroleum Geology.

Attendance & Participation: I expect perfect attendance.

Grades: A 100-90% B 89-80% C 79-70% D 69-60% F <60%

Exams: 30% (3 exams, 10% each) Presentations: 15% Project: 10% Exercises & Homework: 40%

Exams: There will be 2 exams during the semester and a final exam (see schedule). All exams will be of equal weight and cumulative to some extent. Exams will be open book and open notes and will consist of short answer, exercises, and essay questions.

Student Progress: Students will be able to chart their own progress in course, as all graded materials will be returned promptly. The instructor can also advise students on their approximate progress with a grade *estimate*. Students will be notified of their official midterm grade and their final grade through established University procedures.

Presentations: There will be team presentations featuring clastic depositional environments and case studies of petroleum systems during the semester. Both the instructor and students will critique the presentations. Graduate students will do individual presentations.

Class Project: In addition to class exercises and homework, students will conduct project that characterizes a producing field in Chandeleur Sound, Louisiana. Students will construct cross-sections, structure maps, and net sand maps to gain understanding of petroleum accumulations. These items will serve as the backbone for a report on the geologic features of the field. Due **xx Xxxx 20xx**; 10 % of class grade.

Field Trips: One or two excursions to the field, dependent on drilling and completion activity. These field trips may occur either during class time or on Saturdays. They are entirely dependent on operations totally outside my control and so will be dictated by circumstances and opportunity.

Blackboard: Class syllabus, notes, and figures will be available on BLACKBOARD, accessible at: <http://www.learn.eku.edu/>. To be fully prepared for class you *must* print out these materials before coming to class.

My Policies: Missed quizzes and exams cannot be made-up without a valid excuse (medical or family emergency) *certified by the University*. If the excuse is acceptable, make-ups must occur within 1 week of the scheduled event. Make-up exams consist of predominately essays.

Midterm Grades are due into the Registrar on **Xxxx x**; last day to withdraw from a full-semester class is **Xxxx x**.

Official email: An official ECU e-mail address is established for each registered student, each faculty member, and each staff member. All course-related communications sent via e-mail will be sent to this ECU e-mail address. Moreover, the university has designated e-mail as an official communication medium, therefore students are expected to monitor their university e-mail for course-related communications at regular intervals.

University Policies: Refer to the University Handbook for Students for University policies. Use of tobacco products is prohibited by law in the classroom.

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

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

Our QEP Theme: ECU will develop informed, critical and creative thinkers who communicate effectively.

STUDENT LEARNING OUTCOMES

Students successfully completing this course will be able to:

1. understand the formation of petroleum accumulations in light of petroleum systems paradigm;
2. create geologic products using primary data to characterize petroleum accumulations;
3. vet these and other geologic products to assess petroleum prospects.

GROUND RULES FOR THE INSTRUCTOR AND STUDENTS

Your Expectations

- To experience an organized, rigorous course that *challenges* you and prepares you for future academic endeavors and the working world.
- To be treated fairly with respect to others in the class, especially in grading.
- For the instructor to adhere to the ground rules in the syllabus.
- To reach me during regular working hours for help and feedback.
- To have work graded and handed back within a reasonable time period.
- Course requirements that offer you an opportunity to pass the course, and excel.
- To be treated as an adult in a respectful, courteous manner.

My Expectations

- That you will act as adults:
 - Please be courteous and considerate to fellow classmates and me.
 - Come to class daily, arriving a few minutes before class starts so you can be settled and ready to start.
 - Come to class curious and prepared to be actively engaged.
 - Do the work.
 - Turn work in on time that is done *neatly*, despite outside, difficult circumstances.
 - Take exams on schedule, despite outside, difficult circumstances.
 - Realize that your performance in the course is dependent on *your* actions, attitude, effort, etc.
 - Realize that *Effective* work = results.
- Please accept the rules and guidelines in the syllabus.
- Please accept my experience in the working world and realize that my expectations are similar to those of an employer.
- That *you* will fairly and constructively help me improve the course and my teaching methods with adult, thoughtful feedback on course evaluations.

COURSE OUTLINE (subject to change)

<u>Week</u>	<u>Subjects</u>	<u>Text Chapter(s)</u>
1	Introduction, Electric logs	1, 9
2	<i>No class</i> <i>Xxxxxday xx</i> <i>Xxxxxxxx Day</i> Electric logs	9
3	Source rocks	3, 2
4	Source Rocks Migration	3, 2 3
5	Migration Reservoir	3 4
6	Reservoir EXAM 1 Xxxxxx xx	4
7	Reservoir – Student presentations	
8	Reservoir – Student presentations	
9	<i>No Class</i>	
10	Trapping	4
11	Trapping	4
12	Drilling EXAM 2 Xxxx x	7
13	Production	8
14	Exploration	9
15	Petroleum Systems case studies – Student presentations	
16	Petroleum Systems case studies – Student presentations	

xx Xxxxx

OUR LAST CLASS!

Final Exam: Xxxxxday, x xxxx 20xx, x – x xM

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>GLY 482</u> *Course Title (<u>30 characters</u>) <u>Paleoclimate</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>2/13/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>3/2/2009</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a new senior-level geology class: Climate & Paleoclimate</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>Climate & Paleoclimate is a class that is taught frequently as a special topics class. We would like for our <i>Catalog</i> to reflect what we teach rather than what we used to teach.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. This is already being taught as a special topics class.</p> <p>Operating Expenses Impact: None. This is already being taught as a special topics class.</p> <p>Equipment/Physical Facility Needs: None. This is already being taught as a special topics class.</p> <p>Library Resources: None. This is already being taught as a special topics class.</p>	

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

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

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

New or Revised* Catalog Text

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

GLY 482 Paleoclimate. (3) A. How the interaction of ocean and atmosphere creates climate on the planet today and leaves its record in geologically accessible Earth materials, with an emphasis on the interpretation of the geological record and how we learn how the Earth's climate has changed in the past.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GEOL	482	Fall 2009	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GEOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory <u>0</u> Other _____		Cip Code (first two digits only) 40	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

PALEOCLIMATE

GLY 482

3 credit hours

Fall 2009

Dept. of Geography & Geology

TTh 9:30 – 10:45 AM, Roark 1

Dr. Walter S. Borowski

Roark, Room 7

w.borowski@eku.edu

Email is the best way to reach me. Visits by appointment! Please utilize me as resource!

Course Description: The course ultimately examines the current debate concerning global warming through of the lens of climatic change occurring throughout Earth history. After addressing factors that control climate, the course examines glacial-interglacial cycles, the Mesozoic Hothouse, Paleozoic and Proterozoic glaciations. From this platform, we assess the strengths and weaknesses of arguments on either side of the present debate.

Text: W.F. Ruddiman. *Earth's Climate, Past and Future*, Freeman.

Course Structure: This course will adopt a seminar format. Students will give presentations and be discussion leaders as we analyze thematic readings.

Please, please, please feel free to ask questions or explore concepts in class. This makes for a dynamic atmosphere of learning as we explore Paleoclimate.

Attendance & Participation: Perfect attendance is expected. There will be participation points available at every class meeting. Missed class = no participation points – no exceptions! However, missing classes will result in no penalty; point deductions will occur at missing the third class and any class thereafter. Perfect attendance essentially results in extra credit for class participation.

Missing your scheduled presentation will result in no points from that assignment because the veracity of the class is most dependent on the student presenters and participants, rather than the instructor.

Class assignments will be in the form of readings, **student presentations**, and discussions that will occur frequently during the semester. Student presentations and discussions will be based on key **readings** that will be explored in class by students.

Grades: A 100-90% B 89-80% C 79-70% D 69-60% F <60%

Presentations and discussion leadership: 50% Written Assignments: 30% Class Participation: 20%

Student Progress: Students will be able to chart their own progress in course, as all graded materials will be returned promptly. The instructor can also advise students on their approximate progress with a grade *estimate*. Students will be notified of their official midterm grade and their final grade through established University procedures.

Blackboard: Class syllabus, notes, and figures will be available on BLACKBOARD, accessible at: <http://www.learn.eku.edu/>. To be fully prepared for class you *must* print out these materials before coming to class.

My Policies: Missed quizzes and exams cannot be made-up without a valid excuse (medical or family emergency). If the excuse is acceptable, make-ups must occur within 1 week of the scheduled event. Make-up exams consist of predominately essays.

Midterm Grades are due into the Registrar on **Xxxx x**; last day to withdraw from a full-semester class is **Xxxx x**.

Official email: An official ECU e-mail address is established for each registered student, each faculty member, and each staff member. All course-related communications sent via e-mail will be sent to this ECU e-mail address. Moreover, the university has designated e-mail as an official communication medium, therefore students are expected to monitor their university e-mail for course-related communications at regular intervals.

University Policies: Refer to the University Handbook for Students for University policies. Use of tobacco products is prohibited by law in the classroom.

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

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

Our QEP Theme: ECU will develop informed, critical and creative thinkers who communicate effectively.

STUDENT LEARNING OUTCOMES

Students successfully completing this course will be able to:

1. understand how the interaction of climatic factors creates climate on the planet today, and during Earth history;
2. recognize climatic signals recorded by Earth materials;
3. interpret these aspects of the geological record;
4. outline the Earth's climatic changes, from the opening of the present oceans to today;
5. assess and categorize current global warming concerns into a series of critical ideas for examination;
6. integrate knowledge of paleoclimate in order to critique the present debate on global warming; and
7. master critical thinking and presentation skills that will be needed in future academic and employment settings.

GROUND RULES FOR THE INSTRUCTOR AND STUDENTS

Your Expectations

- To experience an organized, rigorous course that *challenges* you and prepares you for future academic endeavors and the working world.
- To be treated fairly with respect to others in the class, especially in grading.
- For the instructor to adhere to the ground rules in the syllabus.
- To reach me during regular working hours for help and feedback.
- To have work graded and handed back within a reasonable time period.
- Course requirements that offer you an opportunity to pass the course, and excel.
- To be treated as an adult in a respectful, courteous manner.

My Expectations

- That you will act as adults:
 - Please courteous and considerate to fellow classmates and me.
 - Come to class daily, arriving a few minutes before class starts so you can be settled and ready to start.
 - Come to class curious and prepared to be actively engaged.
 - Do the work.
 - Turn work in on time that is done *neatly*, despite outside, difficult circumstances.
 - Take exams on schedule, despite outside, difficult circumstances.
 - Realize that your performance in the course is dependent on *your* actions, attitude, effort, etc.
 - Realize that *Effective* work = results.
- Please accept the rules and guidelines in the syllabus.
- Please accept my experience in the working world and realize that my expectations are similar to those of an employer.
- That *you* will fairly and constructively help me improve the course and my teaching methods with adult, thoughtful feedback on course evaluations.

COURSE OUTLINE (subject to change)

<u>Week</u>	<u>Subjects</u>	<u>Chapter(s)</u>
1	Paleoclimate: Introduction Modern climatic concerns – Global Warming: The Buzz	Ruddiman readings
2	A modern perspective: How science works	Ruddiman
3	Modern climatic factors Student presentations	readings
4	Methods of reconstructing climate Historical climatic records, Stable isotopes	Ruddiman
5	Methods of reconstructing climate Other climatic proxies	Ruddiman
6	Methods of reconstructing climate Historical climatic records	Ruddiman
7	Ocean-Atmosphere-Climate interactions	Ruddiman
8	Cenozoic climatic changes	Ruddiman
9	Mesozoic climate	Ruddiman
10	Earlier climates	Ruddiman
11	Global Warming – Reprise	readings
12	Global Warming: The Evidence IPCC & Climate, 4 th Report (2006)	handout
13	Philosophy of climatic modeling Climatic modeling – strengths and weakness	readings
14	Uncertainties in assessing and predicting climate	readings
15	Veracity of proposed controls on CO ₂ emissions	readings
16	Global Warming Debates Consequences of emissions controls & “green” activities	readings

x XXXXXX

LAST DAY OF CLASS!!

FINALS Meeting

Xxxday, xx XXXXX, x – x xM

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>NAT 380W</u> *Course Title (<u>30 characters</u>) <u>Science and Society: W</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>2/13/2009</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ 3/2/2009 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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a NAT 380 course that incorporates substantive writing assignments and is designated as a writing intensive course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>Courses with substantive writing requirements can now be identified with a W following the course number. This will allow courses to be easily identified by students and tracked for assessment purposes. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: None.</p> <p>Library Resources: None.</p>	

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

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

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

New or Revised* Catalog Text

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

NAT 380W Science and Society: Writing Intensive. (3) I, II. Prerequisite: ~~ENG 102~~, or ~~ENG 105 (B)~~, or ~~HON 102~~. A writing-intensive exploration of instances in which scientific knowledge interacts with society, this course attempts to understand the involvement of science with religion, government, technology, human population, energy, the environment, and the future. Credit will not be awarded to students who have credit for NAT 380. Gen. Ed. VII (NS), VIII.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters) <u>NAT</u>	Course Number (3 Digits) <u>380</u>	Effective Term (Example: Fall 2001) Fall 2009	College/Division: AS <u>x</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* GEOS
Credit Hrs. <u>3.0</u>	Weekly Contact Hrs. Lecture <u>3.0</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) <u>1</u>	Work Load (for each schedule type) <u>3</u>	Grading Mode* <u>N</u> <u>A</u>	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>ENG 102 or ENG 105 (B), or HON 102.</u>
Course Prefix and No.	

Test Scores

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

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

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

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

Course Prefix and No.	<u>Credit not allowed with NAT 380.</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Geography & Geology
NAT 380W Science and Society: Writing Intensive
(3 credit hours)

xxxx Semester, 200x
Lecture: 2:00 - 3:15 p.m. TR
Room: Memorial Science 71

Dr. Melissa S. Dieckmann
201 Roark Building
Office: 859-622-1274
Melissa.Dieckmann@eku.edu

Textbook: None. Due to the nature of this course, reading materials for this course are from newspapers and journals for a scientifically interested/literate lay audience. Students will be provided access to the reading materials via library reserve material and Web links to the newspaper articles/journal sites.

Course Description: This course explores the involvement of science in many facets of society. A significant portion of the course will focus on the involvement of science in the quality of life of individuals on a daily basis, and focuses on the impact that technology has on the scientific issues and challenges facing society.

Student Learning Outcomes: After completing this course, successful students will be able to:

- Evaluate scientific information presented in media and journals for a lay audience to determine its reliability and credibility;
- Understand the role that science plays in today's society, from individual quality of life to the effect of a scientifically educated public on politics and government;
- Use scientific and non-scientific information to make personal and community-based decisions about issues of societal importance that include scientific factors;
- Effectively communicate in oral and written forms the impact that science has on societal issues and how these affect one's personal life.

General Education Course Goals*:

2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues relating to the development and application of science and technology in society.
3. Analyze the historical, social, or ethical context of economic, scientific and technical developments, and how these developments influence people, their business relationships, and their interactions with the environment.
5. Analyze the fundamental natural processes of the world and the interactions of humans and their environment.
7. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences; and examine the methods that underlie the search for scientific and technical knowledge in society.
8. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, scientific and technical issues of personal and public importance.

*Note: These course goals address Breadth of Knowledge (Group VII) and Depth of Knowledge (Group VIII) related to the theme of Technology.

This course will introduce students to the fundamental concepts and processes of scientific inquiry, and teach students how to apply these basic principles to analyze and make decisions about scientific and technical issues of personal and public importance. In this course, students will learn a) how scientists collect data about the scientific issues of societal interest, b) how scientific data are analyzed and interpreted, and c) how to draw conclusions from data to evaluate benefits, risks, and potentially unforeseen outcomes of societal actions related to scientific and technical issues. Critical thinking skills are essential in this course and are needed to

- 1) apply general principles of scientific inquiry to specific problems of a technologically savvy society,
- 2) frame a scientific question about an area of societal interest related to science and technology and learn what data to gather,
- 3) organize and interpret data in a variety of forms,
- 4) analyze the social and ethical context of scientific and technical developments and their impact on individuals and on society as a whole, and
- 5) effectively communicate one's reasoning behind decisions and opinions made related to the interrelationship of science and society.

Course Expectations: Students are expected to behave in the course as they would in a professional setting. The following behaviors are expected of all students in this course:

- Students must arrive to class punctually
- Cell phones and pagers must be turned off or put in silent/vibrate mode
- Cell phones may not be answered in the classroom, and students may not leave the classroom to take calls except in the case of emergency
- Disruptive behavior will not be tolerated, including, but not limited to, private conversations that disrupt class discussion and noisily entering and leaving class during the class period.

Attendance: Attendance is required and will be recorded. Class discussion is the primary learning method used in this class, so significant absence from the classroom will minimize your learning and can affect the classroom learning environment for others. In the event that you must miss a class, **it is your responsibility** to let me know as soon as possible (see phone numbers or e-mail address above), to receive any assignments handed out and to submit assignments missed that day.

Course Outline

Topic	Date of Discussion
I. Introduction	August 21
A. What is Science?	August 22 and 28
B. Limitations to Data Analysis and Interpretation	August 30 and September 4
C. The Link Between Science and Society	September 6
II. Science in Everyday Life	
A. The Science of Food	
1. The Science of Taste	September 11 and 13
2. Food Additives	September 18
3. Dieting in the 21 st Century	September 20 and 25

- | | |
|---|---------------------------|
| 4. Biotechnology and Food | September 27 |
| B. Science and Religion | |
| 1. Why Is There Controversy? | October 2 |
| 2. Is There Scientific Truth in the Creation Story? | October 4 |
| 3. Evolutionary Theory and Human Evolution | October 11 and 16 |
| 4. Intelligent Design | October 18 |
| 4. Can God and Science Mix? | October 23 |
| NO CLASS ON OCTOBER 25 – SWE CONFERENCE | |
| C. Science and the Health Industry | |
| 1. Genetics and Health Issues | October 30 and November 1 |
| 2. The Science of Aging | November 6 and 8 |
| 3. Pharmaceuticals - Boon or Bane? | November 13 and 15 |
| III. Science of Sex and Love | |
| A. Do You Decide Who to Love? | November 20 and 27 |
| B. Homosexuality - Biology or Behavior? | November 29 |
| C. Sexuality and Society | December 4 |
| IV. Reflection/Culmination of Semester | December 6 |
- ***POSITION PAPER DUE - Thursday, December 13*****

Grading: Students will complete (and submit when appropriate) the following requirements:

Class Activities	20% of final grade
Reading Strategies (daily)	20% of final grade
Essential Question Journal	20% of final grade
Unit Responses (4)	20% of final grade
Position Paper	20% of final grade

Class Activities: This class will be a mixture of small group work and class discussion. Students are minimally expected to come to class on time and participate seriously and fully in group work. The philosophy of this course is that students learn best when they are active in the learning process. Therefore, students will be expected to work with each other in small and large group settings to critically evaluate the material in the class. To this end, students will be asked to do guided, teamwork-based assignments. Potential projects may include role-playing, quick in-class writing assignments, or lab-type projects. These assignments will be graded based on the effort put into completing the in-class assignment and the quality of the product that your team develops as a result.

Reading Strategies: This class is discussion-based, therefore preparation of daily topics is an important part of the class experience. Most days, students will be given articles provided by the professor relating to the topic for the next class day. Students are required to read the assignment before the class has begun. To ensure that everyone has understood the material and can discuss it in a meaningful way, students will be provided with a variety of reading strategies to help students find the important points of the articles. The strategy will require students to produce a product, such as a graphic organizer, sketch, or completed study guide **every day there is a reading assignment**. All reading strategies will be collected and reviewed to ensure that students understood the important points of the reading. **Students who miss class may turn in the reading activity for full credit on or before the date it is due, or for reduced credit after the date of the reading assignment.**

Essential Question Journal: The discussion in this course is guided by a daily essential question. A well-reasoned, scientifically accurate answer to the question requires students to read and comprehend the articles for the day, think critically about how the articles relate to the question, and to synthesize a personal answer based on the information provided by the articles and developed further during class discussion as well as personal experiences and knowledge from other courses/disciplines as appropriate. Students are expected to write (word processed and double-spaced with a 12-point font) a 1-page journal entry addressing each essential question after engaging in class discussion of the topic. The journals will be submitted one week after the end of the unit for evaluation and feedback. The journal entries may serve as the foundation for the position paper required of each student, so dedicated effort during this exercise will yield significant benefits later in the course.

<u>Date</u>	<u>Reading Assignment and Essential Question</u>
August 21	Syllabus
August 28	<i>How do scientists discover new knowledge?</i> The Nature of Evidence The Practice of Science at the Edge of Knowledge Two Troubles with Science
August 30	<i>What are some problems that scientists might encounter while researching a topic?</i> Poll Vaulting Epidemiology Faces Its Limits The Secondhand Smoking Gun
September 4	<i>What are some problems that scientists might encounter when interpreting information collected during research?</i> Counting on Dyscalculia Scare Yourself Silly, but the Real Terrors Are at Your Feet Future Imperfect
September 6	<i>What are some important science-based issues facing society in the 21st century?</i> Does Science Matter? Science in the 21 st Century The Impact of Society on Science
September 11	<i>How do we decide what we like to eat?</i> There's a Sucker Born Every Medial Prefrontal Cortex
September 13	<i>What factors affect why different people taste the same food differently?</i> The Bitter Truth Forbidden Flavors Sweet Relief
September 18	<i>Why do pre-packaged foods have so many additives?</i> The Scoop on Ice Cream Creamy, Healthier Ice Cream? What's the Catch? The Pizza Lab A Charm's Life

- September 20 *Why are there so many overweight people in the U.S.?*
 Why We Get Fat
 Still Hungry?
 Food Fix
 XXL from Too Few Zs?
- September 25 *What is the best way to diet responsibly?*
 Exchanging Cigarettes for Bagels
 Diet and Lose Weight? Scientists Say ‘Prove It!’
 Counting Carbs
 Maybe You’re *Not* What You Eat
 Go With Your Gut
- September 27 *What are the consequences of manipulating our food supply?*
 Brave New Veggies?
 Medical Consequences of Antibiotic Use in Agriculture
 Clone-Generated Milk, Meat May Be Approved
 Scientists Combine Farming With Medicine to Create Edible Vaccines
 When Genes Escape
- October 2 *Why is there so much controversy over evolution?*
 Science and Religion: Lessons from History?
 Oppressed by Evolution
- October 4 *Is there scientific truth in the Genesis creation?*
 Studying Evolution and Keeping the Faith
- October 11 *What is the theory of evolution?*
 Evolution as Fact and Theory
 Creating the Creators
- October 16 *What does scientific evidence tell us about the creation of human beings?*
 And the Evolutionary Beat Goes On...
 Up From the Apes
 The Human Wave
 Has Human Evolution Ended?
- October 18 *What is intelligent design?*
 Evolution in Action
 Intelligent Design?
 Evangelical Scientists Refute Gravity With New ‘Intelligent Falling’ Theory
- October 23 *How do people reconcile scientific evidence with their religious faith?*
 Stuck in Lincoln’s Land
 Science and God: A Warming Trend?
 Nonoverlapping Magesteria
- October 30 *What causes disease in humans?*
 The Mice Without Qualities
 Hidden Benefits
 Can We Wipe Out Disease?
- November 1 *Should humans use genetic testing to screen for genetic diseases in their families?*
 Genetic Information and the Family
 Bringing Up Baby’s DNA
 In New Tests for Fetal Defects, Agonizing Choices
 Tempting Fates

- November 6 *Why do some people live longer than others?*
 Making Sense of Centenarians
 Dying Before Their Time
 Keep on Going
 Buff and Brainy
 Giving aid, staying alive
- November 8 *What are the impacts of humans living longer lives?*
 Intimations of Immortality
 Immortal Cells
 High-Tech Daydreamers Investing in Immortality
- November 13 *What are the benefits of having readily available pharmaceuticals?*
 The Altered Human Is Already Here
 We Love Them. We Hate Them. We Take Them.
- November 15 *What are the risks of having readily available pharmaceuticals?*
 Let's Not Medicate Away Student Angst
 Are Antibiotics Killing Us?
 Marketing the Illness and the Cure?
 When Pills Kill
 This Is Your Country on Drugs
- November 20 *What causes people to be romantically attracted to each other?*
 Sex: Not an Exact Science
 All That Glisters Is Gold
 Love by the Line
- November 27 *What factors affect our behavior in romantic relationships?*
 Caudate-Over-Heels in Love
 Watching New Love as It Sears the Brain
 High on Fidelity
 The Ties That Bond
- November 29 *What causes homosexuality?*
 A Gene for Nothing
 Gay Males' Sibling Link
 Gay at Birth?
 Love That Dare Not Squeak Its Name
- December 4 *Should we legislate sexuality?*
 Losing a Church, Keeping the Faith
 Plight of the Untouchables

Unit Responses: This course is designed to explore contemporary issues of Science and Society. These issues require careful analysis of evidence, scientific and otherwise, on various positions associated with each topic. Students are expected to participate in class, but they must also critically analyze the issues and think seriously about the impacts of such a situation on the greater society. This critical analysis of evidence requires further time outside of class. To encourage this critical thinking, students will be asked to use seminal articles from each topic to respond to a question over the cumulative information they have learned. Students will be allowed to choose from a variety of topics for each unit, and students must submit one response for each of the first four units by the deadline indicated on the Blackboard site.

1. The assignments will be due on the due date indicated on the Blackboard site. All assignments must be **word processed and double spaced**. The assignment is due **before midnight** on the date specified. Homework may be turned in before the deadline at your preference, but will not be graded until all unit responses are collected on the due date. Homework may be submitted in hard copy, or through e-mail attachment in Microsoft Word, WordPerfect, or rich text format (.rtf) available for all word processing programs. The final deadline is NOT negotiable, so do assignments in a timely fashion. **Late homework will be deducted 10% for every day that it is late. Homework will not be accepted later than one week after the due date.**
2. Likewise, the assignments will be graded and returned in a timely fashion, so that you receive feedback while questions are still fresh in your mind. If homework is not returned **within two weeks** after the due date, three points will be added for each lecture period in which the assignment is not returned.
3. The assignment should be no longer than five (5) pages in length. The student will receive a cumulative question as a prompt and a series of articles from the reading list related to that question. The student must use information learned during the unit (from readings and in-class discussion) and/or already in the student's base knowledge to thoroughly address the prompt. The rules of evidence learned in the first unit will be applied to the response when determining the quality of the response.

There is no one correct answer to the response. The goals of the assignment are (1) to demonstrate that the students understood the readings, (2) to have the students critically evaluate information and form a judgment (i.e., response) to the information provided in the articles, and (3) to effectively communicate your position in written form. You will be graded solely on your ability to articulate your position effectively and support your position using logical reasoning (i.e., critical thinking) and correct scientific information.

Position Paper: Each student will be required to complete an in-depth position paper based on a unit review question or daily essential question. In addition to the formatting and grading rules applicable to unit reviews, position papers must also meet the following additional requirements:

1. Students must begin with a daily essential question or unit review question and develop a more involved question to address in their position paper. (For example, if you choose the daily essential question "Why do pre-packaged foods have so many additives?" (September 18), your position paper may address the question "Are all-natural/organic foods healthier for the human population than foods with additives?")
2. Each position paper must be at least 10 pages in length, not including a bibliography page. Students are expected to use additional resources beyond those provided in the course – i.e., you will have to find additional articles from newspapers or journals to support your position.
3. The first draft of each position paper will be the daily journal entries and/or unit responses on which the foundational question is based. After receiving feedback from

the professor, each student will be required to turn in at least one additional draft of the paper with the new research question before submitting the final paper. Students are also strongly encouraged to utilize the Writing Center during their writing process; students who receive poor grades (less than a C) on the first or second draft of the paper **will be required** to seek help from the Writing Center and provide documentation of this help to the professor.

4. Since the first draft serves as a grade toward your overall requirement on either unit responses or daily journal entries, this will not be counted toward the final grade on the position paper. The overall position paper is worth 20% of your final grade; 5% will come from your final draft, and 15% from the final position paper that you submit at the end of the semester.
5. Position papers are due by midnight on the date of the scheduled final exam. The position paper represents your cumulative knowledge of the interrelationship of science and society, as well as your ability to think critically about complex issues and effectively communicate your analysis of these issues and decisions that you make relative to these issues.

Additional Help: If you find that you are having difficulty with some of the concepts in this class and require extra help, you may schedule an appointment with me or visit during office hours. Appointments work on a first come-first served basis. You are welcome to schedule an appointment in person or by phone or e-mail. However, e-mail messages must be received at least 24 hr. in advance so that I can reply to your message.

Student Progress: Your progress in this class will be monitored by the reading strategies, daily journal entries, unit responses, and in-class activities. Every effort will be made to grade and return assignments in a timely manner, as the bonus system demonstrates. Previous experience has shown that this information provides an accurate representation of the progress of the student toward understanding the concepts necessary for success in this course. Students should check with EKU's *Colonel Compass* for the last day to withdraw.

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Certificate in Geographic Information Systems</u> (Major ____, Option ____, Minor ____, or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee _____ Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>3/2/2009</u> Approved <u>x</u> Disapproved _____ <u>3/19/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>4/6/09</u> Teacher Education Committee* <u>NA</u> Board of Regents** _____ Council on Postsecondary Edu.*** _____ *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a new certificate program in Geographic Information Systems</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action:</p> <p>Queries from potential and current students suggest that there is a great deal of interest in a certificate program in Geographic Information Systems. GIS is a large and growing discipline with ample job opportunities in geography and planning, geology, public administration, criminal justice and police studies, homeland security and intelligence analysis, range and wildlife management, forestry, emergency management, and many others. A Certificate in GIS program will attract many students, and provide an ample supply of well-trained GIS professionals to the region.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>We have two full-time faculty who specialize in Geographic Information Systems, and several others who are experienced enough with it to teach applied GIS courses. For several years we have hired part time faculty to teach one to two classes each year, and would continue to do so.</p> <p>Operating Expenses Impact:</p> <p>Part-time faculty will continue to cost the college between \$2100 and \$5200/year to teach one to two sections of applied GIS classes each year.</p> <p>Equipment/Physical Facility Needs:</p>
--	--

No additional needs; the department has a state-of-the-art GIS laboratory.

Library Resources:

No additional.

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

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

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

**DEPARTMENT OF GEOGRAPHY
AND GEOLOGY**

(The proposed certificate section would be located following the minors section, currently found on page 83 of the 2008-09 *Undergraduate Catalog*.)

Certificate in Geographic Information Systems

Introductory geoscience laboratory requirement.....3 hours

Select from GEO 210, GLY 102, GLY 107, GLY 108, GLY 109, GLY 172, or GLY 304.

Core requirements.....9 hours

GEO 353, GEO 456, and GEO 553

Electives.....12 hours

Select from: GEO 351, GEO 455, GEO 556, GEO 501 (when topics are appropriate), GEO 495 or GEO 498 or GLY 499 (if topic is appropriate), GLY 351, CRJ 403, STA 270 or 500, CIS 435, CSC 177

Total Curriculum Requirements.....24 hours



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College of Business and Technology
Office of the Associate Dean

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Ed.Davis@eku.edu • www.cbt.eku.edu

TO: Council on Academic Affairs

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

DATE: March 9, 2009

SUBJECT: Curriculum Proposals

Please consider the following course revisions/programs in the College of Business & Technology at the next Council on Academic Affairs meeting on March 19, 2009:

Department of Accounting, Finance & Information Systems

1. Course Drop(s)

Course	Justification	Page
ACC 300, 350, 442, 527, 550; CIS 103, 104, 476; RST 110, 130, 240, 245, 325, 410, 450	These courses have not been taught in the past several semesters and need to be dropped from the <i>Undergraduate Catalog</i> .	AFIS 1

2. Course Revision(s)

Course	Revision	Page
ACC 440	To change the course description; the AICPA examinations are not related to this course.	AFIS 2-4

3. Program Revision(s)

Program	Revision	Page
BBA in Accounting	To eliminate ACC 442 and 527 from the Accounting Program.	AFIS 5-6

Department of Communication

1. Course Drop(s):

Course	Justification	Page
COM 309 & 320A-H	Drop COM 309—No longer offered and content formerly contained in the course will be incorporated into PUB/JOU 412. Drop COM 320A-H—new three credit hour courses have been created which will cover the material offered in the one credit hour courses COM 320 A-H. This is a better use of department resources.	COMM 1



2. New Courses:

Course	Justification	Page
JOU 320	New course to replace COM 320 Series for JOU & syllabus.	COMM 2-7
JOU 412	New course to replace COM 320 Series & COM 309 for JOU & syllabus.	COMM 8-13
PUB 320	New course to replace COM 320 Series for PUB & syllabus.	COMM 14-19
PUB 412	New course to replace COM 320 Series & COM 309 for PUB & syllabus.	COMM 20-25

3. Course Revision(s):

Course	Revision	Page
JOU 305	Add the prerequisites COM 201 or JOU 201.	COMM 26-28

4. Program Revision(s)

Program	Revision	Page
Minor in Advertising	Change Minor to drop COM 320 Series and add JOU or PUB 320.	COMM 29-30
Minor in Visual Media	Change Minor to drop COM 320 Series and add JOU or PUB 320.	COMM 31-32
BA in Journalism	Change Major to drop COM 320 Series and add new courses.	COMM 33-34
BA in Public Relations	Change Major to drop COM 320 Series and add new courses.	COMM 35-36
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 37-38

Department of Management, Marketing and Administrative Communication

1. Program Revision(s):

Program	Revision	Page
BBA in General Business (All Options)	-To add a Corporate Communication and Technology option to General Business B.B.A. program. -To move CIS400 as a major requirement under the course requirements for the first three options. -To replace CIS 435 with 335 in Global Supply-Chain Management Option. -To adjust free electives accordingly for the new CCT option. -To reduce the General Business Major (all Options) to 120 hours from 128 by streamlining the curriculum and omitting courses without compromising the quality of the program.	MMAC 1-2
BS in Business Marketing Education/Teaching	Request exclusion for General Education Requirements: Block VII (QS) to take CIS 212 or CSC 104.	MMAC 3-4

Department of Technology

1. Course Drop(s):

Course	Justification	Page
CTE 469; TTE 163, 461, 462, 464, 465	These courses have not been taught in the past several semesters and need to be dropped from the undergraduate catalog.	TECH 1



Curriculum Change Form Course Drop

Department Name	Accounting, Finance & Information Systems		
College	College of Business & Technology		
Proposal Approved by:	<u> </u> Date		<u> </u> Date
Departmental Committee:	<u>2/27/2009</u>	Graduate Council*	<u>N/A</u>
College Curriculum Committee:	<u>3/2/2009</u>	Council on Academic Affairs	<u> </u>
General Education Committee*:	<u>N/A</u>	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	
Teacher Education Committee*:	<u>N/A</u>		
*If Applicable (Type NA if not applicable.)			

Completion of A and B is required:

A. Effective date: (Example: Fall 2009)

Fall 2009

B. The justification for this action: (course no longer taught/comment if other)

The courses below have not been taught in the past several semesters and need to be dropped from the undergraduate catalog.

List all courses to be dropped

Prefix	Number	Title	Comments:
ACC	300	Managerial Accounting	Last taught Spring 2001
ACC	350	Accounting Information Systems	Last taught Fall 2007
ACC	442	Auditing II	Last taught Spring 1985
ACC	527	Managerial Cost Accounting	Last taught Spring 1989
ACC	550	Accounting for Non-Profit Organization	Last taught Spring 2000
CIS	103	Introduction to Spreadsheets	Last taught Spring 1999
CIS	104	Introduction to Database Management	Last taught Spring 1999
CIS	476	Decision Support and Expert Systems	Last taught Fall 1997
RST	110	Fundamentals of Real Estate for the Consumer	Last taught Fall 1995
RST	130	Financing Real Estate for the Consumer	Last taught Spring 1993
RST	240	Fundamentals of Real Estate Appraisal	Last taught Spring 1994
RST	245	Applied Residential Appraisal	Last taught Fall 1994
RST	325	Computer Applications in Real Estate	Last taught Spring 2003
RST	410	Income Property Valuation/Investment	Last taught Spring 2003
RST	450	Seminar in Real Estate	Last taught Spring 1989

AFIS 1

For Registrar Office Use Only:	Date: <u> </u>	Initial: <u> </u>	Version 1.2 02/26/09
Copy Sent to: Graduate Council			

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Accounting, Finance & Information Systems	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ACC 440	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Legal Aspects of Accounting	
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.		
<input type="checkbox"/> Program Suspended (Part III)			

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/27/2009	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes *** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/2/2009	Approved _____ Disapproved _____	
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the course description</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>	<p>B. The justification for this action: The AICPA examinations are not related to this class.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

New or Revised* Catalog Text

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

ACC 440 Legal Aspects of Accounting. (3) I, II. Prerequisites: Junior standing (60 hours or more), ~~strong accounting background and instructor approval.~~ Law as it relates to the accounting profession. ~~Cases used from previous examinations given by the AICPA. Emphasis on short cuts and suggestions for timesaving on the examination~~

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

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

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Junior standing (60 hours or more) strong accounting background and instructor approval</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Accounting, Finance & Information Systems <hr/> College Business & Technology <hr/> *Course Prefix & Number <hr/> *Course Title (<u>30 characters</u>) <hr/> *Program Title Accounting (B.B.A.) (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/27/2009	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/2/2009	Council on Academic Affairs 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 eliminate ACC 442 and 527 from the Accounting Program 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 ACC 442 course has not been taught since Spring 1985. The ACC 527 course has not been taught since Spring 1989. Both courses need to be eliminated from the Accounting Program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

Accounting (B.B.A.)
CIP Code: 52.0301

University Requirement.....1 hour

BTO 100.

General Education Requirements.....36 hours

Standard General Education program, excluding general education blocks II, VB, and VC, and VII(QS). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

College Requirement: Professional Skills Seminar

BTS 300 (CR) and BTS 400 (CR).

Supporting Course Requirements.....18-21 hours

MAT 211 or the combined courses of MAT 107 and QMB 240; CIS 335, CIS 212 or CSC 104; SOC 131; ECO 230, 231.

Free Electives (non-business)9-12 hours

Business Requirements

Pre-Business Core.....12 hours

ACC 201, 202; GBU 204; QMB 200.

Business Core.....21 hours

CCT 300, CIS 300, FIN 300, MGT 300, 370, MKT 300, GBU 480.

Major Requirements.....28 hours

ACC 250, 301, 302, 322, 327, 425, 441, and nine elective hours (six from ACC 523, 501, 442, 521, 525, 527 or 440; and an additional three hours from this list or a non-accounting course approved by advisor, or ACC 349).

Total Curriculum Requirements.....128 hours

Curriculum Change Form Course Drop

Department Name	Communication		
College	Business & Technology		
Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee:	<u>11/21/08</u>	Graduate Council*	<u>N/A</u>
College Curriculum Committee:	<u>12/19/09</u>	Council on Academic Affairs	<u> </u>
General Education Committee*:	<u>N/A</u>	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	
Teacher Education Committee*:	<u>N/A</u>		
*If Applicable (Type NA if not applicable.)			

Completion of A and B is required:

A. Effective date: (Example: Fall 2009)

Fall 2009

B. The justification for this action: (course no longer taught/comment if other)

Courses are no longer offered and material will be incorporated into other new courses.

List all courses to be dropped

Prefix	Number	Title	Comments:
COM	309	Integrated Marketing Communications	COM 309 no longer offered and content formerly contained in the course will be incorporated into PUB/JOU 412.
COM	320A	Desktop Publishing	New three credit hour courses have been created which will cover the material offered in the one credit hour courses COM 320 A-H. This is a better use of department resources.
COM	320B	Advanced Word Processing	
COM	320C	Creating Newspapers & Magazines	
COM	320D	Creating Newsletters & Brochures	
COM	320E	Creating Graphic/Illustrative Content	
COM	320F	Web Page Development	
COM	320G	Computer Image Processing	
COM	320H	Creating Computer Based Presentations	

COMM 1

For Registrar Office Use Only:	Date: <u> </u>	Initial: <u> </u>	Version 1.2 02/26/09
Copy Sent to: Graduate Council			

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

Part I

(Check one)	Department Name	Communication
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	JOU 320
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Design for Newspapers and Magazines
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	11/21/08	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	12/19/2008 & 3/2/2009	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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

JOU 320 Design for Newspapers and Magazines. (3) I, II. Formerly COM 320 A-H. Introductory desktop publishing and image-processing for non-designers. Examines principles and techniques central to publishing newspapers, magazines, brochures, and newsletters within a journalism context. Credit not awarded to students who have received credit for PUB 320.

Part IV. Recording Data for New or 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 _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 09	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3.0	Normal	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>PUB 320</u>
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)			

Spring 2009

JOU 320 – Design For Newspapers & Magazines (3 hr)

Reggie Beehner

Office: Combs 317

Phone: 622-1875

Reggie.beehner@eku.edu

Course Description:

JOU 320 is an introductory desktop publishing and image-processing course for non-designers that examines the principles and techniques central to publishing newspapers, magazines, brochures and newsletters within a journalism context. The course focuses on the fundamental core components to most publications (images, typography, aesthetics, etc.) and goes on to incorporate these into a variety of publications, from newsletters to magazines to broadsheet style newspapers.

Required textbooks:

- Non-Designer's Design Book (3rd ed.), Robin Williams. Peachpit Press, 2008.
- Selected readings as assigned

Course Objectives and Class Approach:

The class will teach the basic building blocks of desktop publishing, examining all the parts and building to where students can handle a complete publication, including text, images, and computer-generated illustrations. The class will focus on the visual nature of communications, as will the class work and assignments. Students will be expected to consider and communicate the visual elements of the assignments in a professional manner. However, this class serves as just a primer to the desktop publishing industry—students are not expected to be a “graphic designer,” nor will this class make them one.

The class will:

- Introduce and examine aesthetic issues relating to good design and desktop publishing, including culture, history, audience, context, taste and popular trends.
- Examine fundamental design concepts such as color, typography, composition and layout as they relate to the publishing industry at large.
- 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.

Student Learning Objectives:

Upon completing the class, students will be able to:

- Describe the role of design and aesthetics to the desktop publishing industry.
- Identify fundamental design concepts, and compare and contrast their proper use in the publishing world.
- Discuss computer design theory, and how it applies to printable publications versus Web-based publications.
- Apply layout and design principles to create a wide variety of publications, each aimed at different audiences.

Grading, attendance, etc.:

Grades will be earned on the basis of the following elements:

- Class assignments: 70%
- Quizzes/Final project 30%

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.edu. 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.

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.

JOU 320 -- Tentative Schedule

Week 1:	Introduction to the course Context – Survey of graphic design and the communication process
Week 2:	Brief overview of graphic design history Challenges faced, lessons learned
Week 3:	Recent graphic design trends
Week 4:	Printed vehicle overview – newspapers, brochures, posters, etc. 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) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____)	Communication Business & Technology JOU 412 Multimedia Web Development *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	11/21/08	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

JOU 412 Multimedia Web Development. (3) I, II. Prerequisite: PUB 320 or JOU 320. 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.

Part IV. Recording Data for New or 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 _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 09	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3.0	Normal	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>PUB 320 or JOU 320</u>
Course Prefix and No.	

Test Scores

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

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

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

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

Course Prefix and No.	<u>PUB 412</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University
Department of 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.edu. 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 412 -- Tentative Schedule

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) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____)	Communication Business & Technology PUB 320 Design for Mass Media *Provide only the information relevant to the proposal.
---	--	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/21/08	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	12/19/2008 & 3/2/2009	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 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 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

PUB 320 Design for Mass Media. (3) I, II. Formerly COM 320 A-H. Introductory design course for non-designers presenting concepts, principles, terminology, tools, and techniques in computer-based design and production within public relations. Emphasis on media channels/audiences. Credit will not be awarded to students who have credit for JOU 320.

Part IV. Recording Data for New or 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 _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Cip Code (first two digits only) 09				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	Normal	FR _____	JR _____
			SO _____	SR _____
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>JOU 320</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Jim Gleason

Office: Combs 313 - Ph. 622-1886

Jim.gleason@eku.edu

Catalog Course Description:

PUB 320 is an introductory design course for non-designers that presents concepts, principles, terminology, tools and techniques involved in effective computer-based design and production within the public relations context. 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 edition), Chapman & Chapman. Wiley, 2007.
- Selected readings as assigned

Course Objectives and Class Approach:

As much as possible, this class strives to illustrate and emulate the world of public relations professionals. The class focuses on the visual nature of communications, as does 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. However, you are not expected to be a "graphic designer," nor will this class make you one.

The class will:

- Introduce and examine aesthetic 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 within the public relations context.
- 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 roles of good design and aesthetics, 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.edu. 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 Context – Overview of graphic design, public relations & the communication process
Week 2:	Overview of graphic design history Challenges faced, lessons learned for PR professionals
Week 3:	Recent design trends
Week 4:	Communication vehicle overview – newspapers, brochures, posters, etc. Which vehicle is best for what job?
Week 5:	Design fundamentals – Layout and composition
Week 6:	Design fundamentals – 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) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Communication Business & Technology PUB 412 Web Mktg. & Development
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	11/21/08	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/19/2008	Council on Academic Affairs
General Education Committee*	N/A	Approved _____ Disapproved _____
Teacher Education Committee*	N/A	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

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

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

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

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

New or Revised* Catalog Text

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 _____ BT X _____ EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	Normal	FR _____ JR X _____ SO _____ SR X _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>PUB 320 or JOU 320</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	<u>JOU 412</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University
Department of Communication
PUB 412 –Internet Marketing & Web Development- 3 cr hrs
Fall 2009

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 (3rd 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.edu. 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 412 -- Tentative Schedule

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 Information architecture and site architecture
Week 5:	Building a Web site, cont. 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 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 Integration of multimedia with Web sites
Week 13:	Web marketing site – Lab sessions
Week 14:	Project management and workflow 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
<input type="checkbox"/> New Course (Parts II, IV)	College	Business and Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	JOU 305
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	Feature Writing
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	02/13/2009	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	2/20/2009	Approved _____ Disapproved _____	
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add the prerequisites <i>COM 201</i> or <i>JOU 201</i> to <i>JOU 305</i> (existing pre-reqs are <i>ENG 101 & 102</i> or <i>105</i>).</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action: Students need content from <i>COM 201</i> or <i>JOU 201</i> to be prepared for <i>JOU 305</i></p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

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

(NOTE: the "permission of instructor" part for CATALOG copy ONLY)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
JOU	305	Fall 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Communication Business & Technology Minor in Advertising (Major ____, Option ____; Minor <u>x</u> __; or Certificate ____)
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/21/08	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	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-H), 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

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

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

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

Minor in Advertising

Requirements.....21 hours
Courses required for a minor in advertising are COM ~~320 A-I (3 hours)~~, 325, 425, 471, JOU 320 or PUB 320, 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

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

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	11/21/08	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	_____
College Curriculum Committee	3/2/2009	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-H 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-H), 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

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

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

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

Minor in Visual Media

Requirements.....20 hours

Courses required for a minor in visual media are BEM 295(4), 395(4); COM 320 A-I (3 hours), 325, JOU 320 or PUB 320, JOU 325; ~~BEM 295(4), 395(4)~~, and GCM 211. Courses counted toward a major may not be counted toward the minor in visual media. Substitute courses will be selected by the student and the departmental advisor.

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

Part I

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

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	<u>11/21/08</u>	Graduate Council*	<u>N/A</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	_____
College Curriculum Committee	<u>12/19/2008</u>	Approved _____ Disapproved _____	_____
General Education Committee*	<u>N/A</u>	Faculty Senate**	_____
Teacher Education Committee*	<u>N/A</u>	Board of Regents**	_____
		Council on Postsecondary Edu.***	_____
<p>*If Applicable (Type NA if not applicable.)</p> <p>**Approval needed for new, revised, or suspended programs</p> <p>***Approval/Posting needed for new degree program or certificate program</p> <p>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>			

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>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.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>N/A</p>
<p>B. The justification for this action:</p> <p>Recent course revisions make it necessary to update the Journalism program requirements. Revisions have included adding new optional classes and deleting COM 320 A-H.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>None</p> <p>Operating Expenses Impact:</p> <p>None</p> <p>Equipment/Physical Facility Needs:</p> <p>None</p> <p>Library Resources:</p> <p>None</p>

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

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

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

JOURNALISM (B.A.)

CIP Code: 09.0401

University Requirement1 hour

BTO 100.

General Education Requirements48 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 ~~24~~ 20 hours

Minor Requirements18 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 Requirements128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (<u>30 characters</u>) *Program Title *Provide only the information relevant to the proposal.	Communication Business & Technology B.A. Public Relations (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	11/21/08	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/19/2008	Council on Academic Affairs
General Education Committee*	N/A	Approved <u> </u> Disapproved <u> </u>
Teacher Education Committee*	N/A	Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

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

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

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

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

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, PUB 320 or JOU 320, MGT 301 or BEM 425, POL 101, and six hours from the following courses: COM 301, 309, 325, 390, 425, GCM 211, MKT 301, PUB 412 or JOU 412, 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

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

Proposal Approved by:		<u>Date</u>			<u>Date</u>
Departmental Committee	11/21/08	Graduate Council*			N/A
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs			_____
College Curriculum Committee	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

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

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

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

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. 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. (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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	MMAC
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	
<input type="checkbox"/> Program Revision (Part III)	*Program Title	General Business – All options (Major <u> X </u> , Option <u> X </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input checked="" type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u> </u> Date		<u> </u> Date
Departmental Committee	2/6/2009 & 2/27/2009	Graduate Council*	N/A
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	2/20/2009 & 3/2/2009	Approved <u> </u> Disapproved <u> </u>	
General Education Committee*	N/A	Faculty Senate**	
Teacher Education Committee*	N/A	Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

To add a Corporate Communication and Technology option to General Business B.B.A. program.
To move CIS400 as a major requirement under the course requirements for the first three options.
To replace CIS 435 with 335 in Global Supply-Chain Management Option.
To adjust free electives accordingly for the new CCT option.
To reduce the General Business Major (all Options) to 120 hours from 128 by streamlining the curriculum and omitting courses without compromising the quality of the program.

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:

Decreasing number of majors in the CCT program area and increasing pressure for accountability and efficient use of resources.
CIS 435 number was changed in the last year to 335.
CCT option will not require students to take CIS400, but the other options still do.
CCT option will only require a total of 120 hours.
Students choosing any option of the General Business Major can benefit from a reduction of total number of hours and expedite graduation without compromising the overall quality of the degree.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

General Business (B.B.A.)

CIP Code: 52.0101

University Requirement	1 hour
BTO 100.	
General Education Requirements	36 hours
Standard General Education program, excluding general education blocks II, VB, VC, and VII (QS). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
College Requirement: Professional Skills Seminar	
BTS 300 (CR) and BTS 400 (CR).	
Supporting Course Requirements	15 hours
MAT 107 or MAT 211; SOC 131; ECO 230, 231; CIS 212 or CSC 104.	
Free Electives	5-8 10-13 hours
May include 3 hours approved business electives.	
Business Requirements	
P re-Business Core	12 hours
ACC 201, 202; GBU 204; QMB 200.	
Business Core	21 hours
CCT 300, CIS 300, FIN 300, MGT 300, 370, MKT 300, GBU 480.	
Major Requirements	27 -30-33 hours
CIS 400, GBU 201, MGT 340, and one of the following options:	
General Business Option (30 27 hours):	
<u>GBU 201, MGT 340, t</u> Three hours in a 400 level Marketing Course, three hours in Finance (FIN 301, 302, 304, 324, or 330), and three hours in Management (MGT 320, 330, 406, 430, or 470), and one additional approved upper-division course from finance, marketing, or management, and nine hours of approved business electives.	
International Business Option (33 30 hours):	
<u>GBU 201, MGT 340, s</u> Six hours of foreign language, CCT 310, MGT 430, MKT 400, FIN 330; and six hours of business credit which will include course of study and/or internship in a foreign country. Exemptions from the foreign study requirement are available only with the chairperson approval. International students may choose to fulfill this requirement through internships, cooperative education, or approved upper-division courses in business or economics (ECO 394).	
Global Supply-Chain Management Option (33 30 hours):	
<u>GBU 201, MGT 340, MKT 315, 400, 431, MGT 430, 375;</u> 6 hours from the following courses: INT 400, CIS <u>335, 380, 435;</u> MGT 406, MKT 312; and 3 hours of approved business electives or International Economics (ECO 394).	
Corporate Communication and Technology Option (30 hours):	
<u>CCT 302, 310, 550, 570, CIS 410, GBU 201, MGT 340, MGT 480;</u> 3 hours from the following courses: MKT <u>309, MKT 400, MKT 401;</u> 3 hours from the following courses: MGT 330, MGT 465 and MGT 320.	
Total Curriculum Requirements	120-128 hours

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

Part I

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

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/14/2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	_____
College Curriculum Committee	11/25/2008	Approved _____ Disapproved _____	_____
General Education Committee*	1/26/2009	Faculty Senate**	_____
Teacher Education Committee*	2/24/2009	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.)
 Request exclusion for General Education Requirements: Block VII (QS) to take CIS 212 or CSC 104

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

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

B. The justification for this action:
 Basic skills in spreadsheets, databases, and word processors are necessary for all business majors. Most sophomore and higher level business textbooks are assuming that students already have these skills.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

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

University Requirement	1 hour
BTO 100.	
General Education Requirements	39 36 hours
Standard General Education program, excluding general education blocks II, VB, and VC, and VII(QS). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
College Requirement: Professional Skills Seminar	
BTS 300 (CR) and BTS 400 (CR).	
Supporting Course Requirements	9 12 hours
MAT 107 or 211; ECO 230, 231; <u>CIS 212 or CSC 104</u> .	
Free Electives (non-business)	2 hours
Teacher Education Requirements	31 hours
EDF 103, 203, 319, 413, ESE 490, 499, 573 and SED 401.	
Business Core	15 hours
CIS 300, FIN 300, GBU 204, MGT 300, and QMB 200.	
Major Requirements	31 hours
A CC 201, 202, 250, CCT 101, 200, 201, 302, 570; MKT 300; MGT 340 and three hours from MKT 304, 310, 320 or 400.	
Total Curriculum Requirements	128 hours



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TO: Council on Academic Affairs

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

SUBJECT: Agenda Items

DATE: March 11, 2009

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on March 18, 2009.

College of Health Sciences

Category

Editorial

Interdisciplinary Minor in
Gerontology Edit CHS250 to NUR250 update catalog from ASN change in prefix
CHS Page 1 Fall 2009

Baccalaureate Degree (page 128 in catalog)
Take out HEA, HSA prefixes under minimum Grade of "C-" requirement in courses
CHS Page 2 Fall 2009

Associate Degree Nursing

Category Effective

Course Revision

CHS250 Change prefix from CHS to ASN
ASN Pages 1 – 5 Fall 2009

Exercise & Sport Science

Category Effective

Course Revision

PHE400 Change name and revise wording to better describe course
ESSC Page 1 Fall 2009

Program Revision

Physical Education – BS
Remove PHE415 requirement under option and add REC102 or REC290
Under support option for Fitness and Wellness option
ESSC Pages 2 - 3 Fall 2009

Family and Consumer Sciences

<u>Category</u>		<u>Effective</u>
<u>Course Revision</u>		
ADM210	Add prerequisites: CDF132 and PSY200 FCSC Pages 1 – 2	Fall 2009
<u>New Course</u>		
NFA449	Create new Onsite foodservice management course to meet the needs of The new Professional Gold Management degree program FCSC Pages 3 - 6	Spring 2010

Health Promotion & Administration
HEALTH EDUCATION

<u>Category</u>		<u>Effective</u>
<u>New Course</u>		
HEA320	Create new course, accrediting body requires it. HPAD-HE Pages 1 – 6	Fall 2009
<u>Program Revision</u>		
Minor in Community Health	Add HEA320 to required courses and EHS280 to Elective courses under minor HPAD-HE Page 7	Fall 2009

HEALTH SERVICES ADMINISTRATION

<u>Category</u>		<u>Effective</u>
<u>Summary of changes</u>		
	HPAD – HSA Page 1	
<u>Course Revision</u>		
HSA203	Add Spring to offering, change prereq requirement from C- to minimum Of “C” HPAD – HSA Pages 2 – 3	Fall 2009
HSA302	Change offering and change prereq requirement from C- to minimum Of “C” HPAD – HSA Pages 4 – 5	Fall 2009
HSA306	Change from 3 to 4 hours to correct catalog (previously approved 1/18/07) and change prereq requirement from C- to minimum Of “C” HPAD – HSA Pages 6 – 7	Fall 2009
HSA306	Change from 3 to 4 hours to correct catalog and change prereq requirement from C- to minimum Of “C” and add or CIS230 or 300 to prereq. CCT290 HPAD – HSA Pages 8 – 13	Fall 2009
HSA372	Change prereq requirement from C- to minimum Of “C” HPAD – HSA Pages 14 – 15	Fall 2009
HSA375	Change offering and change prereq requirement from C- to minimum Of “C” and add or 300 after prereq. requirement MGT301 HPAD – HSA Pages 16 – 17	Fall 2009
HSA401	Change offering and change prereq requirement from C- to minimum Of “C” HPAD – HSA Pages 18 – 19	Fall 2009
HSA405	Change offering and change prereq requirement from C- to minimum Of “C” HPAD – HSA Pages 20 – 21	Fall 2009

HSA406	Change offering and change prereq requirement from C- to minimum Of "C"	HPAD – HSA Pages 22 - 23	Fall 2009
HSA407	Change offering and change prereq requirement from C- to minimum Of "C"	HPAD – HSA Pages 24 - 25	Fall 2009
HSA409	Change offering and change prereq requirement from C- to minimum Of "C"	HPAD – HSA Pages 26 - 27	Fall 2009
HSA412	Change offering	HPAD – HSA Pages 28 - 29	Fall 2009

Program Revision

Health Services Administration

Decrease overall program requirements from 128 to 120 credit hours
Delete ECO370 as support course from option in HCAI to specify course Alternatives for satisfying support course requirements.
HPAD – HSA Pages 30 – 31

Fall 2009

Master of Public Health

Program Revision

Master of Public Health – All options

Drop thesis the MPH is a practice degree
MPH Pages 1 - 3

Fall 2009

Occupational Therapy

Category

Effective

Course Revision

OTS302 change prerequisites

OCCT Pages 1 – 2

Spring 2010

New Course

OTS837 Establish course that had previously been taught as a special topics course
OCCT Pages 3 – 7

Fall 2009

OTS884 Establish course that had previously been taught as a special topics course
OCCT Pages 17 - 21

Fall 2009

Course Revision

OTS865 Revise name, course description and prerequisites
OCCT Pages 8 – 16

Fall 2009

Program Revision

Occupational Science BS

Decrease total hours from 128 to 120
OTS Page 22

Fall 2009

Occupational Therapy MS

Change graduate catalog description of the admission process for option 2
OTS Page 23 – 24

Fall 2009

Recreation & Park Administration

Recreation and Park Administration BS

Decrease total hours from 128 to 120
RPAD Pages 1 – 2

Fall 2009

Editorial Change - Curriculum Form

Part I

Department Name	College of Health Science
College	Health Science
*Course Prefix & Number	_____
*Course Title (30 characters)	_____
*Program Title	INTERDISCIPLINARY MINOR IN GERONTOLOGY
	(Major ____, Option ____, Minor <u>X</u> __, or Certificate ____)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: 3/4/09

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

A. 1. Specific action requested: Edit prefix of CHS250 to NUR 250 because of curriculum change
A. 2. Effective date: Fall 2009

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.
New or Revised* Catalog Text (*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)
Minor INTERDISCIPLINARY MINOR IN GERONTOLOGY Gerontology is the scientific study of the aging process. It includes: a) the study of physical, mental, and social changes in older people as they age; b) the investigation of the changes in society resulting from the aging population; and c) the application of this knowledge to policies and programs. Population projections indicate that the over 65 population will rise to almost 70 million, or one-fifth of the total United States population, by the year 2030. Students in virtually every academic discipline will need specialized information and training in gerontology in order to deal successfully with the needs of an aging society. A student may complete an Interdisciplinary Gerontology minor by taking 27 hours (including prerequisites) as indicated below. Required courses include the following 12 hours: CHS <u>NUR</u>250; SOC 415*; BIO 310*; and PSY 316.* An additional six hours of electives shall be selected from the courses listed below. CHS 570; HEA 593; NFA 509; REC 411; and SWK 457. *Indicates the course has a prerequisite.

Editorial Change - Curriculum Form

Part I

Department Name	College of Health Science
College	Health Science
*Course Prefix & Number	
*Course Title (30 characters)	
*Program Title	
	(Major __, Option __; Minor __; or Certificate __)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: 3/4/09

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

- A. 1. Specific action requested:** Catalog editorial, Remove HEA and HSA from baccalaureate degree requirements in catalog
A. 2. Effective date: Fall 2009

Part II. Recording Data for Revised Course

2. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

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

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

New or Revised* Program

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

Page 128 of Catalog

Baccalaureate Degree

1. A minimum grade of "C-" in each CLS, EHS, ~~HEA, HSA~~, MPM, OTS, REC course and selected CHS courses is required.
2. Students pursuing a baccalaureate degree in any health sciences major shall be allowed to declare a minor or a second major outside the College of Health Sciences. Any student who chooses to pursue a minor or second major must have as their primary advisor a faculty member from the College of Health Sciences.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Associate Degree Nursing</u> College <u>College of Health Science</u> *Course Prefix & Number <u>CHS250</u> *Course Title (30 characters) <u>Introduction to Gerontology</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>2/6/09</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>2/19/09</u> Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Change prefix from CHS to NUR 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: CHS250 is a required course for the Interdisciplinary Minor in Gerontology and is only taught by Associate Degree Nursing faculty. The faculty prefers that the course has an NUR prefix	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

	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.)
<p>CHS <u>NUR</u> 250 Introduction to Gerontology. (3) I, II. Formerly CHS250 An interdisciplinary approach to the study of aging that presents a balanced view of both normal and problem aspects of aging. <u>Credit will not be awarded to students who have credit for CHS 250.</u></p>	

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

Course prefix (3 letters) CHS NUR	Course Number (3 Digits) 250	Effective Term (Example: Fall 2001) Fall 2009	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	Dept. (4 letters)* NURA
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)			Cip Code (first two digits only) 51	
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>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

FOR BANNER USE ONLY
Date of data entry _____
Data entry person _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ Formerly CHS250

Course Prefix and No. _____

Course Prefix and No. _____

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block 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)			

Professor Donna Ricketts
Rowlett 211
859-622-1951
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Professor Clemma Alcorn
Rowlett 320
859-622-2192
clemma.alcorn@eku.edu

Catalog Description: NUR 250 Introduction to Gerontology - Prerequisites: None. An interdisciplinary approach to the study of aging that presents a balanced view of both normal and problem aspects of aging. 3 Lecture Hours

Text: None Required (You will be required to search your own websites in regard to aging issues, older adult populations, etc. There are numerous websites, so this will not be a problem for you).

Student Learning Outcomes: The purpose of this course is to provide students with a broader knowledge of gerontology from an interdisciplinary approach and to acquaint the students with various areas within the field of gerontology, specifically (1) the sociology of aging (2) the physiology of aging (3) the psychology of aging; and (4) the economics of aging. In this introductory course an attempt is made to counter the myths and stereotypes of the older adult population and the aging process with the data currently available. It is anticipated that the knowledge gained through web-based readings, feedback from assignments, audio-visual materials, and interviews with older adults themselves will dispel not only the misconceptions and stereotypes, but also the fears and concerns that undermine objective perception and the acceptance of the aging process.

Through **self-directed** web based readings, feedback, and personal observations in field experiences, the student will:

1. Describe why it is important to study the aging process.
2. Verbalize perceptions of his/her own aging process.
3. Understand (through the process of interview) the aging process from the perspective of an older adult.
4. Examine through self-inventory, aspects of death and dying.
5. Identify the major social role changes associated with aging and the social systems that help to cope with these changes.
6. Examine some of the major needs/problems of older adults.
7. Examine ageism and how it effects the older adult population.

Evaluation Methods:

This is a self-directed web based designed course. Students are required to utilize credible web sources, journal articles, interview techniques, community observation and analysis, and video/movie critique to complete the required assignments. The grade for each assignment is outlined below. Online participation is expected.

ACTIVITY	PERCENT OF FINAL GRADE
1 Self-Reflection Report	20% (Due September 10, 2009)
1 Grandmother Paper	20% (Due October 2, 2009)
1 Observation Report	20% (Due October 30, 2009)
1 Video Review	10% (Due November 20, 2009)
1 Issue Paper	30% (Due December 11, 2009)

******YOU HAVE UNTIL 12 MIDNIGHT ON THE DUE DATE TO SUBMIT ASSIGNMENTS. One (1) point will be deducted from the possible points, for each day that the assignment is late.**

Grading Scale:

Letter Grade	Quality Points	Numerical Grade
A	4.00	90-100
B	3.00	82-89
C	2.00	77-81
D	1.00	70-76
F	0	< 70

All assignments must be submitted via Blackboard. To submit assignments through Blackboard do the following:

Your course require the use of the **Assignments** tool for submitting papers and other assignments that instructors can grade, and the grade is automatically transferred to your My Grades area.

Step 1: Go to "Assignments" on the NUR 250 Blackboard site. There is a link for each assignment you need to submit.

Step 2: Click the **link below the Assignment title**:

>> View/Complete Assignment: <name>

Step 3: Read the **directions** carefully.

Directions include the due date and the file types (e.g., Word, PDF, RTF) you may use to submit your assignment.

Step 4: Enter text in the **Comments** field - this is a required field.

Step 5: Next to Attach local file, click **Browse**.

NOTE: After attaching your file, you will only be able to submit ONE time. You can attach multiple files.

Step 6: When you are sure you are ready to send the assignment to the instructor, click the **Submit** button.

NOTE: The Save button does not send the assignment to the instructor.

If you do not receive acknowledgement of your assignment being received by me, please email me at my campus email.

Only files saved as Word, PDF, or RTF are accepted through Blackboard. If you have any problems with submitting your assignments via Blackboard, please notify me.

Student Progress: The grades are posted on Blackboard after they are submitted and graded. Students will have access to grades throughout the semester. Midterm grades are posted. Students may contact faculty at any time regarding their progress in the course.

Attendance Policy: This is an online course. Attendance is not taken, but students are expected to participate in online forums and assignments by due dates.

Last Date to Drop the Course: The last date to withdraw (W) without a grade is October 30, 2009.

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 email at disserv@eku.edu or by telephone at 859-622-2933V/TTY. Upon individual request this syllabus can be made available in alternative forms.

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

Official E-mail: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Course Requirements:

1. Self-Reflection Report:

Directions: This assignment includes four different parts. First, we want you think about when you will be about 75 years old. We then want you write about what your perceptions are of what you think you will be like at this age. The second part is about the word ageism. We want you to define ageism and write about how it effects the older adult population presently and in the future. Give at least three examples of ageism (Movies, advertisements, etc. are some resources for this). Third, write about why you think we should study the process of aging. Fourth, we want you go to the web site: www.pbs.org/wnet/onourown/terms/index.html. Click on "End of Life Tools" and pick: "Self-Assessment of Your Beliefs About Death and Dying". Take the assessment and please send your report along with the other parts of the assignment.

2. Grandmother Paper:

"Grandmother Paper" 4-5 pages in length and based on grandmother interview.

Directions: Grandmother paper needs to be 4-5 pages in length, and needs to include the following information:

- brief description of grandmother
- most important challenges faced during lifetime
- advantages/disadvantages a woman faces as she ages
- how advantages/disadvantages affected your grandmother
- the role that culture plays in aging
- historical events impacting grandmother's life
- personal resources of grandmother

The following are interview questions that will assist you in writing your paper:

- A. -marital status in later life -current living arrangements
- health status (physical and psychological) -race
- ethnic background -occupation (present and former)
- education -financial issues with aging
- B. What have been the most important challenges experienced by the older adult?
- C. What resources has the older adult used to meet those challenges?
- D. How have factors such as marital status, education, employment and religion affected the older adult in middle and later life experiences?

3. Community Observation Report:

Write up and submit a report based on observations of older adults in group experiences at a community facility.

Directions:

1. Name of facility or site
2. Name of director
3. Funding source for the facility/site
4. Population served

Using your knowledge of physical aging changes, describe features of the site designed to accommodate older adults. Based on your observations, what changes would you recommend to the site to make it more "older adult" friendly. Describe what types of programs are offered at the site for older adults. How could ECU gerontology students contribute to the goals of this site.

4. Video Report

Directions: View and review a movie focusing on older adults. Describe the general story line and how older adults are positively and/or negatively portrayed. Submit review to your assigned faculty member.

5. Issue Paper:

Directions: You will need to pick a topic of choice as it relates to older adult populations. You will then need to write a paper including five pages (the body of the paper), and one reference page. Five professional references are required. Professional references are those that are peer-reviewed (found in professional journals). The paper will be graded based on content as it relates to your topic, and how well it is written from a grammatical viewpoint.

The issue paper needs to be centered around a problem facing older adult populations. It needs to be something that you feel passionate about, so when you are researching and writing your paper, it will be something that you will enjoy doing. There are many issues facing older adults, but think about it for a while before you begin. Visit some websites if you need some ideas, and then come up with your topic. Part of this assignment is also writing, so we will be placing close attention to the following criteria in terms of content and writing skills.

- The following is the **criteria** and **points** for each criteria used to grade your paper.
- Introduction – (1 paragraph), length of paper (five pages, plus reference page) (5 points)
- Problem/Issue/Background of the Problem (5 points)
- Devise a plan of prevention for eliminating the problem (5 points)
- What can you do personally to assist in eliminating the problem (2 points)
- Conclusion-(5 points)
- Grammar - (2 points)
- Style and format (2 points)
- Reference page (2 points)
- Citing references in the body of the paper (2 points)

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Exercise & Sport Science <hr/> College Health Science <hr/> *Course Prefix & Number PHE 400 <hr/> *Course Title (30 characters) Organization of Recreational Sport Activities <hr/> *Program Title (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date	Date
Departmental Committee	2-11-09	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/>	No <input checked="" type="checkbox"/>
College Curriculum Committee	2/18/09	Council on Academic Affairs
General Education Committee*	NA	Approved Disapproved
Teacher Education Committee*	NA	Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Change the name and the <i>Catalog</i> description of PHE 400 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: Better reflects the course content revised last year for program accreditation.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

New or Revised* Catalog Text (*Use strickethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>PHE 400 <u>Organization Management of Recreational Sport Activities Organizations</u>. (3) I, II. Theoretical and practical study of intramural recreational sports programming in institutional, agency, and private setting. Laboratory hours assigned. 2 Lec/2 Lab. <u>Aspects of sport management including disciplinary foundations of sport, theoretical and applied foundations of organization and management, opportunities available in various segments of the sport industry, and professional preparation and development.</u></p>

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Exercise & Sport Science <hr/> College Health Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Physical Education (Major <u>X</u> , Option <u>x</u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1-12-07	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
		Approved <u> </u> Disapproved <u> </u>
		Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested:	Change PHE 415 requirement for Physical Education Fitness and Wellness option to REC 102 or REC 290
A. 2. Effective date:	Fall 2009
A. 3. Effective date of suspended programs for currently enrolled students:	Fall 2010
B. The justification for this action: PHE 415 is targeted for Physical Education Teaching.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: Current existing classrooms and facilities. Library Resources: Current existing resources	

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

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

The Department of Exercise and Sport Science offers Bachelor of Science degrees in Athletic Training, Sport Management, and Physical Education with three program options; General, Teaching P-12, Fitness and Wellness. The department also offers a Minor in Dance (non-teaching), a Minor in Physical Education (non-teaching), and a Minor in Coaching (non-teaching).

Students who transfer from another college or university must earn a minimum of 12 hours at EKU in their major. Students who transfer from another college or university must earn a minimum of six hours at EKU in their minor.

PHYSICAL EDUCATION (B.S.)

CIP Code: 13.1314 .

Major Requirements	45-49 hours
Core	25-28 hours
PHE 201, 212, 315, 320, 325, 407, 562, 575; PHE 241 or 313, 340, or Red Cross Lifeguard Certification; current CPR certification at time of graduation; and each student must complete one of the following options:	
Options	18-21 hours
General (Non-Teaching)	20 hours
PHE 327, 383, 400, 423, one class from PHE 224 or 305, and two classes from PHE 261, 360, 361, 362, 420.	
P-12 Teaching	21 hours
PHE 224, 300, 305, 310, 323, 415, 467.	
Fitness and Wellness	24 <u>18</u> hours
PHE 433, 435, 415 , 430, 472*, and 562.	
Supporting Course Requirements	17-37 hours
All Options	9 hours
BIO 171 and 301; CIS 212 or CSC 104.	
General (Non-Teaching)	8 hours
REC 102, PHE 180, HEA 202.	
Fitness and Wellness	15 <u>18</u> hours
NFA 201 and 517, <u>REC 102 or 290</u> , current first aid certification at time of graduation. Select six hours from HEA 315, 380, 598. Select three hours from MGT 301, MKT 301, PHE 530.	
Professional Education Requirements (P-12 Teaching Option)	28 hours
EDF 103, 203, 319, ESE 566, EME 465, ESE 490, and EMS 499.	
General Education Requirements	39 hours
Standard General Education program, excluding blocks VII - --(QS) and-VIII-(6-hours) Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements	
University Requirement	1 hour
HSO 100.	
Free Electives	5-26 hours
Total Curriculum Requirements	128 hours

*Students are required to document a minimum of fifty (50) hours of appropriately related experiences prior to enrolling in PIIE 472.

Eastern Kentucky University
Department of Exercise and Sport Science
PHE 400 – Course Syllabus

I. Course Number: PHE 400

II. Course Title: Organization of Recreational Sport Activities

III. Course Description: This course will cover aspects of sport management including disciplinary foundations of sport, theoretical and applied foundations of organization and management, opportunities available in various segments of the sport industry, and professional preparation and development.

IV. Instructor:

Dr. Wardell Johnson
Office: 232 Moberly
Phone: 622-5895
Email: wardell.johnson@eku.edu

V. Required Text: Parks, J., Thibault, L., & Quarterman, J., (2006). Contemporary Sport Management. 3rd Edition. Human Kinetics: Champaign, IL. Various readings and articles may also be assigned.

VI. Student learning outcomes: Student learning outcomes express what successful students learn in the course in the following manner:

Common Objectives: PHE 400

1. Students will be able to examine and critically analyze observable sports experiences in order to make informed decisions regarding individual and community sports participation.
2. Identify and examine theoretical and applied foundations of sport management
3. Recognize legal issues (risk management, liability, etc).
4. Thinking critically and creatively about Segments of the sport industry
 - a. Intercollegiate athletics
 - b. Campus recreation
 - c. Professional sport
 - d. Sport communication
 - e. Sport marketing
 - f. Sport event management* and facility management
 - g. Sport tourism
 - h. Sport management and marketing agencies
 - i. International sport
5. Tournament, league, and meet administration
6. Professional development in sport management

Additional (Lab Assignment) Objectives: PHE 400

Lab Assignments

Lab assignments include (but are not limited to) the following sport related administrative duties. They include assisting with:

1. Varsity team sport program.
2. intramural team sport program
3. maintenance of athletic facilities
4. Other sport events (fun runs, homecoming run, etc.)
5. Athletics Promotions Task Force (APTF) doing any of the following:
 - a. Coordinating game day promotions at EKU athletic events.
 - i. Men or Women's BB, BB, SB, CC, FB, VB, Track & Field
 - b. Assisting in game day crowd and security management with athletic event staff
 - c. Handing out game day promotional materials.
 - d. Fall semester -2 FFB, 1 VB, 1 BB.
6. Write an analysis of the chosen sport/activity you chose to volunteer for. Your analysis should be based on information (and/or specific area) gathered in class via lecture, discussion and critical thinking activities.

VII. Assessment:

Position paper & presentations (group & individual)	20%
Exam/Quizzes	30%
Active participation	40%
Special projects/working with EKU athletics	10%

Note: Any student wishing to discuss his/her academic progress can do so at any time during the semester. Scheduling of a date/time is recommended.

Grading: 90 – 100 = A, 80 – 89 = B, 70 – 79 = C 60 – 69 = D below 60 = F

VIII. Course Requirements/Policies:

Students will be required to complete an in depth case study of an issue with varsity athletics. In addition to the assigned projects and presentations students will be required to utilize public speaking skills as they present their findings from the case study to the entire class.

Class Participation and Attendance

Active participation in class projects, discussions, and group assignments is expected of all students. Students will be assigned case studies, group projects, and individual assignments to facilitate preparation for class. Attendance and meaningful participation will have a positive impact on a students' grade in borderline situations.

Exams

All students will be required to take all exams at the times and dates specified on the course outline. If for some very serious unforeseen reason a student is unable to take an

exam at the specified time and date, he or she must notify the instructor prior to the due date or exam.

Assignments

All assignments are due at the beginning of class on the dates specified on the course outline. Assignments received after that time is subject to penalty. If for some very serious unforeseen reason a student is unable to hand in an assignment on the due date, he or she must notify the instructor prior to the due date or exam. Extensions will only be granted in the case of a medical emergency or other extraordinary event. *Due dates listed on the course outline will be strictly enforced.*

Written Assignments

Each student is required to follow the APA guidelines when submitting written work (e.g. 1" margins, 12-point font, and list of references.) Up to 20% of points on each assignment submitted may be taken off because of poor grammar, spelling, or punctuation. All assignments must be written using a word processor and be printed on laser quality printer.

Homework Assignments/Participation Assignments

Throughout the term several short projects will be assigned for students to complete for class or present in class. In addition, there will be several projects students will do in class for participation credit.

Presentations

Each student-team will present their proposal to the class. Each presentation will be no less than 20 minutes and no more than 25 minutes in length. Presentations should be prepared in a professional, business manner and include appropriate attire, use of visual aids, technology or other graphic materials, which normally enhance presentations.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected.

Cell Phones/Pagers

All cell phones and pagers must be on silent notification during class- if a cell phone or pager cannot be set on silent notification, it must be left outside of the classroom. The instructor can grant an individual waiver to this policy in the case of emergency or extenuating circumstances. Please double-check your phone/pager prior to every class to ensure such silencing. Thanks in advance for your cooperation.

Attendance Policy

- 1 Regular attendance and participation is expected of all students. However, documented University approved activities only if representing ECU will be excused and not counted toward absences. Failure to notify the professor of an authorized absence in advance will result in the absence being counted as an unauthorized absence. Any excused absence will count toward the student's attendance (see 2.), but the student will be able to make up the missed work. Excused absences will be determined based on the following:

- a. Participation in an activity appearing on the University's authorized activity list.
- b. Death or major illness in a student's immediate family
- c. Illness of a dependent family member
- d. Participation in legal proceedings or administrative procedures that require a student's presence
- e. Religious Holy Day
- f. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician)
- g. Required participation in military duty
- h. Mandatory admission interviews for professional or graduate school which cannot be rescheduled

The professor reserves the right to change the format and/or content of any and all make-up work.

- 2 **Absences in excess of 20 percent (this is in excess of 3 classes) are cause for failure of the class.** The Policy states:

"A student cannot pass the course if they miss more than 20% of the class meetings". This 20% is counted on the number of classes where the roll is taken, not the total number of classes in the semester. There will be times when the class will not meet; i.e., spring break, MLK holiday etc.

- 3 Roll is taken every class period. Repeated late arrivals (more than 5 minutes past the scheduled start time) will be treated as unexcused absences and may be the cause for failure of the class. Each student should understand that chronic late arrival to class would adversely affect the student's final grade. It is understood that lateness sometimes is unavoidable, however, since this behavior distracts the entire class, it is considered to be a serious matter.
- 4 Any student missing an examination without prior arrangement with the instructor will receive a zero grade for that quiz or examination.
- 5 The last day to drop a class or to withdraw from the university may be found in the class schedule book or "**Colonel's Compass**" and it is the responsibility of the student.

Accommodations for Disabilities:

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

Eastern Kentucky University

Academic Integrity Policy

Preamble

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it does not tolerate academic dishonesty.

Academic Dishonesty Defined

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that incidents of academic dishonesty 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.

Plagiarism

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

- Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Cheating

- Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:
- Giving or receiving assistance not authorized by the instructor or University representative;
- Participating in unauthorized collaboration on an academic exercise;
- Using unapproved or misusing electronic devices or aids during an academic exercise.

Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;

- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

Pledge

"I hereby affirm that I understand, accept, and will uphold the responsibilities and stipulations of the Eastern Kentucky University Honor Code and Academic Integrity Policy."

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Family and Consumer Sciences</u> College <u>Health Sciences</u> *Course Prefix & Number <u>ADM210</u> *Course Title (30 characters) <u>Dress, Appearance and Culture.</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																																				
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>2/6/09</u></td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>2/19/09</u></td> <td>Approved</td> <td>Disapproved</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	<u>2/6/09</u>	Graduate Council*		NA	<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs			College Curriculum Committee	<u>2/19/09</u>	Approved	Disapproved		General Education Committee*	NA	Faculty Senate**		NA	Teacher Education Committee*	NA	Board of Regents**		NA			Council on Postsecondary Edu.***		NA
	<u>Date</u>			<u>Date</u>																																	
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																																					

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

A. 1. Specific action requested: Add prerequisites: CDF 132 and PSY 200 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: Both courses are requirements for the students in the program. Currently, students in the Apparel Design and Merchandising major are required to take CDF 132 as a major requirement and PSY 200 as a supporting course requirement. By taking these courses prior to enrolling in ADM 210, students will be better prepared for the course. They will possess some familiarity with human development, social factors influencing human behavior, and relevant vocabulary.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

	New or Revised* Catalog Text (*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>ADM 210 Dress, Appearance and Culture. (3) A. Prerequisites: CDF 132 and PSY 200. Social, cultural, and psychological factors which influence beliefs, attitudes and choices regarding appearance and dress of individuals and groups.</p>	

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ADM	210	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	FCSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 52	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ **CDF 132 and PSY 200**

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	Family and Consumer Sciences Health Sciences NFA 449 Onsite Foodservice Management _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2-6-09	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs _____
College Curriculum Committee	_____	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: To add a new course NFA 449 Onsite Foodservice Management A. 2. Effective date: Spring 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: This new course is needed to satisfy the curriculum requirements of the new Professional Golf Management Degree Program. Professional Golf Managers are required to oversee food and beverage enterprises that are part of their organization. No existing course provides the knowledge and skills required by these professional administrators.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Will be taught by current faculty member. Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

New or Revised* Catalog Text (*Use strickethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
NFA 449 Onsite Foodservice Management. (3) II. Prerequisite: Junior Standing. A study of the benefits and characteristics of successful onsite food and beverage enterprises.

Part IV. Recording Data for New or 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)*
NFA	449	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	FCSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>1.5</u> Laboratory <u>3.0</u> Other _____		Cip Code (first two digits only) <u>19</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	1.5		FR _____ JR x _____	
2	3.0		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Junior Standing</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY - Department of Family and Consumer Sciences (FCS)
Course Syllabus NFA449, SPRING 2010

- I. Course: NFA 449 Onsite Foodservice Management Prerequisites: Junior Standing
MONDAY and WEDNESDAY 11:00 AM – 1:45 PM Room Somewhere Burrier Building
- II. Credit Hours: 3
- III. Instructor: Jim R. Haynes, EdD, RD, LD Telephone: (859) 622-1176 (leave voice message if I do not answer)
Spring 2010 Office Hours: 9 AM- 11:15 AM Monday, Wednesday, Friday; 1:45- 3:30 PM on Tuesday, Thursday ; or
by appointment. Office: 206C Burrier Building; e-mail: jim.haynes@eku.edu
- IV. Required Texts: Dittmer, Paul R., & Keef, III, J. Desmond (2009). Principles of Food, Beverage, and Labor Cost Controls. John Wiley & Sons (9th ed.)
- V. Course Description: A study of the benefits and characteristics of successful onsite food and beverage enterprises.
- VI. Mid-semester: The mid-semester grade will be submitted to the registrar on March 6 based upon work that has been completed at that time.
- VII. Student Learning Objectives:
1. Identify the benefits and characteristics of a successful food and beverage enterprise.
 2. Describe the procedures used to help ensure total customer satisfaction.
 3. Identify and describe the difference between onsite non-commercial and institutional organizations and their commercial counterparts.
 4. Identify and describe the typical levels of food and beverage service and determine which services are appropriate to a specific facility.
 5. Identify the stages of menu costing and development.
 6. Identify and describe the steps of staffing a food and beverage department.
 7. Describe the procedures used to purchase, receive, and handle the food and other materials used in a food and beverage enterprise.
 8. Identify and describe the regulatory and legal constraints that affect food and beverage enterprises and their profitability.
- VIII. Course Requirements: Attend and participate in all classes and field experiences and complete two written examinations, class assignments, and a comprehensive final examination. This course includes hands on field experiences that will expose students to the successful operation of food and beverage enterprises including service, food preparation, sanitation, quality control, staffing, leading, business planning, cost control, and profitability.
- IX. Instructional mode: This course is a combination of classroom instruction and hands on field experience. The Socratic method, direct instruction, teamwork, and group activities, presentations form an important part of the pedagogy. Textbook and assigned readings will provide the basis for discussion and should be completed before class. Additional reading may be assigned throughout the semester. Turn your cell phones "off" when class is in session. The electronic Blackboard system will be used extensively in the course.
- X. ATTENDANCE POLICY Class attendance is required and expected. If you cannot make it to class, you should call the instructor to explain the absence. It is important to be on time and prepared for class. This class will require at least three hours of preparation of reading, studying, and completing class assignments. Missed lecture material is the responsibility of the student who is expected to keep up with the progression of the course. Make up exams will be given only for absences excused by the instructor **prior** to the scheduled exam time, unless the absence is an emergency (e.g., death in the family, emergency medical care or other unforeseen and unpreventable circumstances). In this case, the student must notify the instructor within 48 hrs after the exam has been given to request a make-up date. Students must provide written verification of illness or other circumstances.
- XI. Department of Family & Consumer Sciences Requirements:
-

- Student Drop Box for Student Work: There is a 'drop box' in the main office where students may leave work and messages for faculty. Students must write the name of the faculty member on the item and date/time stamp it to show when it was left. The date/time stamp is kept on the table near the drop box. (Simply press down on the stamp and it will imprint the date and time your work is dropped off.) Office staff will deliver the items to faculty mailboxes periodically during the day. If the item is too large for the drop box, office staff will provide assistance.
- Department Examination Policy
Electronic devices cannot be used during exams-e.g. cell phones, calculators, electronic translators. Calculators will be provided by the course instructor when necessary. Hats must be removed during exams.
- Two Day Advising Dates – April 1 and 2, 2010, Dept of Family & Consumer Sciences. See your advisor. Apr 30 is makeup day.

Accommodation of 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.

Grading System

	Point	Possible	Scale	Percent	Grade
Exams (2 each)	100	200	392-435	90-100	A
Field Experiences (6)	20	120	348-392	80-90	B
Final Exam	100	100	305-348	70-80	C
Attendance & Participation	15	<u>15</u>	261-305	60-70	D
Total Possible		435	0-261	0-60	F

TENTATIVE LECTURE AND FIELD EXPERIENCE SCHEDULE SPRING 2010 (Subject to Change)

Monday

Wednesday

Week 1	Introduction to Course Chapter 1 Cost & Sales Concepts	Chapter 2 The Control Process
Week 2	Chapter 3 Cost & Volume Profit Relationships	Chapter 4 Food Purchasing & Receiving Control
Week 3	Chapter 5 Food Storing & Issuing Control	Chapter 6 Food Production Control I. Food Portions
Week 4	Chapter 7 Food Production Control II: Quantities	Chapter 8 Monitoring Foodservice Operations I: Monthly Inventory & Monthly Food Cost
Week 5	Chapter 9 Monitoring Foodservice Operations II: Daily Food Cost	Exam I Chapters 1 - 9
Week 6	Chapter 10 Monitoring Foodservice Operations III Actual Vs. Standard food costs	Field Experience I
Week 7	Chapter 11 Menu Engineering and analysis	Field Experience II
Week 8	Chapter 12 Controlling Food Sales SPRING BREAK	Field Experience III
Week 9	Chapter 13 Beverage Purchasing Control	Field Experience IV
Week 10	Chapter 14 Beverage Receiving, Storing & Issuing	Field Experience V
Week 11	Chapter 15 Beverage Production Control	Field Experience VI
Week 12	Chapter 16 Monitoring Beverage Operations	Chapter 17 Beverage Sales Control
Week 13	EXAM II Chapters 10- 17	Chapter 18 Labor Cost Considerations
Week 13	Chapter 18 Labor Cost Considerations	Chapter 19 Establishing Performance Standards
Week 14	Chapter 20 Training Staff	Chapter 20 Training Staff Concluded
Week 15	Chapter 21 Monitoring Performance and Taking Corrective Action	Chapter 21 Monitoring Performance and Taking Corrective Action Concluded
Week 16	Final Exam	

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	Health Promotion and Administration Health Sciences HEA 320 Intro to Behavior Change Theory _____ _____ *Provide only the information relevant to the proposal.
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2-25-09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	3/4/09	Approved Disapproved	_____
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Add new Course: HEA 320 Introduction to Behavior Change Theory 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: This material is not presented adequately and is essential to a degree in Health Education. Accrediting bodies require it.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) <u>HEA 320 Introduction To Behavior Change Theory (3) I, II. Examine theories and models of health behavior relevant to health education in individuals and communities. Students analyze influences on behavior, and evaluate strategies for health education.</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)*
HEA	320	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

**College of Health Sciences
Department of Health Promotion and Administration
HEA 320 Introduction to Behavior Change Theory**

COURSE: HEA 320 3 hrs. credit

Instructor: Karen M. Hunter

E-Mail: karen.hunter@eku.edu

Office: Begley 420

Phone: 859.622.1148

Course Description: HEA 320 Introduction To Behavior Change Theory(3 hrs). This course examines theories and models of health behavior relevant to health education in individuals and communities. Students will analyze influences on behavior, and evaluate strategies for health education.

Required Texts:

Hayden, J.A., Paterson, W. (2009). *Introduction to Health Behavior Theory*. Joanes and Bartlett Publishers. ISBN: 9780763743833

Edberg, M. (2010). *Essential Readings in Health Behavior: Theory and Practice*. Jones and Bartlett Publishers. ISBN: 9780763738181

Recommended Text: Theory at a Glance. Available at: <http://www.cancer.gov/theory.pdf>

Student Learning Outcomes:

Students will:

1. Describe the characteristic components and underlying assumptions inherent in each of the theoretical models covered in class.
2. Analyze and critique the strengths and weaknesses of each model in terms of its applicability in individuals and various target populations.
3. Analyze the biological, psychological, sociological, and environmental influences on behavior, and describe how these factors imply strategies for health promotion.
4. Identify individual and population-specific characteristics useful in determining the appropriate application of behavior change models

Course Requirements And Assessment:

1. All students will be expected to attend and participate in class, read the required texts and other assigned readings, finish homework assignments in a timely fashion, and submit a course project. (Instructions for critiques of readings, the project, and homework are given on subsequent pages, or as the course progresses.)
2. The departmental attendance policy that pertains to this class is described below. Excellent attendance in this class is **essential**.
3. A number of daily assignments will be made; points will be assigned to some, and others may be considered as part of the class participation when determining grades. The instructor will clarify when assignments are due (usually the subsequent week), and whether or not they are to be submitted in writing or typed format. Some activities will be group projects completed in class. Following an absence, the student should contact the instructor and/or fellow students regarding assignments in order to be prepared for the following week. Class participation will be considered in grading. Attendance, class discussion, and sharing of readings will be strongly encouraged.

Grades are assigned as follows:

<u>Assignments:</u>	<u>Approximate points:</u>
Exams (2)	200
Article critiques	40
Assigned papers	60
Group project and presentation	100
Total points:	400

Grading Scale:

A	90.0-100%	B	80.0-89.9%
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Attendance Policy

Regular class attendance is expected of all students.

1. Class attendance will be recorded at the beginning of each scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record. (Note that the instructor might sometimes record absences at the end of class.)
2. A student missing twenty percent or more of the hours the class meets shall be assigned an "F" grade. This policy may be waived by the instructor, only when a student documents participation in approved University activities or legitimate medical excuses. If these absences are used for excused reasons, the student may not miss an additional 20% of classes.
3. At the discretion of the instructor, any time away from class, may negatively influence the student's grade.
4. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures, but the responsibility for initiating make-up work rests with the student.
5. Attendance regulations shall begin with the first scheduled meeting of the class regardless of when the student enrolls.

Cell Phones And Other Disruptive Behaviors:

Cell phone use during class time is considered rude and disruptive behavior. If your cell phone goes off **and/or you are text messaging during class**, the professor reserves the right to subtract points from your attendance grade. If you must have your cell phone on because of family or emergency reasons you need to o.k. this with the professor before the start of every class. Otherwise cell phones are expected to be turned off. Please reserve your cell phone use for the break (approximately in the middle of scheduled class time).

University Policy Regarding Persons With Disabilities Note:

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

Last Date To Withdraw From The Course:**Academic Integrity**

It is assumed you will do your OWN work unless the professor specifies group work. If cheating is suspected the student will be dealt with in the strictest possible manner. 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.

Plagiarism

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

- Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

What is Plagiarism? <http://gervaseprograms.georgetown.edu/hc/plagiarism.html>
 Examples of Plagiarism <http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html>

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

- Giving or receiving assistance not authorized by the instructor or University representative;
- Participating in unauthorized collaboration on an academic exercise;
- Using unapproved or misusing electronic devices or aids during an academic exercise.

Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;

Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

COURSE CONTENT

- A. History and Foundations of Health Behavior Research and Health Education
 1. Scope of Health Behavior and Health Education
 2. Theory, Research and Practice in Health Behavior and Health Education

- B. Models of Individual Health Behavior
 3. Health Belief Model
 4. Theory of Reasoned Action and Theory of Planned Behavior
 5. Transtheoretical Model and Stages of Change
 6. Intrapersonal Theories of Health Behavior: Applications, Perspectives

- C. Models of Interpersonal Health Behavior
 1. Social Cognitive Theory
 2. Social Networks and Social Support
 3. Stress, Coping, and Health Behavior
 4. Social Influence and Interpersonal Communication in Health Behavior
 7. Models of Interpersonal Health Behavior: Applications, Perspectives

- D. Community and Group Models of Health Behavior Change
 1. Improving Health Through community Organization and community Building
 2. Mobilizing Organizations for Health Enhancement: Theories of Organizational Change
 3. Communication Theory and Health Behavior Change
 4. Group, Organization, and Community Interventions: Applications, Perspectives

- E. Using Theory in Research and Practice
 1. Using the PRECEDE-PROCEED Planning Model to apply Health Behavior Theories
 2. Social Marketing
 3. Ecological Models of Health Behavior
 4. Applying Theory to Culturally Diverse and Unique Populations
 5. Communication Technology and Health Behavior Change
 8. Evaluation of Theory-Based Interventions
 9. Perspectives on Using Theory: Past, Present, Future

Tentative Schedule HEA 320		
Date	Topic	Relevant Chapters in textbook.

		Additional required readings will be assigned no later than one week prior to class meeting.
Week 1	Introductions What is a theory and why do we need it?	Rothman AJ (2004). "Is there nothing more practical than a good theory?": Why innovations and advances in health behavior change will arise if interventions are used to test and refine theory. <i>Int J Behav Nutr Phys Act</i> 1:1-11. Persistent link: http://www.ijbnpa.org/content/1/1/11
Weeks & 3 2	What is a theory and why do we need it? cont. The Link Between Health & Behavior	Hayden, Chapter 1&2 Edberg: Chapter 1, 2, 3
Week 4	Models of Individual Behavior: The Health Belief Model	Hayden: Chapter 4 Edberg: 4
Week 5	Models of Individual Health Behavior: Theory of Reasoned Action, Theory of Planned Behavior The Integrated Behavioral Model <i>Assignment 1 due</i>	Hayden: Chapter 3 Edberg: Chapter 4
Week 6	Stage Models of Individual Health Behavior: Trans-theoretical Model Precaution Adoption Model Perspectives on Health Behavior Theories focusing on Individuals <i>Journal Article Critique due</i>	Hayden: Chapter 6 Edberg: Chapter 5
Week 7	Models of Interpersonal Health Behavior: Social Cognitive Theory, Social Networks & Social Support	Hayden: Chapter 7 Edberg: Chapter 5
Week 8	Stress, Coping & Health Behavior Key Interpersonal Functions & Health Outcomes Perspectives on Models of Interpersonal Health Behavior <i>Assignment 2 due</i>	Hayden: Chapter 4, 9 Edberg: Chapter 4, 12
Week 9	Community & Group Models of Health Behavior Change: Community Organization & Community Building <i>Journal Article Critique due</i>	Edberg: Chapters 8, 9, 10
Week 10	Diffusion of Innovations <i>Assignment 3 due</i>	Hayden: Chapter 8 Edberg: Chapter 5, 9
Week 11	Communication Theory & Health Behavior Change Perspectives on Group, Organization & Community Interventions <i>Journal Article Critique</i>	Edberg: chapter 8, 9, 10, 11
Week 12	Using Theory in Research & Practice: PRECEDE-PROCEED <i>Journal article critique due</i>	Hayden: Chapter 10 Edberg: Chapter 7
Week 13	Social Marketing, Ecological Models	Hayden: Chapter 7, TBD Edberg: Chapter 5
Week 14	Evaluation of Theory-Based Interventions, Choosing a Theory	Hayden: Chapter 9, 10 Edberg: 13, 14, 15
Week 15 & 16	Group project Oral Presentations	

**The above schedule will give us direction, but may need to be changed.

Curriculum Change Form

Part I

(Check one)	Department Name	Health Promotion and Administration
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	MINOR IN COMMUNITY HEALTH EDUCATION (NON-TEACHING)
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor <u>X</u> ; or Certificate __)
<input checked="" type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	
<input type="checkbox"/> Program Suspended (Part III)		

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	02-23-09	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/4/09	Approved ___ Disapproved ___
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***

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

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

A. 1. Specific action requested: Add new course HEA 320 to required courses and EHS 280 to elective courses in minor.

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: These changes are required to bring us in line with the agencies that credential Health Education. Also, we believe that students must achieve at least a C in courses that we deem important for work in the field of Health Education.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

PART III: New or Revised* Program Text
(*Use ~~strickthrough~~ for deletions and underlines for additions.)

MINOR IN COMMUNITY HEALTH EDUCATION (NON-TEACHING)
pg. 142 of the *Undergraduate Catalog*

Minor Requirements~~27 hours~~ **30 hours**

HEA 290, 315, 320, 360, 416, 450, 455, 480, 490, and three hours from HEA 345; 375 or 592; 380, 591, 593, EHS 280.

**Health Services Administration
Summary of Changes**

Course	Course Name	Changes
HSA 203	Fundamentals of Medical Science	Change verbiage from C- to C Change from Fall only offering to Fall and Spring
HSA 372	Health Care Reimbursement Systems	Change verbiage from C- to C
HSA 375	Health Services Administration	Change verbiage from C- to C Change from Fall only offering to Fall and Spring Expand prerequisites to MGT 301 or 300
HSA 401	Legal Issues in Health Care	Change verbiage from C- to C Change from Spring only offering to Fall and Spring
HSA 405	Clinical Information Management	Change verbiage from C- to C Change from Spring only offering to Fall and Spring
HSA 406	Health Care Quality Management	Change verbiage from C- to C Change from Fall only offering to Fall and Spring
HSA 407	Advanced Health Services Administration	Change verbiage from C- to C Change from Fall offering only to Fall and Spring
HSA 409	Health Services Research Methods	Change verbiage from C- to C Change from Fall offering only to Fall and Spring
HSA 412	Professional Practice Experience	Change from Fall offering only to Fall and Spring
HSA 302	Organization and Management of Health Services	Add the prerequisite of a minimum of C in HSA 100 Change from course offering of "A" to Fall and Spring
HSA 306	Medical Nosology	Change verbiage from C- to C Add prerequisite of HSA 302 Have the credit hours corrected to reflect 2006 curriculum approval
HSA 370	Health Information Management Systems	Increase credit hours from 3 to 4 Expand prerequisites to CCT 290 or CIS 230 or CIS 300 Change verbiage from C- to C
Program		Increase HSA 370 from 3 credits to 4 Include all approved support course alternatives Eliminating ECO 370 as a support course Decreasing total credits from 128 to 120

Blue: Significant Changes

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Health Promotion and Administration</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HSA 203</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Fundamental of Medical Science</td> </tr> <tr> <td>*Program Title</td> <td>(Major __, Option __; Minor __; or Certificate __)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HSA 203	*Course Title (30 characters)	Fundamental of Medical Science	*Program Title	(Major __, Option __; Minor __; or Certificate __)
Department Name	Health Promotion and Administration										
College	Health Sciences										
*Course Prefix & Number	HSA 203										
*Course Title (30 characters)	Fundamental of Medical Science										
*Program Title	(Major __, Option __; Minor __; or Certificate __)										

Proposal Approved by:	Date		Date
Departmental Committee	2/20/2009	Graduate Council*	NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/4/2009	Disapproved	
General Education Committee*	NA	Approved	
Teacher Education Committee*	NA	Faculty Senate**	NA
		Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: 1) To change prerequisite requirement from minimum C- to minimum C; 2) To change semester offering notation from I (Fall) to I, II (Fall and Spring)

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: To align the prerequisite statement with that of other programs within the College of Health Sciences. In addition, this course will be offered both fall and spring semesters.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 203 Fundamentals of Medical Science. (4) I, II. Prerequisites: MAS 200, BIO 171 and 301 with a (minimum grade of "C-C" or better). An introduction to the study of disease—its causes, symptoms, and treatment. 3 Lec/2 Lab.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	203	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

(List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
(List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	MAS 200, BIO 171 and 301 with a (minimum grade of " <u>C-<u>C</u></u> " or better)
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.	

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Health Promotion and Administration</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HSA 302</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Org and Mgt of Health Services</td> </tr> <tr> <td>*Program Title</td> <td>(Major __, Option __; Minor __; or Certificate __)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HSA 302	*Course Title (30 characters)	Org and Mgt of Health Services	*Program Title	(Major __, Option __; Minor __; or Certificate __)
Department Name	Health Promotion and Administration										
College	Health Sciences										
*Course Prefix & Number	HSA 302										
*Course Title (30 characters)	Org and Mgt of Health Services										
*Program Title	(Major __, Option __; Minor __; or Certificate __)										

Proposal Approved by: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Departmental Committee</u></td> <td style="width: 50%;"><u>Date</u></td> </tr> <tr> <td></td> <td style="text-align: center;">2/20/2009</td> </tr> </table>	<u>Departmental Committee</u>	<u>Date</u>		2/20/2009	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Graduate Council*</u></td> <td style="width: 50%;"><u>Date</u></td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> </tr> </table>	<u>Graduate Council*</u>	<u>Date</u>		NA		
<u>Departmental Committee</u>	<u>Date</u>										
	2/20/2009										
<u>Graduate Council*</u>	<u>Date</u>										
	NA										
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>College Curriculum Committee</u></td> <td style="width: 50%;"><u>Date</u></td> </tr> <tr> <td></td> <td style="text-align: center;">3/4/2009</td> </tr> </table>	<u>College Curriculum Committee</u>	<u>Date</u>		3/4/2009	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Approved</u></td> <td style="width: 50%;"><u>Disapproved</u></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<u>Approved</u>	<u>Disapproved</u>				
<u>College Curriculum Committee</u>	<u>Date</u>										
	3/4/2009										
<u>Approved</u>	<u>Disapproved</u>										
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<u>General Education Committee*</u>	<u>Date</u>										
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	NA										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Teacher Education Committee*</u></td> <td style="width: 50%;"><u>Date</u></td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> </tr> </table>	<u>Teacher Education Committee*</u>	<u>Date</u>		NA	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Board of Regents**</u></td> <td style="width: 50%;"><u>Date</u></td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td><u>Council on Postsecondary Edu.***</u></td> <td style="text-align: center;">NA</td> </tr> </table>	<u>Board of Regents**</u>	<u>Date</u>		NA	<u>Council on Postsecondary Edu.***</u>	NA
<u>Teacher Education Committee*</u>	<u>Date</u>										
	NA										
<u>Board of Regents**</u>	<u>Date</u>										
	NA										
<u>Council on Postsecondary Edu.***</u>	NA										

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

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

<p>A. 1. Specific action requested: 1) To add prerequisite requirement of a minimum C; 2) To change the course offering (semester notation) from "A" to I, II (Fall and Spring).</p> <p>A. 2. Effective date: Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: 1) All other HSA courses have the minimum "C" requirement specified. This modification brings this description in line with the others. 2) This course is taught both fall and spring semesters.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>

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

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

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 302 Organization and Management of Health Services. (3) A I,II. Prerequisite: HSA 100 (minimum grade of "C"). Analysis of structure, function, and internal and external forces impacting healthcare services. Identification of management topics and trends.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*			
HSA	302	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ X _____	HPAD			
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51				
			Class Restriction, if any: (undergraduate only)				
			FR _____ JR _____ SO _____ SR _____				
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____				
		Thesis _____					
		Internship _____					
		Independent Study _____					
		Practicum _____					
Co-Requisites and Prerequisites **See definitions on following page**							
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)							
Course Prefix and No.							
: (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)							
Course Prefix and No.	HSA 100 (minimum grade of “C”)						
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.							
Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).							
Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Health Promotion and Administration</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HSA 306</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Medical Nosology</td> </tr> <tr> <td>*Program Title</td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HSA 306	*Course Title (30 characters)	Medical Nosology	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Health Promotion and Administration										
College	Health Sciences										
*Course Prefix & Number	HSA 306										
*Course Title (30 characters)	Medical Nosology										
*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)										

Proposal Approved by: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Date</td> <td style="width: 50%; text-align: center;">Date</td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">2/20/2009</td> </tr> <tr> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td> Council on Academic Affairs <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">Yes***</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">No</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td style="text-align: center;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">3/4/2009</td> </tr> <tr> <td>Approved _____ Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>	Date	Date	Departmental Committee	2/20/2009	Graduate Council*	NA	Council on Academic Affairs <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">Yes***</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">No</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Yes***	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	NA	College Curriculum Committee	3/4/2009	Approved _____ Disapproved _____		General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA	Council on Postsecondary Edu.***	NA	<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.</p>
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Teacher Education Committee*	NA																										
Board of Regents**	NA																										
Council on Postsecondary Edu.***	NA																										

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

A. 1. Specific action requested: 1) To change prerequisite requirement from minimum C- to minimum C; 2) To add prerequisite of HSA 302. 3) To have the credit hours in the *Catalog* changed to reflect previously approved curriculum revisions that were approved on 1/18/07

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: 1) To align the prerequisite statement with that of other programs within the College of Health Sciences. 2) To correct a previous curriculum revision oversight. When HSA 302 was created, it was intended that this would be a gatekeeper course. However, this was never added as a prerequisite to HSA 306. 3) The contact hours at the end of the course description (3 Lec/2 Lab) are correct, but total credits are not. This was originally approved by CAA in 2006.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 306 Medical Nosology. (3 <u>4</u>) I, II. Prerequisite: HSA 203 <u>and</u> 302 with a minimum grade of "C- <u>C</u>" or departmental approval. HCPCS and ICD-9-CM coding and reimbursement systems for physician services and hospital inpatient and outpatient services. 3 Lec/2 Lab.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	306	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <u>X</u>	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>4</u>	Lecture <u>3</u>	Laboratory <u>2</u>	Other _____	
Cip Code (first two digits only)			51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
(List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	HSA 203 <u>and</u> 302 with a minimum grade of " C <u>C</u> " or departmental approval.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Health Promotion and Administration</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HSA 370</td> </tr> <tr> <td>*Course Title (<u>30 characters</u>)</td> <td>Health Info Management Systems</td> </tr> <tr> <td>*Program Title</td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HSA 370	*Course Title (<u>30 characters</u>)	Health Info Management Systems	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Health Promotion and Administration										
College	Health Sciences										
*Course Prefix & Number	HSA 370										
*Course Title (<u>30 characters</u>)	Health Info Management Systems										
*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)										

Proposal Approved by:	Date		Date
Departmental Committee	2/20/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/4/2009	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 ECU's Office of Institutional Effectiveness.**

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

A. 1. Specific action requested: 1) To increase the number of credit hours for HSA 370 from 3 to 4 credits; 2) To clarify the prerequisites; 3) To change prerequisite requirement from minimum C- to minimum C

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: 1) Given the increasing need for knowledge and skills in the area of health informatics and information management systems, additional contact hours are needed to adequately cover course material. 2) Specification of all approved prerequisite alternatives will reduce administrative processes prior to graduation. 3) To align the prerequisite statement with that of other programs within the College of Health Sciences

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 370 Health Information Management Systems. (3 4) I, II. Prerequisites: HSA 100, 302, CCT 290 <u>or</u> CIS 230 <u>or</u> CIS 300 (minimum grade of "C- C"). Health information systems, systems analysis, and health database management.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	370	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 4	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

(List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
(List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	100, 302, CCT 290 <u>or</u> CIS 230 <u>or</u> CIS 300 (minimum grade of "C-")
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.	

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

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

SYLLABUS

COURSE TITLE HSA 370 Health Information Management Systems
INSTRUCTOR Cathy Andersen, 110 Dizney, 622-6304(office)
Cathy.Andersen@eku.edu (e-mail) Class web page: www.people.eku.edu/andersenc Click on "HSA 370"

CATALOG DESCRIPTION HSA 370 Health Information Management Systems. (4) I, II.
Prerequisites: HSA 100, 302, CCT 290 or CIS 230 or CIS 300 (minimum grade of "C"). Health information systems, systems analysis, and health database management.

REQUIRED TEXT *Health Information Management: Concepts, Principles, and Practice*, 2nd edition, Kathleen LaTour and Shirley Eichenwald-Maki (editors).
AHIMA: Chicago, 2006.

RECOMMENDED TEXT *HIMSS Dictionary of Healthcare Information Technology Terms, Acronyms and Organizations*. HIMSS: Chicago, 2006.

- REFERENCES**
1. Journal of Healthcare Information Management
 2. Journal of the American Health Information Management Association
 3. *Information Systems for Healthcare Management*, 6th edition, by Charles J. Austin and Stuart B. Boxerman.
AUPHA/HAP: Chicago, 2003.
 4. *Electronic Health Records: A Practical Guide for Professionals and Organizations*, 3rd edition, by Margret Amatayakul, AHIMA: Chicago, 2007.
 5. Various Internet Web sites. See class Web page.

STUDENT LEARNING OUTCOMES

The student will be able to:

1. manage all aspects of healthcare information systems.
2. use MS-Access to design and maintain healthcare databases.
3. perform as a member on a health informatics systems development team.
4. communicate health information technology concepts to other healthcare professionals.
5. comply with regulations and standards related to the use of health information technology.

ACADEMIC INTEGRITY POLICY

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

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 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.

During class, students are expected to concentrate on class materials and activities. Cell phones shall be on silent or vibrate mode, and the phones put away, before class begins.

METHOD OF EVALUATION

Database Management project	35 points
Health Information Systems WIKI and Model	20 points
Systems Development team project	20 points
Terminology quiz.....	10 points
Cost Benefit Analysis homework.....	5 points
Flowchart homework	5 points
Participation (includes attendance and class activities)	5 points

Grading scale

A= 92.0 – 100 B= 83.0 - 91.9 C= 74.0 - 82.9 D= 60.0 - 73.9 F= below 60

MIDTERM STATUS Students will be given a grade update of their progress in the class prior to midterm.

METHOD OF INSTRUCTION Lecture, computer lab exercises, audiovisuals, group and individual projects.

ATTENDANCE POLICY

1. Students are expected to attend all classes.
2. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
3. At the discretion of the instructor, class attendance will be recorded at the beginning of each scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record. Tardies will be considered one-third of an absence.
4. At the discretion of the instructor, some absences may be excused, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor’s excuse or an official University excuse.
5. In the event of an unavoidable absence, the student should meet the instructor’s terms for “make-up” procedures. The responsibility for initiating make-up work rests with the student.
 - A. Make-up assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - B. If a student does not have an excused absence and needs to make up an exam or assignment, the grade may be lowered by a 10% late penalty.
 - C. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

LAST DAY TO WITHDRAW March 20, 2009

UNIT OBJECTIVES

Healthcare Information Systems (HIS Unit)

1. Discuss the management of healthcare information systems, including applications (clinical, operational, executive), integration, and standards.
2. Identify state and national offices and initiatives to promote healthcare information technology and systems
3. Discuss technology impacting health information management systems, such as the electronic medical record, data warehouse, data mining, keyless data entry, telemedicine, networks, decision support systems, business intelligence, wireless devices, and Internet applications
4. Discuss security problems and solutions for health information systems

Database Management Unit (DBM)-unique objective

1. Design, develop, and manipulate (produce queries, reports, graphs, etc.) a database that meets the information needs of a specific health care function

Systems Development Life Cycle Unit (SDLC)-unique objectives

1. Act as the project manager, or participate as a knowledgeable team member, on a systems development project
2. Select and use the appropriate analysis tools and techniques for a systems development project
3. Evaluate and select computer hardware and software to meet identified needs of the health care facility

DBM and SDLC Units-shared objectives

1. Analyze the information processing needs in a health care facility related to primary and secondary patient data
2. Develop and write appropriate security policies.
3. Write goals and objectives for health information systems
4. Plan training needs, implementation strategies, and evaluation methods for health information systems

ACCREDITATION

CAHIIM accreditation requirements met by this course are listed in your Student Handbook. This is available on the program Web page at www.health.eku.edu/hsa

COURSE REQUIREMENTS

1. Health Information System WIKI and Model (individual or group)

Develop a WIKI Web page within Blackboard about an assigned health information system management or technology topic. Present it to the class in a verbal tour. References should be included. A model showing the relationships between the various WIKI topics will also be developed.

2. Systems Development project (group)

Using an assigned case study about a health information systems management problem, find a solution and complete a systems development project following the steps of the systems development life cycle. A verbal summary of your project is to be presented to the class, and 2 copies of the written report submitted.

3. Database Management project (individual)

This project allows you the opportunity to develop database management skills. You will design, develop, and manipulate an Access database for a health services administration function. You will develop goals and objectives and security policies for your database. You will also describe implementation and training plans, an evaluation method, and include a procedure manual. Students will demonstrate or pilot test the projects.

Other assignments, such as a terminology quiz, cost-benefit analysis, flowcharts, and class discussions and exercises.

COURSE CONTENT

I. Introduction

A. Course

Lab

Orientation

B. HSA Microcomputer

II. Health Care Information Management Systems

A. Healthcare Informatics

1. Definition
 2. History
 3. Goals
 4. Government Offices and Initiatives
 - a. national
 - b. state
 - B. Impact of Technology on Health Information Management Systems
 1. Computerization of patient data
 - a. clinical, operational, and executive systems
 - b. electronic records
 - c. networks
 - d. telemedicine
 - e. decision support systems
 - f. data warehousing and mining
 - g. keyless data entry
 - h. optical disk/other technology media
 - i. mobile and wireless computing
 2. Security issues
 - a. technology
 - b. common problems
 - c. solutions to problems
 - d. security officers
 - e. HIPAA
 - C. Standards
 - Hardware
 - Software
 - Communication/network/messaging
 - Data
 - Organizations
 - D. Chief Information Officer
 1. Qualifications
 2. Responsibilities
 - III. Systems Development in a Health Care Setting
 - A. Strategic and Tactical Planning
 - B. Systems Development Life Cycle

Analysis	Design
Implementation	Maintenance/Evaluation
 - C. Project Management
 - Concept and Components
 - Teams
 - D. Tools
 1. Software, such as SmartDraw
 2. Organizational tools, such as Gantt charts
 3. Review of tools for problem identification, problem solving, performance improvement, and work redesign.
 - a. Flowcharts (ie: operational and process)
 - b. Return on Investment (ie: cost-benefit analysis)
 - c. SWOT
- d. Fishbone; cause-effect diagrams
- e. Layout chart
- f. Movement diagrams
- g. Force Field Analysis
- h. Productivity, Work Flow, Work Division, others
- i. Pareto chart
- j. Run and Statistical Process Control chart
- k. Others
- IV. Database Management
 - A. Overview of database management systems
 1. related terminology
 2. structures
 3. data dictionaries
 4. data security
 5. phases of database management
 - B. Design the Database using Access
 1. needs analysis
 2. goals and objectives
 3. tables, forms, switchboards
 - C. Data Collection and Entry
 - D. Data Maintenance
 1. edits
 2. security policies
 - E. Data Manipulation
 1. create queries
 2. create reports
 3. create graphs
 - Statistics
 - identify trends
 - F. Action & Follow-up
 1. investigate trends
 2. appropriate outcomes
 - G. Implementation and Evaluation
 - Training
 - Implementation
 - strategies
 - evaluation
 - H. Pilot test other projects or demonstrate your own project

SCHEDULE

The course is divided into 3 units, with each unit requiring about 1/3 of the semester. The typical order is

1. Health information systems,
2. Database management systems,
3. Systems development life cycle.

A detailed calendar will be distributed in class and is available on Blackboard.

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Health Promotion and Administration</u> College <u>Health Sciences</u> *Course Prefix & Number <u>HSA 372</u> *Course Title (<u>30 characters</u>) <u>Health Care Reimbursement Sys</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	<u>2/20/2009</u>	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	NA
College Curriculum Committee	<u>3/4/2009</u>	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 change prerequisite requirement from minimum C- to minimum C
- 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: To align the prerequisite statement with that of other programs within the College of Health Sciences

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

Personnel Impact: NA
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

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

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

New or Revised* Catalog Text

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

HSA 372 Health Care Reimbursement Systems. (3) I, II. Prerequisite: HSA 302 and 306 (minimum grade of "C-"). An in-depth analysis of health care reimbursement systems; health insurance fraud and abuse; procedures for patient accounting and cash flow forecasting.

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Health Promotion and Administration</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HSA 375</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Health Services Administration</td> </tr> <tr> <td>*Program Title</td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HSA 375	*Course Title (30 characters)	Health Services Administration	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Health Promotion and Administration										
College	Health Sciences										
*Course Prefix & Number	HSA 375										
*Course Title (30 characters)	Health Services Administration										
*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)										

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/20/2009	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	3/4/2009	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 ECU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: 1) To change prerequisite requirement from minimum C- to minimum C; 2) To change the semesters offering notation from I (Fall) to I, II (Fall and Spring); 3) To change the prerequisites to include either MGT 300 or MGT 301.

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: 1) To align the prerequisite statement with that of other programs within the College of Health Sciences; 2) This course will be taught both fall and spring semesters; 3) The inclusion of both MGT 300 or MGT 301 will reduce administrative processes prior to graduation.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

New or Revised* Catalog Text (*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 375 Health Services Administration. (3) I, II. Prerequisite: MGT 301 <u>or 300, 320</u>; HSA 302 (minimum grade of "C- C"). Application of financial principles, strategic planning, marketing, and leadership skills to selected health care organizations.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	375	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

(List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	MGT 301 or 300, 320; HSA 302 (minimum grade of "C- C")
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Health Promotion and Administration</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HSA 401</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Legal Issues in Health Care</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HSA 401	*Course Title (30 characters)	Legal Issues in Health Care	*Program Title			(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Health Promotion and Administration												
College	Health Sciences												
*Course Prefix & Number	HSA 401												
*Course Title (30 characters)	Legal Issues in Health Care												
*Program Title													
	(Major ____, Option ____, Minor ____, or Certificate ____)												

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/20/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	3/4/2009	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 ECU's Office of Institutional Effectiveness.

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

- A. 1. Specific action requested:** 1) To change prerequisite requirement from minimum C- to minimum C; 2) To change the semester offering notation to reflect both fall and spring semesters
- 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: 1) To align the prerequisite statement with that of other programs within the College of Health Sciences; 2) This course will be taught both fall and spring semesters.

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

Personnel Impact: NA
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

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

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

New or Revised* Catalog Text (*Use <u>strike through</u> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) HSA 401 Legal Issues in Health Care. (3) I, II. Prerequisite: HSA 302 (minimum grade of "C- <u>C</u> "). Legal status, documentation requirements, and liability related to medical records and health care issues.
--

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	401	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

(List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	HSA 302 (minimum grade of “C- C”)
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Health Promotion and Administration</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HSA 405</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Clinical Information Management</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HSA 405	*Course Title (30 characters)	Clinical Information Management	*Program Title			(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Health Promotion and Administration												
College	Health Sciences												
*Course Prefix & Number	HSA 405												
*Course Title (30 characters)	Clinical Information Management												
*Program Title													
	(Major ____, Option ____, Minor ____, or Certificate ____)												

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/20/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	3/4/2009	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 ECU's Office of Institutional Effectiveness.**

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

- A. 1. Specific action requested:** 1) To change prerequisite requirement from minimum C- to minimum C; 2) To change the semesters offering notation from II (Spring) to I, II (Fall and Spring)
- 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: 1) To align the prerequisite statement with that of other programs within the College of Health Sciences; 2) This course will be taught both fall and spring semesters

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

Personnel Impact: NA
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

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

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

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 405 Clinical Information Management. (3) I, II. Prerequisite: HSA 370, 401, and 406 (minimum grade of "C-"). Review of health trends related to the management of clinical information systems. Course format will include mock committee meetings and role playing.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	405	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
		Cip Code (first two digits only) 51		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____	Date of data entry _____	
		Internship _____	Data entry person _____	
		Independent Study _____		
		Practicum _____		

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

(List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	HSA 370, 401, and 406 (minimum grade of “C- C”)
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Health Promotion and Administration <hr/> College Health Sciences <hr/> *Course Prefix & Number HSA 406 <hr/> *Course Title (30 characters) Health Care Quality Management <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by: Departmental Committee	<u>Date</u> 2/20/2009		<u>Date</u> NA
Is this a SACS Substantive Change?	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council*	NA
College Curriculum Committee	3/4/2009	Council on Academic Affairs	
General Education Committee*	NA	Approved _____ Disapproved _____	
Teacher Education Committee*	NA	Faculty Senate**	NA
		Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: 1) To change prerequisite requirement from minimum C- to minimum C; 2) To change the semesters offering notation from I (Fall) to I, II (Fall and Spring)

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: 1) To align the prerequisite statement with that of other programs within the College of Health Sciences; 2) This course will be taught both fall and spring semesters

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

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.)
<p>HSA 406 Clinical Information Management. (3) I, II. Prerequisite: HSA 203, 302; STA 215 or 270 (minimum grade of "C- C"). A study of total quality management, utilization review, and risk management functions in a health care setting.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	406	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____	Date of data entry _____	
		Internship _____	Data entry person _____	
		Independent Study _____		
		Practicum _____		

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

(List only co-requisites. See below for prerequisites and combinations.)

d No.	
d No.	

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

d No.	HSA 203, 302; STA 215 or 270 (minimum grade of “C- C”)
d No.	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

d No.	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
se(s): (credit not allowed with; or formerly:)	
d No.	
d No.	
d No.	

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Health Promotion and Administration</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HSA 407</td> </tr> <tr> <td>*Course Title (<u>30 characters</u>)</td> <td>Advanced Health Services Administration</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HSA 407	*Course Title (<u>30 characters</u>)	Advanced Health Services Administration	*Program Title			(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Health Promotion and Administration												
College	Health Sciences												
*Course Prefix & Number	HSA 407												
*Course Title (<u>30 characters</u>)	Advanced Health Services Administration												
*Program Title													
	(Major ____, Option ____, Minor ____, or Certificate ____)												

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/20/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	3/4/2009	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:** 1) To change prerequisite requirement from minimum C- to minimum C; 2) To change the semesters offering notation from I (Fall) to I, II (Fall and Spring)
- 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: 1) To align the prerequisite statement with that of other programs within the College of Health Sciences; 2) This course will be taught both fall and spring semesters

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

Personnel Impact: NA
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

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

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

New or Revised* Catalog Text (*Use <u>strike through</u> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 407 Advanced Health Services Administration. (3) I, II. Prerequisite: HSA 375 (minimum grade of "C C"). Advanced study in trends relating to the management of health care organizations and the leadership role of health services administrators.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	407	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
		Cip Code (first two digits only) 51		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____	Date of data entry _____	
		Internship _____	Data entry person _____	
		Independent Study _____		
		Practicum _____		

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

(List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	HSA 375 (minimum grade of “ C C”)
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Health Promotion and Administration <hr/> College Health Sciences <hr/> *Course Prefix & Number HSA 409 <hr/> *Course Title (30 characters) Health Services Research Methods <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by: Departmental Committee	<u>Date</u> 2/20/2009		<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council*	NA
College Curriculum Committee	3/4/2009	Council on Academic Affairs	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 ECU's Office of Institutional Effectiveness.**

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

A. 1. Specific action requested: 1) To change prerequisite requirement from minimum C- to minimum C; 2) To change the semesters offering notation from I (Fall) to I, II (Fall and Spring)

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: 1) To align the prerequisite statement with that of other programs within the College of Health Sciences; 2) This course will be taught both fall and spring semesters

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 409 Health Services Research Methods. (3) I, II. Prerequisite: HSA 203, 302; STA 215 or 270 (minimum grade of "C- C"). Introduction to the process of research, related terminology and statistical techniques, significance to health care, critique of published research articles, and development of a protocol.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	409	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
		Cip Code (first two digits only) 51		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____	Date of data entry _____	
		Internship _____	Data entry person _____	
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
: (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	HSA 203, 302; STA 215 or 270 (minimum grade of “C- C”)
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Health Promotion and Administration</u> College <u>Health Sciences</u> *Course Prefix & Number <u>HSA 412</u> *Course Title (<u>30 characters</u>) <u>Professional Practice Experience</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by: Departmental Committee	<u>Date</u> 2/20/2009	Graduate Council*	<u>Date</u> NA
Is this a SACS Substantive Change? Yes *** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs _____	
College Curriculum Committee	<u>3/4/2009</u>	Approved _____ Disapproved _____	
General Education Committee*	<u>NA</u>	Faculty Senate**	<u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents**	<u>NA</u>
		Council on Postsecondary Edu.***	<u>NA</u>

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

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

- A. 1. Specific action requested:** To change the semesters offering notation from II (Spring) to I, II (Fall and Spring)
- 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: This course will be taught both fall and spring semesters

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

Personnel Impact: NA
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

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

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

New or Revised* Catalog Text (*Use strickethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 412 Professional Practice Experience. (1-6) I, II. Prerequisite: Departmental approval. Internship assignment to health care organizations for observation and practice of management functions. May be retaken for a maximum of six credit hours.</p>

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Health Promotion and Administration Health Sciences Health Services Administration (Major <u> X </u> , Option ___; Minor ___; or Certificate ___)
---	---	--

Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes *** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Date 2/20/2009 3/4/2009 NA NA	Graduate Council* Council on Academic Affairs Approved ___ Disapproved ___ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	Date NA
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*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
******If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.**

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

A. 1. Specific action requested: 1) To decrease overall program requirements from 128 to 120 credit hours, 2) To delete ECO 370 as a support course from the Health Care Administration and Informatics (HCAI) option, and 3) To specify course alternatives for satisfying support course requirements.

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: 1) Given the recent university change in minimum undergraduate credit hours from 128 to 120, the Health Services Administration program decided to revise its curriculum to reflect this change. 2) After verifying the program's accreditation requirements, it was decided that ECO 370 could be eliminated without jeopardizing national standing. 3) In addition, listing program-approved support course alternatives will reduce the number of Course Exception forms needed to clear students for graduation.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

Narrative Components in Catalog

Health Care Administration and Informatics (Paragraph 2)

All students who are accepted Admission to the upper-division (professional) program requires an overall grade point average of 2.50 with a grade of ~~C~~ C or better on each of the required This includes: ACC 201, 202; BIO 171, 301; CCT 290 or CIS 230 or CIS 300; CSC 104 or CIS 212; CMS 100 or 210; ECO 230; MAT 105 or 107; STA 215 or 270; HSA 100; MAS 200. Students who meet

Admission/Progression Criteria (Paragraph 1)

All majors utilize the regular admission policy of the University..... and 2) complete all major and support courses with a minimum grade of "~~C~~ C" after a maximum of two attempts.

**Health Services Administration (B.S.)
 CIP Code 51.0706**

Degree Requirements

Major Requirements ----- 47 ~~48~~ hours
 HSA 100, 203(4), 302, 306(4), 370(4), 372, 375, 401, 405, 406, 407, 409, 412(6); MAS 200.

Supporting Course Requirements ----- 27-42 hours

All Options ----- 27 hours
 BIO 171, 301; CCT 290 or CIS 230 or CIS 300; CMS 100 or 210; CSC 104 or CIS 212;
 MAT 105 or 107; MGT 300 or 301, 320; STA 215 or 270.

Health Care Administration and Informatics ----- 15 ~~12~~ hours
 ACC 201, 202; ECO 230, ~~370~~; MKT 300 or 301.

General Education Requirements ----- 30-33 hours

Ancillary Health Management ----- 33 hours
 Standard General Education program, excluding blocks IC, II, VII (QS), and VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

Health Care Administration and Informatics ----- 30 hours
 Standard General Education program, excluding blocks IC, II, VB, VII (QS), and VIII (6 hours).

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

University Requirement -----1 hour
 HSO 100.

Free Electives-----8-20 ~~2-11~~ hours

Ancillary Health Management ----- 20 ~~11~~ hours

Health Care Administration and Informatics ----- 8 ~~2~~ hours

Total Curriculum Requirements -----128 ~~120~~ hours

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Master of Public Health College of Health Sciences Master of Public Health (Major ____, Option <u>XX</u> ; Minor ____; or Certificate ____)
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/25/08	Graduate Council*	11/10/08
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	10/15/08	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: Drop thesis

A. 2. Effective date: Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: n/a

B. The justification for this action:

The MPH is a practice degree.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

	New or Revised* Program Text
II. PROGRAM REQUIREMENTS	
MPH Core Courses	21 hours
EHS 850, HEA 810, 816, 830, 855; EHS 800 or HEA 840; EHS 825.	
MPH Option Required Courses	9 - 12-15 hours
Community Health Education (see <i>Department of Health Promotion and Administration</i>)..... 12 hours	
Environmental Health Science (see <i>Department of Environmental Health Science</i>)45-9 hours	
Thesis/Non-Thesis Research	3 6 hours
Practicum	3 hours
MPH Capstone	1 hour
Total Program Hours	43-46 hours

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Health Promotion and Education College of Health Sciences Master of Public Health (Major ____, Option <u>XX</u> ; Minor ____; or Certificate ____)
--	---	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/25/08	Graduate Council*	11/10/08
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/15/08	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.)

<p>A. 1. Specific action requested: Drop thesis option</p> <p>A. 2. Effective date: Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: n/a</p>
<p>B. The justification for this action:</p> <p>The MPH is a practice degree.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>

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

MPH Core Courses	21 hours
EHS 850, HEA 810, HEA 816, HEA 830, HEA 855, HEA 840 or EHS 800, EHS 825	
Community Health Education Option	
Required Courses	12 hours
HEA 820, HEA 825, HEA 875, HEA 898	
Elective	3 hours
HEA 791, 792, 793, 795, 804, EHS 880, or POL 877	
Practicum	3 hours
HEA 899	
Research: Thesis or Non-Thesis	6 3 hours
HEA 897 OR: HEA 880 AND select 3 hours from: HEA 791, 792, 793, 795, 804, EHS 880, or POL 877	
Capstone.....	1 hour
MPH 895	
Total Hours	43 hours

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Environmental Health Sciences College of Health Sciences Master of Public Health (Major ____, Option <u>XX</u> ; Minor ____; or Certificate ____)
--	---	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/25/08	Graduate Council*	11/10/08
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	10/15/08	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: Drop thesis option

A. 2. Effective date: Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: n/a

B. The justification for this action:

The MPH is a practice degree.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

MPH Core Courses	21 hours
EHS 850, HEA 810, HEA 816, HEA 830, HEA 855, HEA 840 or EHS 800, EHS 825	
Environmental Health Option	
Required Courses.....	15 9 hours
EHS 855, 865, and 880	
Electives.....	3-6 hours
If thesis route, choose 3 approved credit hours;	
If non-thesis route, choose 6 approved credit hours;	
<u>Approved electives include: EHS 840,845, 860, 870, 877, LPS 815, 822</u>	
Practicum.....	3 hours
EHS-863	
Thesis or Non-Thesis	3-6 hours
EHS 899- Thesis and 899 c- Thesis, cont. OR	
Research.....	3 hours
EHS 890: Independent Study in Health Science	
Capstone.....	1 hour
MPH 895	
Total Hours.....	43

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	302	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	OTS 313, OTS 335 & OTS 421
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	OTS-301 & 314 OTS 301, 311, 432 and BIO 271 with a <u>grade of (C) or better:</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____)	Occupational Therapy Health Sciences OTS 837 UE Evaluation and Intervention _____
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	01-20-09	Graduate Council*	3/2/09
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/18/09	Approved Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: To establish a new course (previously taught two times as a special topics class).

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:

No such course is available to OT graduate students at this time. A specific need and expertise exists in practice, thus this course allows students to focus on advanced knowledge in the topic area. This course also serves practitioners desiring advanced knowledge in the occupational therapy topic area and graduate education.

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

Personnel Impact: Faculty will be assigned by the Department Chair to teach this course. Expertise currently exists.

Operating Expenses Impact: - none

Equipment/Physical Facility Needs: none

Library Resources: Add online access to the following journals:
 Archives of Physical Medicine and Rehabilitation
 Journal of Hand Therapy
 Both journals would support other existing OT courses also and faculty research.

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

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) OTS 837: UE Evaluation and Intervention (3). A. Prerequisite: OTS 822 or departmental approval. This course focuses on advanced study of the upper extremity including evaluation and treatment techniques in evidence-based occupational therapy practice.
--

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	837	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>3</u>	Lecture <u>3</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>L</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>OTS 822 or departmental approval</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY - DEPARTMENT OF OCCUPATIONAL THERAPY
OTS 837: UE Evaluation and Intervention

Instructor: Melba Custer, MS, OTR/L

Office: Dizney 140 Phone: 622-1268 or 622-3300

Email: melba.custer@eku.edu

Credits: 3

Catalog Description: Prerequisite: OTS 822 or departmental approval.

This course focuses on advanced study of the upper extremity including evaluation and treatment techniques in evidence-based occupational therapy practice.

Student Learning Outcomes:

The student will:

1. Evaluate the upper extremity for occupational performance needs.
2. Synthesize knowledge of functional anatomy as related to the biomechanics of the upper extremity.
3. Fabricate and integrate splints, positioning and/or assistive devices to improve upper extremity performance in occupation.
4. Demonstrate understanding of physical agent modalities utilized in treatment of occupational performance of upper extremity pathologies.
5. Evaluate evidence-based intervention strategies appropriate for a variety of upper extremity diagnoses.

Required Texts:

American Occupational Therapy Association (2008). *OT practice framework: Domain and process*. (2nd edition). *American Journal of Occupational Therapy*, 62, 625-683.

Cooper, C. (2007) *Fundamentals of hand therapy: Clinical reasoning and treatment guidelines for common diagnoses of the upper extremity*. St. Louis: Mosby

Crepeau, E. B., Cohn, E. S., & Boyt-Schell, B. A. (Eds.) (2003). *Willard & Spackman's occupational therapy (10th ed)*. Philadelphia: Lippincott Williams & Wilkins.

Trombly, C.A. & Radomski, M.V. (Eds.). (2002). *Occupational therapy for physical dysfunction (5th ed.)*. Philadelphia, PA: Lippincott, Williams, & Wilkins.

Human Anatomy Book – lecture material and tests will require that you have access to an anatomy text

Required Readings:

Readings in topic areas will be assigned. Additional readings will be recommended. Assigned readings are expected to be completed prior to class.

Course Requirements:

• Article Analysis and Presentation	5%
• Box-U-pation	10%
• Evidence-based intervention paper	15%
• Evidenced-based intervention presentation	5%
• Exams (3)	45%
• Professional behaviors	5%
• Quizzes	10%
• Clinical site visit and reflection	5%
	100%

1. Article Analysis and Presentation

For this assignment, each student will be assigned an article and prepare a short (7-10 minutes) presentation of the analysis of the article. The individual should also prepare questions to ask classmates throughout and/or at the end of the presentation.

Additionally, each student will prepare an annotated bibliography for their article including both an APA citation and 200 word annotation. The annotation is due to the course instructor by e-mail by 5 pm on the Monday before your presentation is scheduled. The instructor will post the annotation on Blackboard for the class. A rubric for this assignment will be available and posted on Blackboard.

2. Evidence-Based Intervention Paper and Presentation

For this assignment, students are to review the literature on a selected specific diagnosis, evaluate and present the evidence with implications for treatment for clients referred to occupational therapy.

1. Students are to select from the diagnoses provided and sign up by date TBA and posted on proposed topic outline.

The student will meet with the course instructor to obtain final approval of topic and discuss a research plan.

Students must provide a rough outline with five or more references on their selected topic by **date TBA and posted on topic outline**.

Students are to create a case study (see examples in text) that will provide an understanding of the selected diagnosis. Provide demographics of client, define diagnosis; include etiology, onset and prognosis. Include an occupational profile that includes the family history and support, work/education history, basic living skills, leisure/recreation involvement, goals for future. Discuss the symptoms and medical interventions appropriate for each. Use the AOTA Practice Framework (2008) to analyze the implications of this diagnosis, (i.e., client factors and performance areas that will be affected) and recommend appropriate evaluations, demonstrating use of theoretical reasoning (list assessments and rationale for selection), discussing results and rationale for frames of reference that will guide intervention. Provide treatment activities that address all performance skills and client factors. Specify strategies that may be used in each intervention (i.e., create, establish, modify, etc.). Include preparatory methods as well as occupation-based and purposeful activities. A grading rubric will be posted on Blackboard. Complete a review of the literature and describe evaluation, and intervention strategies and the research that supports these techniques. An oral presentation 10-15 minutes, using PowerPoint will be scheduled for last two class meetings. The PowerPoint presentation should be posted to Blackboard at least 3 days prior to the presentation so that fellow students have the opportunity to print or review it.

3. Box-u-pation

Each student will assemble the parts/supplies required to have clients complete an activity/project. The activity will be placed in a small box (e.g., shoebox or photo box) and appropriately labeled use in occupational therapy practice. The box will have directions for completing the task, suggestions for appropriate clients and at least three ways to grade the activity. Copies of the instructions should be provided for classmates. Written instructions/information should not exceed $\frac{1}{2}$ to $\frac{3}{4}$ of a page. Before beginning this assignment, please approve your idea with instructor. Be prepared to begin presenting these to class on 10/22/08.

4. Clinical visit and reflection

Each student is expected to observe in an occupational therapy setting with a therapist providing intervention to clients with upper extremity diagnoses. The diagnoses may be orthopedic or neurological. In order to ensure that sites visited are varied in location, please discuss your proposed site visit with class instructor **prior** to contacting a therapist/site. This assignment must be completed prior to mid-semester or by mid-term date. This clinical visit will be synthesized in a 1-2 page written paper submitted to class instructor by mid-term and utilized in class discussion.

Grading Practices:

All assignments will be graded using the following scale:

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

Student Progress:

Students can monitor their academic progress by checking grades in Blackboard. Discussion with the instructor regarding individual progress can be arranged during the instructor's office hours. Written feedback will be given on all assignments.

1. All assignments must be completed to pass the course.
2. All assignments must be submitted at the beginning of class, on the due date, unless indicated by instructor. Assignments not turned in on the due date will have one letter grade deducted per day.
3. All assignments must be typed unless otherwise stated and formatted according to APA format.
4. Institutional expectations for outside class preparation on the part of the students: Graduate courses: Minimum of four hours of outside preparation for every hour of class.

Attendance:

The student is an active learner and benefits from full class attendance and participation. Student will notify the course instructor when he/she will be absent. Student is expected to be prompt for class.

Standardized Disability Statement for Course Syllabi

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

Academic Integrity:

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.

**Proposed Topic Outline
OTS 837: UE Evaluation and Intervention**

DATE	TOPIC	READINGS	ASSIGNMENTS
Aug 27	Course introduction: Review syllabus/structure/ assignments Shoulder Anatomy and Functional Movement	Anatomy book; Readings will be assigned by chapters in W & S or Trombly after first class session.	Per Email-paragraph, listing of conditions, book inventory, review of shoulder anatomy, etc.
Sept. 3	Common Shoulder Diagnoses Guest Speaker	Chapters 2 & 10 Chapter 8	Check your email, our guest speaker may want an assigned reading or case study
Sept 10	Shoulder Assessment and Treatment cont'd if needed Infections	Chapter 20	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Sept 17	Global Evaluation and Wound Healing; Burns	Chapter 3,19	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Sept 24	Edema Reduction; Anatomy of elbow/forearm Modalities preparation	Chapter 11	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Oct 1	Modalities		Test 1
Oct 8	Sports and Athletic Injuries; CTD, CNS	Chapter 16 & 25	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Oct 15	TBA- probable hand and wrist anatomy initiated Clinical site discussions and synthesis due	Chapter 5	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Oct 22	Hand and Wrist Anatomy cont'd with conditions initiated Occupations Box-U-pations presentations initiated	Chapter 5 cont'd	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Oct 29	Hand and Wrist Assessment Common Hand Diagnoses	Chapter 13, 14, 15	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Nov 5	Splinting	TBA	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Nov 12	Arthritis; Fractures, Nerves Treating Stiffness	Chapters 17 & 23	Test 2
Nov 19	Amputations: CRPS	Chapter 18	Assigned readings, possible quiz, case study/ study question/ <u>condition-intervention-grading</u>
Nov 26	Thanksgiving Break		Assigned readings, case study/ study question/ <u>condition-intervention-grading</u>
Dec 3	Client-therapist relationship OTA Supervision	Chapter 7 and 8 Chapter 1 Chapter 9	Test 3
Dec 10	Presentations		
Dec 17	Presentations		

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	Occupational Therapy Heath Sciences OTS 865 School-based Practice Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/7/08</td> <td>Graduate Council*</td> <td style="text-align: center;">2/2/09</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/19/08</td> <td>Approved</td> <td style="text-align: center;">Disapproved</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table> <p> *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. </p>		<u>Date</u>		<u>Date</u>	Departmental Committee	10/7/08	Graduate Council*	2/2/09	<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	11/19/08	Approved	Disapproved	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																															
Departmental Committee	10/7/08	Graduate Council*	2/2/09																															
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General Education Committee*	NA	Faculty Senate**	NA																															
Teacher Education Committee*	NA	Board of Regents**	NA																															
		Council on Postsecondary Edu.***	NA																															

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

- A. 1. Specific action requested:** To revise name of course, course description, and prerequisites.
- A. 2. Effective date:** Fall 2009
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable) NA

To more accurately reflect updated course content and change pre-requisites to enable students from other disciplines to enroll in the course.

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

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

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

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) OTS 865: Occupational Therapy Services in School Systems School-based Practice. (3) A. <u>Pre-requisite: Departmental approval.</u> In-depth study of school-based therapy. Theories, principles, models of practice, and methods of occupational therapy delivery of services <u>delivery</u> for students experiencing dysfunction in educational performance <u>with learning and behavioral difficulties</u> , within the context of state and federal mandates <u>laws</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)*
OTS	865	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Departmental approval</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

**EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
OTS 865 School-based Practice - Spring 2009**

Faculty: Sharon Brandenburger Shasby, Ed.D, OTR/L, BCP, FAOTA

Office: Dizney 105 Phone: 622-6318 or 622-3300

Email: sharon.shasby@eku.edu

Credits: 3

Catalog Description: Pre-requisite: Instructor approval. In-depth study of school-based therapy. Theories, principles, models of practice, and methods of therapy service delivery for students with learning and behavioral difficulties, within the context of state and federal laws.

Student Learning Outcomes:

The student will:

1. Distinguish requirements of current Federal and State legislation/regulations that apply to providing related services/education in public schools.
 - 1.1 Individuals with Disabilities Education Act
Early Intervening Service (EIS)
Response to Intervention (RtI)
 - 1.2 No Child Left Behind Act of 2001 (NCLB)
 - 1.3 Section 504 of the Rehabilitation Act
 - 1.4 Americans with Disabilities Act of 1990 (ADA)
 - 1.5 Head Start
 - 1.6 Medicaid
2. Analyze the educational environment in relation to the impact on the delivery of occupational (and/or other disciplinary emphasis) therapy services.
 - 2.1. Analyze the education system, particularly special education, in relation to effective therapy service provision.
 - 2.2. Apply the communication and teaming skills needed to effectively engage in collaboration to support student learning within different environments in a school
 - 2.3. Examine the process to give a child a disability category in the education system.
 - 2.4. Assess the various roles and styles of delivery for therapy services appropriate within the school system.
 - 2.5. Analyze the classroom and school environment as it impacts the participation of students with special needs.
3. Apply the occupational therapy process (and/or other disciplinary emphasis) to the provision of service in a school setting.
 - 3.1. Develop an understanding of the physical, behavioral, and mental health conditions of students with a disability as they relate to that student's educational performance.
 - 3.2. Evaluate the factors (performance skills, performance patterns, contexts, activity demands, and client factors) that act as supports or barriers to a student's educational performance.
 - 3.3. Utilize a variety of assessment tools appropriate for the school system, to assess a student's strengths and concerns across school environments; during curricular and extracurricular activities.
 - 3.5. Design scientifically-based practice (evidence-based) in the educational setting.
 - 3.6. Utilize theoretical approaches appropriate for the school system. Develop intervention plans for the student with a disability that meets the criteria for inclusion and IDEA 04.
4. Analyze the standards of practice and/or guidelines for school-based occupational therapy (and/or other disciplinary emphasis).
5. Evaluate outcomes of scientifically-based occupational therapy (and/or other disciplinary emphasis) interventions provided in school-based practice.

Required Texts and Readings: Items bolded can be purchased at the bookstore or through AOTA

Hanft, B. & Shepherd, J. (Eds.). (2008). *Collaborating for student success: A guide for school-based Occupational Therapy*. Bethesda:MD: AOTA Press.

Kentucky Department of Education. (2006, September). Resource Manual for Educationally Related Occupational Therapy and Physical Therapy in Kentucky Public Schools. To obtain Google KY OT/PT Resource Manual or Go to www.education.ky.gov Type in OT/PT Resource Manual under search function. Go to documents and downloads – OTPTEditsF.documents. 85pgs.

Readings you may access from the AOTA website or acquire from ECU Library:

American Occupational Therapy Association (2003). Applying sensory integration framework in educationally related occupational therapy practice. *American Journal of Occupational Therapy*, 57, 652-659.

American Occupational Therapy Association (2004). Occupational therapy services in early intervention and school-based programs. *American Journal of Occupational Therapy*, 58, 681-685.

American Occupational Therapy Association (2007). FAQ on response to intervention for school-based occupational therapists and occupational therapy assistants. *American Journal of Occupational Therapy*.

Asher, A. (2006). Handwriting instruction in elementary schools. *American Journal of Occupational Therapy*, 60, 461-471.

Barnes, K. J., et al. (2003). Perceptions regarding school-based occupational therapy for children with emotional disorders. *American Journal of Occupational Therapy*, 57, 337-341.

Bayona, C., McDougall, J., Tucker, M., Nichols, M., & Mandich, A. (2006). School-based occupational therapy for children with fine motor difficulties: Evaluating functional outcomes and fidelity of services. *Physical and Occupational Therapy in Pediatrics*, 26(3), 89-110.

Bazyk, S. (2005). Creating occupation-based social skills groups in after-school care. *OT Practice*, 11, 13-18.

Beck, A., Barnes, K., Vogel, K. & Grice, K. (2006). The dilemma of psychosocial occupational therapy in public schools: The therapists' perceptions. *Occupational Therapy in Mental Health* 22, 1-17.

Bell, B. & Swinth, Y. (2005, September). Defining the role of occupational therapy to support literacy development. *School System Special Interest Section Quarterly*, 12, 1-4.

Brandenburger-Shasby, S. (2005). School-based practice: Acquiring the knowledge and skills. *American Journal of Occupational Therapy*, 59, 88-96.

Cahill, S. (2006, December). Is that really OT's domain: Providing mental health services in the schools. *OT Practice*, 11, 13-16.

Cahill, S. M. (2007, September). A perspective on response to intervention. *School System Special Interest Section Quarterly*, 14(3), 1-4.

Case-Smith, J. (2000). Effects of occupational therapy services on fine motor and functional performance in preschool children. *American Journal of Occupational Therapy*, 54, 372-380

Case-Smith, J. (2002). Effectiveness of school-based occupational therapy intervention on handwriting. *American Journal of Occupational Therapy*, 56, 17-25.

Chandler, C., Frolek-Clark, G., & Swinth, Y. (2008). School-based services: What does OT bring to the IFSP and IEP table? *Occupational Therapy, Schools, & Early Intervention*, 1, 17-23.

Chandler, B. E., Schoonover, J., Frolek Clark, G., & Jackson, L. L. (2008, March). The magnificent mundane. *School System Special Interest Section Quarterly*, 15(1), 1-4.

Clark, G., Brouwer, A., Schmidt, C., & Alexander, M. (2008, August 11). Response to intervention (RtI) model. *OT Practice*, 9-13.

Clark, G.F., & Miller, L. E., (1996). Providing effective occupational therapy services: Data-based decision making in school-based practice. *American Journal of Occupational Therapy*, 50, 701-717.

Clark, G., Polichino, J. & Jackson, L. (2004). Occupational therapy services in early intervention and school-based programs.

- Collins, A. (2006, September). Using evidence to guide decision making in the educational setting. *School System Special Interest Section Quarterly*, 13, 1-4.
- Dunn, W. (2007). Supporting children to participate successfully in everyday life by using sensory processing knowledge. *Infants & Young Children*, 20, 84-101.
- Frolek Clark, G. (2001). Children often overlooked for occupational therapy in educational settings. *School System Special Interest Section Quarterly*, 8, 1-3.
- Frolek Clark, G., Brouwer, A., Schmidt, C., & Alexander, M. (2008, August 11). Response to Intervention (RtI) model. *OT Practice*, 9-13.
- Haack, L & Haldy, M. (1996, November). Making it easy: Adapting home and school environment. *OT Practice*, 22-28.
- Hanser, G. (2006). Promoting emergent writing for students with significant disabilities. *OT Practice*, 11(9), CE-1-CE-8.
- Humphry, R, & Wakeford, L. (2006). An occupation-centered discussion of development and implications for practice. *American Journal of Occupational Therapy*, 60(3), 258-267.
- Jackson, L. & Arbesman, M. (Eds.) (2005). *Occupational therapy practice guidelines for children with behavioral and psychosocial needs*. Bethesda, MD: American Occupational Therapy Press.
- Kiss, D. M. (2007). Handwriting consultation in elementary schools. *OT Practice*, 12(14), 11-14.
- Knippenberg, C. & Hanft, B. (2004, December). The key to educational relevance: Occupation throughout the school day. *School System Special Interest Section Quarterly*, 11, 1-3.
- Marr, D., Cermak, S., Cohn, E. & Henderson, A. (2003). Fine motor activities in head start and kindergarten classrooms. *American Journal of Occupational Therapy*, 57, 550-557.
- McKinley-Vargas & Thomas, K., (2008, June 30). A framework for change. *OT Practice*, 10-15.
- Miller, L. J., Anxalone, M. E., Lane, S. J., Cermak, S. A., & Osten, E. T. (2007). Concept evolution in sensory integration: A proposed nosology for diagnosis. *American Journal of Occupational Therapy*, 61(2), 135-140.
- Muhlenhaupt, M. (2008). Evidence-based practice. *Occupational Therapy, Schools, & Early Intervention*, 1,12- 16.
- Naider-Steinhart, S., & Katz-Leurer, M. (2007). Analysis of proximal and distal muscle activity during handwriting tasks. *American Journal of Occupational Therapy*, 61(4), 392-398.
- Nanof, T. (2007, June). Education policy, practice, and the importance of OT in determining our role in education and early intervention. *School System Special Interest Section Quarterly*, 14(2), 1-4.
- Polcyn, P. & Bissell, J. (2005, March). Flexible models of service using the sensory integration framework in school settings. *Sensory Integration Special Interest Section Quarterly*, 28, 1-4.
- Roach, A.T. & Elliot, S.N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. *Teaching Exceptional Children*, 37, 8-17.
- Schaaf, R. & Miller, L.J. (2005). Occupational therapy using a sensory integrative approach for children with developmental disabilities. *Mental Retardation and Developmental Disabilities*, 11, 143-148.
- Schaaf, R. C., & Nightlinger, K. M. (2007). Occupational therapy using a sensory integrative approach: A case study of effectiveness. *American Journal of Occupational Therapy*, 61(2), 239-246.
- Shasby, S. (2005). School-based practice: Acquiring the knowledge and skills. *American Journal of Occupational Therapy*, 59(1), 88-96.
- Shasby, S. & Schneck, C. (2005, December). Use of sensorimotor theme groups to enhance developmental skills in preschool and kindergarten children. *School System Special Interest Section Quarterly*, 11, 1-3,6.

Swinth, Y. (2003, September). Applying the occupational therapy practice framework to the 0 to 21 population in education-based settings. *School System Special Interest Section Quarterly*, 10, 1-2.

Swinth, Y., Spencer, K.C., Jackson, L., & Shepherd, J. (2003). *Occupational therapy: Effective school-based practice within policy context. (COPSSSE Document No. OP-3)*. Gainesville: University of Florida, Center on Personnel Studies in Special Education. www.coe.ufl.edu/copsse/docs

Wilbarger, P. (1995, June). The sensory diet: Activity programs based on sensory processing theory. *Sensory Integration Special Interest Section Quarterly*, 18, 1-4.

Woodard, S. & Swinth, Y. (2002). Multisensory approach to handwriting remediation: Perceptions of school-based occupational therapists. *American Journal of Occupational Therapy*, 56, 305-312.

Resource websites:

<http://idea.ed.gov/> - Building the Legacy: IDEA 2004 (Part B) Browse major topics and Check these out! This web site provides resources related to IDEA and regulations

www.ideapartnerships.org – resources for all aspects of IDEA

www.aota.org – type IDEA re-authorized – a number of relevant articles

<http://www.kde.state.ky.us/KDE> - Kentucky Department of Education website –Peruse all topics, especially special education

www.ed.gov/nclb/landing.jhtml?src=pb U.S. Department of Education No Child Left Behind Information

<http://www.nichy.org/> NICHCY stands for the *National Dissemination Center for Children with Disabilities*. Provides information on disabilities in infants, toddlers, children, and youth, IDEA, NCLB and research-based information on effective educational practices

<http://www.coe.ufl.edu/copsse/> -resources for occupational therapy evidence

www.macmh.org – fact sheets from Minnesota Association for Children’s Mental Health

<http://csmha.umaryland.edu> – School mental health

Computer/Internet Access

This course utilizes the Blackboard system, which is a web-based classroom enhancement. The instructor will post copies of Power Point lectures on Blackboard. All classes are web-based. Any student who does not feel computer literate or does not have easy access to the Internet should speak privately to the instructor before the first night of class.

Required Readings:

Readings in topic areas will be assigned. Additional readings will be recommended. Numerous resources to enhance student learning will be provided on Blackboard. Additionally, the student is expected to review typical child development as indicated to participate in this class.

Course Requirements:

• Literature review paper on selected intervention	(200 points)	20%
• Mentoring contract with SPB therapist	(150 points)	15%
• OT interventions - educational outcomes (SFA)	(200 points)	20%
• Online course discussions		
Discussion Board	(100 points)	10%
Reflective discussion	(100 points)	10%
• School mental health contribution	(100 points)	10%
• Quizzes	(100 points)	10%
• Abstract	(50 points)	5%
	Total (1000 points)	100%

Grading Practices:

All assignments will be graded using the following scale:

90-101	A
80-90	B
70-80	C
60-70	D
0-59	F

Student Progress:

Students can monitor their academic progress by checking grades in Blackboard. Discussion with the instructor regarding individual progress can be arranged during the instructor's office hours. Written feedback will be given on all assignments. Verbal feedback and modeling will be available through in-class discussion, active learning experiences, and community experiences.

Expectation for Outside Work

This course will follow the University policy regarding time spent outside of class. As per this policy, it is expected that graduate students will spend 4 hours of preparation each week for each hour of lecture. For this course, that translates to approximately 12 hours per week for graduate students. Readings will be listed with the lecture topic for that date and those readings should have been completed prior to entering the classroom discussion that date. You are required to complete the participation questions and email them to class in order to assist in creating meaningful discussions.

Important Dates:

Last day to withdraw from courses is March 21, 2009. Please refer to the EKU Compass.

Attendance:

The student is an active learner and benefits from full class attendance and participation. Student will notify the course instructor when he/she will be absent. Student is **expected** to be prompt for class.

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

Academic Integrity:

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

Course Outline - OTS 865 - Spring 2009

DATE	TOPIC	READINGS	ASSIGNMENTS	Link to Course Objectives
	Module One:	Legislative Context	All assignments are due by noon	
Jan 13	Course introduction: Review syllabus/structure/ assignments Evolution of OT in SBP Legislation and impact on OT service delivery in an educational setting. Collaborative practice	Syllabus/Course outline Blackboard site AOTA (2007) Occupational Therapy Services for Children and Youth under IDEA – Chapter 1 (1-22) Chandler, B. E., Schoonover, J., Frolek Clark, G., & Jackson, L. L. (2008, March) Hanft & Shepherd (2008) Chapter 1 Nanof, T. (2007, June) Regulations - http://idea.ed.gov/explore/	Complete Introduction form and introductory module quiz. Submit email by 1/13 PowerPoint – Legislative Context Complete questions posted to the discussion board by noon 1/13/09	1, 2, & 4
Jan 20	Terminology of School-based Practice: IDEA, IEPs, LRE FAPE Evaluating Occupational Performance	AOTA (2007) Occupational Therapy Services for Children and Youth under IDEA – Chapter 2 (23-58) Hanft & Shepherd (2008). 231 -250; AOTA Practice Framework Swinth, Y. (2003, September).; McKinley-Vargas & Thomas (2008); Chandler, C., Frolek-Clark, G., & Swinth, Y. (2008);	Complete questions posted to the discussion board by noon 1/20/09	1-3
	Module Two:	Collaborative Decision-Making		
Jan 27	Occupational Therapy	AOTA (2007) Occupational Therapy Services	Review Official Documents Table 3.2	1, 2, &

-	Decision-Making Process	for Children and Youth under IDEA – Chapter 3 (59- 88) Hanft & Shepherd (2008). Chapter 2 & 3 AOTA (2004). Occupational therapy services in early intervention and school-based programs. <i>AJOT</i> ,58, 681-685. AOTA (2007). FAQ On response to intervention for school-based occupational therapists and occupational therapy assistants.	(AOTA, 2007) Complete questions posted to the discussion board by noon 1/27/09 Complete contract with SBP mentor - Identify 3 professional goals for semester	4
Feb 3	Assessing Occupation and Participation	Kentucky Department of Education. (2006, September). Resource Manual for Educationally Related Occupational Therapy and Physical Therapy in Kentucky Public Schools. Knippenberg, C. & Hanft, B. (2004, December). School Function Assessment Sensory Profile School Companion	Complete questions posted to the discussion board by noon 2/3/09	2,3,& 4
	Module Three:	IDEA 04		
Feb 10 & Feb 17	Services to the child, on behalf of the child, and as program supports for school personnel RtI EIS	Knippenberg, C. & Hanft, B. (2004, December) KDE Website: OT/PT Resource Manual Hanft & Shepherd (2008). Chapter 4 School Function Assessment Cahill, S. M. (2007, September) Clark, G., Brouwer, A., Schmidt,C.,& Alexander, M., (2008, August 11). www.aota.org/Practitioners/PracticeAreas/Children and Youth/tools	Evaluate a student enrolled in K-6th grade using the SFA and one additional standardized assessment tool. Complete occupational profile and performance with academic and functional recommendations Using KY OT/PT manual determine educational goals you would recommend when collaborating with IEP team Provide evaluation to instructor by noon 2/20/09	1,2,3,4
	Module 4	Strategies for Intervention		
Feb 24	Service delivery Data-based decision making	AOTA (2007) Occupational Therapy Services for Children and Youth under IDEA – Chapter 4(89- 127) Cahill, S. M. (2007, September); Handley- More, D. (2008). Developing and using rubrics in occupational therapy. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 1, 24-32. Clark, G.F., & Miller, L. E., (1996). Roach, A.T. & Elliot, S.N. (2005).	Review one research SBP article focused on evidence of intervention Post abstract to professor by noon 2/27/09 Complete questions posted to the discussion board by noon 2/24/09	2,3,&4
March 3	School-based practice	Spend a day in the educational setting with an occupational therapist. Note several intervention strategies used during the day		1-4
Mar 10 No class	SPRING BREAK			

	Module 5	Outcomes and Accountability		
Mar 17	Strategies for Intervention: Sensory Based	AOTA (2003 statement) Bodison, S. & Mailloux, Z. (2006) – LRC only; Dunn, (2007) LRC only; Haack, L & Haldy, M. (1996,November); Miller et al. (2007); Polcyn, P. & Bissell, J. (2005, March); Shasby & Schneck (2005, December); Wilbarger, P. (1995, June).	Evaluate a student enrolled in K-6th grade using the Sensory Profile and School Companion. Complete questions posted to the discussion board by noon 3/17/09	2,3, & 5
Mar 24	Fine Motor Assessment and Intervention	Bayona, C., McDougall, J., Tucker, M., Nichols, M., & Mandich, A. (2006); Case-Smith, J. (2000); Humphrey, R., Jewell, K. & Rosenberger. R. (1995); Marr, D., Cermak. S., Cohn, E. & Henderson, A. (2003); Crowe, T.K., McClain, C. & Provost, B. (1999); Van Den Wymelenberg, K., Deitz, J., Wendel, S. & Kartin, D. (2006).	Fine Motor Assessments Complete questions posted to the discussion board by noon 3/24/09	2,3, & 5
Mar 31	Handwriting Assessment and Intervention	Print Tool Test of Handwriting Skills Bell,B. & Swinth, Y. (2005, September); Naider-Steinhart, S. & Katz-Leurer, M. (2007); Case-Smith, J. (2000); Case-Smith, J. (2002);	Complete questions posted to the discussion board by noon 3/31/09 Evaluate a student using the Print Tool	2,3, & 5
		Asher, A. (2006); Kiss, D. M. (2007); Woodard, S. & Swinth, Y. (2002). Hanser, G. (2006, May) – LRC only.		
April 7	School Mental Health	Jackson, L. (2007) Chapter 6. FAQ on School Mental Health – AOTA Mental Health Fact Sheet for the Classroom- www.macmh.org http://csmha.umaryland.edu Barnes, K. J., et al. (2003) Beck, A., Barnes, K., Vogel, K. & Grice, K. (2006). Bazyk, S. (2005) Cahill, S. (2006, December). Frolek Clark (2001). AOTA Occupational Therapy Practice Guidelines for Children with Behavioral and Psychosocial Needs – LRC ONLY (good resource for purchase)	Complete questions posted to the discussion board by noon 4/07/09	2, 3 & 5
April 14				
April 21	Evidence-based Practice	Collins, A. (2006, September). AOTA(2007) Chapter 7 Muhlenhaupt, M. (2008) Schaaf, R. C., & Nightlinger, K. M. (2007); www.coe.ufl.edu/copsse/docs	Contribution to promoting mental health and psychosocial function in SPB Due 4/19/09 Complete questions posted to the discussion board by noon 4/21/09	3 & 5
April 28	Application	Evidence for practice – assigned readings	Complete questions posted to the discussion board by noon 4/28/09	2, 3, & 5
May 5	Final Week		Literature review due noon 5/05/09	1 - 5

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences

Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 884
Hybrid Course ("S," "W")	*Course Title (30 characters)	Qualitative Inquiry Approaches
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	01-20-09	Graduate Council*	3/2/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/18/09	Approved	Disapproved
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

A. 1. Specific action requested: To establish a new course (previously taught 2 times as a special topics course).

A. 2. Effective date: Fall 2009

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

B. The justification for this action:

There is no such course available to OT graduate students; the course is also open to other graduate students on the EKU campus (i.e, education, social work, psychology) and in the collaborative doctoral program in Rehabilitation Science at the University of Kentucky. This course has been taught two times as a Special Topics class, and the demand has been demonstrated for ongoing offering of the course.

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

Personnel Impact: Faculty will be assigned by the Department Chair to teach this course. Expertise currently exists.

Operating Expenses Impact: none

Equipment/Physical Facility Needs: none

Library Resources: E-journals in library meet course needs.

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

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

New or Revised* Catalog Text
(*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
OTS 884: Qualitative Inquiry Approaches (3). A. Prerequisite: Undergraduate course in research design. This course synthesizes the rationale, theoretical foundations, design, methods, analysis, and ethical issues related to qualitative research. Students analyze five approaches of qualitative inquiry, and develop a research prospectus.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	884	Fall 2009	AS ____ JS ____	OCCT

			BT _____	EM _____	
			ED _____	PC _____	
			HS x _____		
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture 3	Laboratory _____	Other _____		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Cip Code (first two digits only) 51	
W	3	N		Class Restriction, if any: (undergraduate only)	
				FR _____ JR _____	
				SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		FOR BANNER USE ONLY	
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
				Date of data entry _____	
				Data entry person _____	

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

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

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

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

EASTERN KENTUCKY UNIVERSITY - OCCUPATIONAL THERAPY DEPARTMENT
OTS 884: Qualitative Inquiry Approaches - SPRING 2009 - COURSE SYLLABUS

FACULTY:

Dana Howell, PhD, OTD, OTR/L
Dizney #119, 622-6256
dana.howell@eku.edu

Peggy Wittman, EdD, OTR/L
Dizney #137, 622-6323
peggy.wittman@eku.edu

CREDIT HOURS: 3

CATALOG DESCRIPTION: Prerequisite: Undergraduate course in research design.

This course synthesizes the rationale, theoretical foundations, design, methods, analysis, and ethical issues related to qualitative research. Students analyze five approaches of qualitative inquiry and develop a research prospectus.

COURSE MEETS:

Weekly: Via Blackboard (new modules posted on Wednesdays)

At EKU: 9:00 am to 3:00 pm on 1/31/09, 3/28/09, and 4/18/09 , Dizney Building, room 100

STUDENT LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Analyze five qualitative approaches of inquiry: narrative, phenomenology, grounded theory, ethnography, and case study through discussion of their theoretical basis, methodology, sampling, data collection, data analysis, and trustworthiness.
2. Develop a research topic appropriate for a qualitative study.
3. Design a research proposal using appropriate terminology and methodology.
4. Conduct preliminary research for the study proposed.
5. Demonstrate the skills required to conduct an in depth interview with an individual.
6. Synthesize and apply the concept of credibility to the qualitative research process.
7. Demonstrate the ability to use at least two methods for establishing trustworthiness.
8. Demonstrate the ability to do preliminary analysis from data collected.
9. Evaluate the ethical issues related to qualitative health related research.

REQUIRED TEXTS:

American Psychological Association. *Publication manual of the American Psychological Association (5th ed.)*. (2001). Washington, D.C.: American Psychological Association.

Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches (2nd ed.)*. Thousand Oaks, CA: Sage.

Morse, J. M., & Richards, L. (2002). *Read me first for a user's guide to qualitative methods*. Thousand Oaks, CA: Sage.

REQUIRED READING:

Additional readings will be required throughout the semester.

ADDITIONAL MATERIALS:

Access to a disposable or other camera with a flash; access to a tape recorder

COMPUTER/ INTERNET ACCESS:

This course will use Blackboard to post announcements and course information. As this course is offered via web-based instruction, students should have computer access for adequate participation.

COURSE REQUIREMENTS:

Research proposal 40%

Research proposal presentation 10%

Active learning assignments 20%

Group presentation of a qualitative approach 30%

[*Note: All written work must be formatted in APA, 5th Ed.]

PRESENTATION OF A QUALITATIVE APPROACH

Students will each be assigned an approach to qualitative inquiry as noted by Creswell (Narrative, Case Study, Phenomenology, Grounded Theory, and Ethnography) and others. Each student will be responsible for researching information pertinent to the theoretical underpinnings, major theorists, data collection, and data analysis unique to the assigned approach. Students will present their findings in a 30 minute presentation on **January 31, 2009** while onsite at EKU. Each presentation should include an active learning opportunity for students to gain a clear understanding of the unique aspects of the qualitative approach.

As preparation for the presentation, each student must locate a research article that uses the assigned approach. The article will be posted on Blackboard no later than **January 23, 2009**. The article will serve as an introduction to the qualitative approach, and

should be incorporated into the presentation. All students should read the articles prior to the presentation, and critique it using a qualitative research checklist such as the Critical Review form (posted on Bb). Students should be prepared to answer the question: What insights on qualitative research does this tradition offer?

RESEARCH PROPOSAL

Students will individually develop a research proposal describing a suggested research project on a topic of their choice, using any qualitative approach appropriate to the research question. The proposal will include the following sections: Research problem, purpose statement, research questions, theoretical framework, study significance, study design, timeline, and references. Examples will be provided.

Students will have time to meet individually with the instructors to discuss their ideas on or around **February 4, 2009**. This meeting will be scheduled via phone or onsite as is appropriate for the student. At this meeting, students should have an outline of their proposal for review, including a research question. Students will meet again with instructors on or around **April 8, 2009**. At this meeting, students should have a nearly complete draft prepared for review. Students will present their proposals in class on **April 18, 2009** in a format similar to a proposal defense.

ACTIVE LEARNING ASSIGNMENTS

This course is activity-based and is designed to provide students with a guided opportunity to learn about qualitative research. As such, each student must be an active participant in the learning community. Throughout the course, students will be required to complete short homework assignments that will provide a basis for in-class learning. For example, students will complete an online CITI ethics education tutorial, participate in a non-participant observation exercise, perform and transcribe an interview, and take photographs for data analysis. Additionally, each student is expected to actively participate in all class sessions by reading all required readings, posting comments on the Bb discussion board, coming to class prepared with completed active learning assignments, and adding insights during class discussions.

GRADING SCALE:

Final grades will be assigned according to the following scale:

<u>Letter</u>	<u>Numerical Value</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	59 – below

EKU ACADEMIC INTEGRITY POLICY:

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it will not tolerate academic dishonesty. www.academicintegrity.eku.edu

Standardized Disability Statement for Course Syllabi

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.

ATTENDANCE:

Because of the unique format of this course, **attendance is mandatory for the three onsite sessions**. Students who are unable to attend all three onsite sessions will not pass the course.

Eastern Kentucky University - Department of Occupational Therapy
OTS 884: Qualitative Inquiry Approaches
Introduction to Qualitative Research - SPRING 2009 - Topic Outline

Topic outline subject to change

Date	Topic	Readings/ Assignments
Week 1 Jan. 14 Bb session	<ul style="list-style-type: none"> • Introduction to course • Introduction to qualitative research • Comparison of qualitative and quantitative paradigms • Introduction to five traditions 	Creswell Chapter 2 Creswell Chapter 4
Week 2 Jan. 21 Bb session	<ul style="list-style-type: none"> • Research problems/ need • Writing research questions 	Creswell Chapter 6
Week 3 Jan 31 ONSITE 9:00-3:00	<ul style="list-style-type: none"> • Student presentations of qualitative approaches 	
Week 4 Feb. 4 Bb session	<ul style="list-style-type: none"> • Writing a research proposal • Individual meetings with faculty to discuss proposal ideas 	Creswell Chapter 3 & 9 Outline of ideas for proposal due
Week 5 Feb. 11 Bb session	<ul style="list-style-type: none"> • Collaborative Institutional Training Initiative (CITI) • Reflexivity 	
Week 6 Feb. 18 Bb session	<ul style="list-style-type: none"> • Methods: observation 	Creswell Chapter 7 Non-participant observation due CITI tutorial due
Week 7 Feb. 25 Bb session	<ul style="list-style-type: none"> • Methods: interview 	Interview due
Week 8 Mar. 4 Bb session	<ul style="list-style-type: none"> • Methods: creative media 	Photographs due
Week 9 Mar. 11	<ul style="list-style-type: none"> • EKU Spring Break: no class 	
Week 10 Mar. 18	<ul style="list-style-type: none"> • UK Spring Break: no class 	
Week 10 Mar. 28 ONSITE 9:00-3:00	<ul style="list-style-type: none"> • Data analysis • Qualitative software 	Creswell Chapter 8 Due: transcribed interview ready for analysis
Week 11 Apr. 1 Bb session	<ul style="list-style-type: none"> • Ethics 	
Week 12 Apr. 8 Bb session	<ul style="list-style-type: none"> • Individual meetings with faculty to discuss research proposals 	
Week 13 Apr. 18 ONSITE 9:00-3:00	<ul style="list-style-type: none"> • Research proposal presentations 	Research proposal due Presentation slides due
Week 14 Apr. 22 Bb session	<ul style="list-style-type: none"> • Verification of findings • Course evaluation and wrap up 	Creswell Chapter 10

Curriculum Change Form

Part I

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

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	12/2/09	Graduate Council*	3/2/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/18/09	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:** Change the *Graduate Catalog* description of the admission process for option 2
- 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: The interest in the Option 2 program has increased substantially over the past two years. The department now finds itself in a difficult position as we are unable to accommodate all persons who are interested in taking the transition year classes and subsequently applying to the Master of Science Program in OT. In order to address this issue, the faculty has decided to modify the application process for persons interested in the Option 2 program and provide a more structured admission process.

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

Personnel Impact: NA
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

Part III. Recording Data for New, Revised, or Suspended Program
DEPARTMENT OF OCCUPATIONAL THERAPY

Dr. Colleen Schneck, Chair
 Dr. Sharon Shasby, Graduate Coordinator/Advisor
www.health.eku.edu/ots (859) 622-3300
 CIP Code: 51.2306

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.

The graduates of the Master of Science degree program in Occupational Therapy will demonstrate the ability to:

- (1) Design, provide and analyze evidence-based occupational therapy services that engage people in occupation to support their participation in context.
- (2) Collaborate with others to promote the health and well-being of diverse persons and communities.
- (3) Contribute to occupational therapy practice, education and research through the ethical application of reasoning abilities.
- (4) Reflect the profession's values, principles and beliefs in carrying out professional responsibilities.
- (5) Inform, negotiate, advocate, and consult with diverse persons, disciplines, and communities to facilitate and promote health

II. ADMISSION REQUIREMENTS

- 1 Bachelors degree in Occupational Science (Option 1) or other baccalaureate degree (Option 2).
- 2 "C" or better in all prerequisite coursework.
- 3 3.0 GPA on the most recent 60 hours of coursework (program prerequisites not included in the most recent 60 hours will be added in the calculation of GPA) or a 3.0 overall undergraduate GPA (all hours attempted in the semester in which the 60th hour occurs will be counted) determined by February 1/program application deadline.
- 4 GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.
- 5 Three letters of recommendation.

Selection Criteria — Students will be admitted on a competitive basis using a weighted matrix.

OPTION 1

Specific Criteria — Students with a baccalaureate degree in occupational science should apply to the Graduate School by February 1 of their senior year for admission into the Master of Science in Occupational Therapy.

OPTION 2

Specific Criteria — An undergraduate degree in a discipline other than occupational science or occupational therapy and course work in Human Anatomy, Human Physiology, Psychology, and Statistics. Students may be requested to submit a course description of prerequisite course work with the application.

~~Students must successfully complete all required prerequisite course work with a "C" or better prior to beginning the Master of Science degree in Occupational Therapy. Students interested in completing the transition prerequisites course work must contact the Occupational Therapy Department by May 1st to assure a place in the program for fall. Students enter the transition prerequisite course work once a year as an undergraduate student. Option 2 students will apply to the Graduate School for the Master of Science in Occupational Therapy by February 1st of the transition course work year.~~

~~Students accepted into the Option 2 program are required to take a year of transition courses prior to beginning Master of Science course work. The deadline for applications for the Option 2 program is May 1st. Students who are accepted into the Option 2 program must be enrolled in Fall semester transition year courses by July 1st and may continue on into the Master of Science program after completing the transition year courses, if they maintain a GPA of 3.0, complete all prerequisite courses with a "C" or better and are accepted by the Graduate School. Students will apply to the Graduate School during the transition year of course work.~~

~~**Transition Prerequisite Year Course Work** — The following undergraduate courses are completed as undergraduate: BIO 271, 371, OTS 362, 402, 422, 430, 478, and 499. Students will apply to the Graduate School during the transition year of course work. If admitted to the MS program, students will complete the curriculum requirements presented in Option 1.~~

OPTION 3

Specific Criteria — An undergraduate degree or postbaccalaureate certificate from an accredited occupational therapy program. Students with a baccalaureate degree or a certificate in occupational therapy may apply at any time.

Certification in occupational therapy is considered equivalent to the core professional courses (OTS 820, 822, 830, 832).

Curriculum Change Form

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Recreation and Park Administration
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	_____
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	_____
<input type="checkbox"/> New Program (Part III)	*Program Title	Recreation and Park Administration, BS (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/25/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	3/4/09	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: To reduce the number of hours needed to graduate in the major from 128 hours to 120 hours

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:

Meets new university minimum for Baccalaureate Degree and is comparable to other park and recreation program graduate requirements

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: No impact

Library Resources: No impact



EASTERN KENTUCKY UNIVERSITY

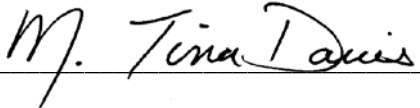
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Office of the Registrar

Academic Affairs and Research
Enrollment Management
Office of the Registrar

SSB CPO 58, 521 Lancaster Avenue
Richmond, KY 40475-3158
Phone: (859) 622-3876

TO: Council on Academic Affairs

FROM: 

**Interim University Registrar
Eastern Kentucky University**

DATE: March 13, 2009

SUBJECT: Course by Special Arrangement – Discussion Item for 03-19-09 Council on Academic Affairs Meeting

The Office of the Registrar submits the following agenda item for consideration at the March 19, 2009 meeting of the Council on Academic Affairs:

Course By Special Arrangement – Review of Current Policy

“A Course By Special Arrangement is a course that is part of the approved curriculum program but is being offered to a student during a term or at a time when it is not scheduled. It should only be employed in cases of extreme scheduling conflict when no substitution is appropriate or available...”

The Office of the Registrar is bringing this policy before the CAA for review and reaffirmation or revision of the CBSA process.



**EASTERN KENTUCKY UNIVERSITY***Serving Kentuckians Since 1906***Office of the Registrar**

Academic Affairs and Research
Enrollment Management
Office of the Registrar

SSB CPO 58, 521 Lancaster Avenue
Richmond, KY 40475-3158
Phone: (859) 622-3876

TO: Council on Academic Affairs

FROM:

M. Tina Davis

**Interim University Registrar
Eastern Kentucky University**

DATE: March 13, 2009

SUBJECT: Course by Special Arrangement – Discussion Item for 03-19-09 Council on Academic Affairs Meeting

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The Office of the Registrar is bringing this policy before the CAA for review and reaffirmation or revision of the CBSA process.



Course by Special Arrangement

Course By Special Arrangement

A Course By Special Arrangement (CBSA)* is a course that is part of the approved curriculum program but is being offered to a student during a term or at a time when it is not scheduled. It should be employed only in cases of extreme scheduling conflict when no substitution is appropriate or available. Prior to registration, students must file the CBSA Petition. This petition requires the signature/approval of the instructor, program chair and dean. An additional \$100 per semester hour fee is assessed in addition to regular tuition and fees. Faculty are compensated at \$100 per semester hour.

The purpose of an independent study is to allow the competent and prepared student to pursue study of a topic of special interest under the supervision of a full-time faculty member. The independent study is an agreement between a student and faculty member which bring mutual benefit to both with no additional compensation/release for faculty. Tuition and fees for independent study courses are computed at the same rate as other courses.

*As apposed to Independent Study.

Action Agenda**Executive and Academic Affairs Committee**

I. Course By Special Arrangement

II. Issue

A Course By Special Arrangement (CBSA) is a course that is part of the approved curriculum program but is being offered to a student during a term or at a time when it is not scheduled. It should be employed only in cases of extreme scheduling conflict when no substitution is appropriate or available. Prior to registration, students must file the CBSA Petition. This petition requires the signature/approval of the instructor, program chair and dean. An additional \$100 per semester hour fee is assessed in addition to regular tuition and fees.

III. Background and Process

Currently there is no mechanism by which students may earn credit and appropriate transcript notation for required courses that are not offered as regular term courses. In some cases where accurate transcript notation was not required, students were permitted to register for Independent Study to meet program requirements. In such cases these were done as non-paid assignments for faculty and constituted a misuse of what would normally fall within the category of "independent study." The purpose of an independent study is to allow the competent and prepared student to pursue study of a topic of special interest under the supervision of a full-time faculty member. The independent study is an agreement between a student and faculty member which brings mutual benefit to both with no additional compensation/release for faculty. Tuition and fees for independent study courses are computed at the same rate as other courses.

IV. Alternatives

Students would be required to wait until the appropriate course is offered at a future term. Faculty would be requested to provide coursework to students that would amount to uncompensated overloads.

V. President's Recommendations

Based upon the approval by the Council on Academic Affairs, Provost's Council and Faculty Senate, the President recommends approval of this course.

Approved by the
Board in
April 2003
(PSA)



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Office of the Registrar

COURSE BY SPECIAL ARRANGEMENT

PETITION FORM

A Course By Special Arrangement (CBSA) is a course that is part of the approved curriculum program but is being offered to a student during a term or at a time when it is not scheduled. An Independent Study course cannot be a CBSA. A CBSA should be employed only in cases of extreme scheduling conflict when no substitution is appropriate or available. An additional \$100 per semester hour fee will be assessed in addition to regular tuition and fees.

Prior to registration the student must complete and sign this CBSA Petition Form. Once completed with all required signatures the form should be forwarded to the Office of the Registrar where the section will be created and the student registered into the section.

Student name: _____
Please print name.

Student EKU ID: _____

Term course is to be offered: _____

Course prefix and number: _____ cr. hrs. (needed only if variable): _____
prefix no.

Full name of instructor: _____
Please print name

Required signatures:

- *Instructor of course:* _____
- *Department chair:* _____
- *Dean of college offering course:* _____

I understand that by requesting the above course to be offered to me as a Course By Special Arrangement I will be assessed a fee of \$100 per credit hour in addition to the standard tuition and fees for this course. I accept and agree to this additional charge.

Student signature: _____ Date: _____



Course Prefixes

ASO 100	<i>Academic Orientation</i>
BTO 100	<i>Academic Orientation</i>
EDO 100	<i>Academic Orientation</i>
GSO 100	<i>Academic Orientation</i>
HSO 100	<i>Academic Orientation</i>
JSO 100	<i>Academic Orientation</i>
ACC	Accounting
ADM	Apparel Design and Merchandising
AFA	African/African-American Studies
AFS	Aerospace Studies (Air Force ROTC)
AGR	Agriculture
ANT	Anthropology
APP	Appalachian Studies
APS	Assets Protection and Security
ARH	Art History
ART	Art
ASL	American Sign Language
AST	Astronomy
ATR	Athletic Training
AVN	Aviation
BEM	Broadcasting and Electronic Media
BIO	Biology
BTS	Business and Technology Seminar
CAH	Arts and Humanities Interdisciplinary
CCT	Corporate Communication and Technology
CDF	Child and Family Studies
CDS	Communication Disorders and Sciences
CHE	Chemistry
CHS	College of Health Sciences Interdisciplinary
CIS	Computer Information Systems
CLS	Clinical Laboratory Science
CLT	Clinical Laboratory Technology
CMS	Communication Studies
CNM	Arts and Sciences Interdisciplinary
COM	Communication
CON	Construction Management
COR	Correctional and Juvenile Justice Studies
CRJ	Criminal Justice
CSC	Computer Science
CTE	Career and Technical Education
DES	Design
ECO	Economics
EDF	Educational Foundations
EET	Electricity and Electronics Technology
EHS	Environmental Health Science
ELE	Elementary Education
EMC	Emergency Medical Care
EME	Elementary and Middle Grade
EMG	Middle Grade Education
EMS	Elementary, Middle Grade, and Secondary Education
ENG	English
ENR	Learning Skills
ESE	Secondary Education
FCC	Foreign Culture and Civilization
FCS	Family and Consumer Sciences
FIN	Finance
FLS	Foreign Language Studies
FOR	Forensic Science
FRE	French
FRM	Family Resource Management
FSE	Fire and Safety Engineering Technology
GBU	General Business
GCM	Graphic Communications Management
GCS	Interpersonal Skills and Career Counseling
GEO	Geography
GER	German
GLY	Geology
GSD	Student Development
GST	General Studies Tutoring

HEA	Health Education
HIS	History
HLS	Homeland Security
HNF	Health Information
HON	Honors Program
HPR	General Physical Education and Lifetime Activities
HSA	Health Services Administration
HUM	Humanities
IES	Foreign Exchange Studies
INS	Insurance
INT	Industrial Technology
ITP	Interpreter Training
JOU	Journalism
JPN	Japanese
LAS	Paralegal
LAT	Latin
LIB	Library Science
MAR	Marine Sciences
MAS	Medical Assisting Technology
MAT	Mathematics
MGT	Management
MKT	Marketing
MPM	Medical Practice Management
MSL	Military Science and Leadership
MUH	Music History
MUS	Music
NAT	Natural Science
NFA	Nutrition, Foods, and Food Administration
NSC	Nursing (Baccalaureate)
NUR	Nursing (Associate)
OHO	Ornamental Horticulture
OTS	Occupational Therapy
PHE	Physical Education
PHI	Philosophy
PHY	Physics
PLS	Police Studies
POL	Political Science
PSY	Psychology
PUB	Public Relations
QMB	Quantitative Methods
REC	Recreation and Park Administration
REL	Religion
RST	Real Estate
SCI	Science
SED	Special Education
SOC	Sociology
SPA	Spanish
STA	Statistics
SWK	Social Work
TEC	Technology, General
THE	Theatre Arts
TRS	Traffic Safety
TTE	Technology Teacher Education
WGS	Women and Gender Studies

Course Numbering

Courses are numbered according to the following plan:

000-099	are remedial non-degree credit courses
100-199	are primarily for freshmen
200-299	are primarily for sophomores
300-399	are primarily for juniors
400-499	are primarily for seniors
500-599	are primarily for seniors and are linked with 700 level graduate courses

A student may not take a course numbered more than one year above his/her classification level without advisor

permission. To take courses numbered 300 and above in *EKUBusiness* see the College of Business and Technology section for requirements for BBA degree.

Special approval must be obtained from the dean of the college offering a 500-level course in order for junior-level students to enroll. (Students of less than junior status or unapproved juniors cannot be admitted to a 500-level course and will be disenrolled by the Registrar if such an enrollment occurs.)

Course Descriptions

The semester hours which may be earned by successful completion of a course are indicated in parentheses immediately following the course title, e.g., (3).

I, II, and A used in the description of a course indicate the course will be offered the fall semester, spring semester, and by announcement, respectively. A course is offered during the indicated semester or by announcement on the assumption there will be adequate enrollment. If a course does not obtain adequate enrollment, it is subject to cancellation. The University reserves the right to cancel any course if the enrollment is not sufficient, to divide a course if the enrollment is too large for efficient instruction, and to change instructors when necessary.

The description of the course format for courses which include a laboratory experience is found at the end of the course description. A course which consists of three hours of classroom lecture and two hours of laboratory per week is described as "3 Lec/2 Lab."

Courses approved for general education are noted as such by the phrase "Gen. Ed." and a number following the course description. The number refers to the general education block to which the course may be applied. See General Education Requirements in Section Four.

Applied Learning / Cooperative Education

XXX—349 Applied Learning
XXX—349 A-N Cooperative Education

Students may register for additional hours of applied learning and cooperative education beyond those specified in each course description. However, courses students are taking will then fall into a repeat cycle where the last course taken replaces the former course so that no more than the limit noted may be counted toward a degree program, minor, or certificate.

From: Richmond, Rich
Sent: Wednesday, March 11, 2009 11:36 AM
To: Vice, Janna
Subject: McNair / Tassels / Photo

Hello Janna:

When you asked if we had a photo of the McNair graduation recognition tassels I said we had no photo. Later my colleague, Debbie, corrected me. We do have photos. Please see the attachment for a recent McNair graduation photo with McNair scholars wearing tassels.

Thanks.

Rich Richmond
Director
McNair Scholars Program
Eastern Kentucky University
Phone: 859.622.6249
Fax: 859.622.6248



Graduation Regalia, List of Approved Regalia from Graduation Information Web Site

Several Honor Societies have requested that graduating members be allowed to wear society-approved cords or sashes during Commencement ceremonies. A complete list of approved Honor Society Cords is included below. Societies desiring to be added to this list must make a formal request through [Council for Academic Affairs](#).

Alpha Lambda Delta Honor Society for First Year Students	Red, white and gold cords
EKU's Honors Program	Wear a maroon mortarboard
Delta Epsilon Iota	Woven cords, one blue and one gold
Gamma Beta Phi National Honor Society	Wear a black and gold stole
Golden Key National Honor Society	Gold Stole
International Students Graduation Sashes	Sashes are a representation of each country's national flag
Mortarboard National Honor Society	White ribbon with medallion and gold and silver cord
Phi Kappa Phi Honor Society	Gold Cord
University Honors (Summa, Magna or Cum Laude)	Wear a white sash with maroon stripe
Arts & Sciences	
Alpha Kappa Delta International Sociology Honor Society	Teal Cord
Lamba Alpha National Collegiate Honors Society for Anthropology	White Stole
Phi Alpha Theta National History Honorary	Madonna red and blue cords
Phi Sigma Honor Society	Gold Stole with emblem of the Society
Pi Sigma Alpha National Honor Society in Political Science	Red ribbon with Pi Sigma Alpha Medallion
Psi Chi National Honor Society in Psychology	Gold Cord
Sigma Tau Delta International Honor Society of English Language & Literature	Black and red cords
Upsilon Pi Epsilon International Society in Computing & Information Disciplines	Maroon neck band with medallion
College of Business & Technology	
Beta Gamma Sigma Honor Society in Business	Blue and gold cords
Kappa Tau Alpha National Honor Society in Journalism & Mass Communications	Royal blue ribbon with medal
National Honor Society of Financial Management	Silver Stole
Society of Human Resource Managers	Maroon Cord
College of Education	
Chi Sigma Iota International Counseling & Educational Psychology Honorary	White stole
Kappa Delta Pi Education Honor Society	Purple and green cord
College of Health Sciences	
Phi Upsilon Omicron Honor Society	Purple, yellow and white cord
Pi Theta Epsilon Honor Society	Gold cord
Sigma Theta Tau International Honor Society	Purple cord
College of Justice & Safety	
Alpha Phi Sigma Honor Society	Blue and gold cord